

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

BATON ROUGE • NEW ORLEANS • SHREVEPORT

## **BOARD OF SUPERVISORS MEETING**

August 18, 2023

Board of Supervisors' Meeting Room  
J. S. Clark Administration Bldg. 2nd Floor  
Baton Rouge, LA.  
9:00 a.m.

**BOARD OF SUPERVISORS  
MEETING**

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# ACADEMIC AFFAIRS COMMITTEE

August 18, 2023 / 9:00am

Board of Supervisors' Meeting Room  
J. S. Clark Administration Bldg. 2nd Floor  
Baton Rouge, LA.

## AGENDA

1. Call to Order
2. Invocation and Pledge of Allegiance
3. Recognition of Special Guest and Presentation
  - A. Southern Lab Recognition (SULS)
  - B. Cricket Team (SUBR)
  - C. NASA's 2023 Mentor -Protege Agreement of the Year Award (SUBR)
  - D. Above and Beyond Award
  - E. Check Presentation for the Naming of the Southern University Law Center Courtyard
4. Roll Call
5. Adoption of the Agenda
6. Public Comments
7. Action Item(s)
  - A. Request Approval of Board of Regents 3-Year Academic Plan  
*After an academic program review and market analysis, a long-term assessment was developed to identify viable academic programs over the next three years to aid in growing enrollment and workforce demands.*
    1. SUNO
    2. SUBR
    3. SUSLA
    4. SULC
  - B. Request Approval of the Literacy Plan Approval – (SULS)  
*The Louisiana Department of Education (LDOE) offers a Literacy Plan Development Guide and Literacy Plan Framework for Local Education Agencies (LEAs) and individual campuses to support student success. Every LEA and campus*

*is to develop a Literacy Plan. The planning framework is organized by Louisiana's Literacy Pillars and is used to set goals for improving literacy outcomes for students.*

- C. Request Approval of Student Rights and Responsibilities Handbook – (SULS)  
*The purpose of the attached handbook is to outline the rights and responsibilities of students attending the Southern University Laboratory School. It encompasses various important aspects, such as student discipline, hearing protocols, Title IX procedures, parental expectations, the school calendar, and guidance regarding student conduct. By having a comprehensive and well-defined handbook, we aim to create a safe and conducive learning environment for all students.*
  
- D. Request Approval of Pupil Progression Policy (SULS)  
*According to Bulletin 1566, the Pupil Progression Plan is a comprehensive plan developed and adopted by each parish or city school board; it shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Programs and that supplement standards approved by the State Board of Elementary and Secondary Education (SBESE)*
  
- E. Request Approval for a name change from the College of Agricultural, Family and Consumer Sciences to the College of Agricultural, Human and Environmental Sciences, from the Department of Agricultural Sciences to the Department of Agricultural Sciences and Technology, from the Department of Family and Consumer Sciences to the Department of Human Sciences, from Department of Urban Forestry and Natural Resources to the Department of Urban Forestry, Environment and Natural Resources, from Apparel Merchandising and Textiles to Fashion Merchandising and Design, and from Child Development to Child and Family Studies. (SUAREC)  
*These proposed name changes to the college, departments, and programs, reflect the new agricultural-related terminology and nomenclature for colleges of agriculture and are necessary to more accurately reflect the true nature and complexity of our departments, courses of study and concentrations offered at Southern University.*
  
- F. Tenure and Promotion Recommendations for Faculty Who have Gone Through Academic Review and Meet all the Necessary Requirements (SUBR)

Name of Faculty	Department	Present Rank	Applied for and Approved
1. Lynette Jackson	Computer Science SUBR- Instruction	Tenure-Track Assistant Professor	Tenure and Promotion to Associate Professor

8. Informational Item(s)

- A. Update on Faculty Handbook (SUBR)
  
- B. Update on Catalog (SUS)

9. Other Business

10. Adjournment

**MEMBERS**

Dr. Leon Tarver, II - Chairman, Mr. Sam Gilliam –Vice-Chair,  
Atty Jody Amedee, Mrs. Maple Gaines, Mrs. Ann Smith, and Dr. Arlanda Williams  
Mr. Myron K. Lawson – Ex Officio



REC'D EVC-ACAD AFFRS  
2023 JUL 26 PM 1:22

**SOUTHERN LAB<sup>®</sup>**  
SOUTHERN UNIVERSITY  
LABORATORY SCHOOL

Date: July 25, 2023

To: Bijoy Sahoo, Ph.D.  
Executive Vice Chancellor & Provost  
3rd Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

Re: Request to Recognize Rebecca Marshall at SUS Board of Supervisors Meeting

Please accept this correspondence as a formal request to recognize Hall of Fame Coach Rebecca Marshall for her remarkable achievements and contributions to Southern University Laboratory School. As you may already know, Coach Marshall retired in 2021 after an illustrious career that brought immense pride and success to our institution.

During her tenure at the Laboratory School, Coach Marshall's dedication and commitment to mentoring young athletes were truly exceptional. Her coaching prowess shines through her phenomenal record of 21 LHSAA Championships, which includes a remarkable streak of 16 consecutive titles. Such a feat is a testament to her tireless efforts and unwavering drive for excellence.

In 2022, Coach Marshall's indomitable spirit and outstanding achievements were recognized as she was inducted into the Louisiana High School Athletic Association Hall of Fame. This prestigious accolade further solidifies her status as an exceptional coach. Her impact on the lives of countless students cannot be overstated, as she not only coached Track & Field, but also Cross Country, Swimming, Cheer, Dance, and Physical Education. Coach Marshall's holistic approach to athletics and education has helped shape well-rounded individuals who continue to excel both on and off the field.

Considering Coach Marshall's exceptional track record and lasting legacy, it is only fitting that the Southern University System formally recognize her contributions. Such an act would not only bring well-deserved recognition to a truly extraordinary coach, but it would also inspire current and future athletes to strive for greatness in their pursuits.

Thank you for your time, consideration, and support in recognizing Coach Rebecca Marshall's outstanding accomplishments at Southern University Laboratory School.

Sincerely,

Herman R. Brister  
Director

Bijoy Sahoo, Ph.D.  
Executive Vice Chancellor & Provost

Dennis Shields  
President-Chancellor

**SOUTHERN UNIVERSITY AT NEW ORLEANS**

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New Orleans, LA 70126

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**Office of the Chancellor**

August 4, 2023

Dear President-Chancellor Shields:

I am submitting the Three-Year Academic Plans for Southern University and A&M College, Southern University Law Center, Southern University at New Orleans, and Southern University at Shreveport Louisiana for approval by the Southern University System Board of Supervisors. The institutions in accordance with the revised program approval policy of the Board of Regents have prepared the Plans that identify new degree programs for implementation over the next three years. The new policy eliminated the Letter of Intent, created an annual Academic Planning process, revised the degree program proposal form, and created the new academic planning template.

The faculties across the System have used the new template to develop the proposed lists of new programs. The template ensures that programs are aligned with institutional, System, and Board of Regents Master Plan goals, as well as Louisiana's workforce needs. Additionally, each plan provides information on program structure, accreditation and projected faculty resource needs. The Board of Regents will consider the Academic Plans from each system in conjunction with the annual budget process at its meeting in September.

Thank you for your consideration of the Three-Year Plans and submitting them for approval at the August 18, 2023 meeting of the Southern University and A&M College System Board of Supervisors.

With kind Regards,

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

James H. Ammons, Jr., Ph.D.

Chancellor

Southern University at New Orleans

APPROVED: \_\_\_\_\_

President-Chancellor Dennis J. Shields

Southern University and A&M College System

***"An Equal Educational Opportunity Institution"***

## Executive Summary

### Southern University at New Orleans

*Answer each question below with details and examples. Boxes will expand with text.*

#### **Describe how the proposed programs align the institution's degree program portfolio with master plan priorities**

The proposed degree and certificate programs will build upon Southern University at New Orleans' (SUNO) current degree programs to address Louisiana's workforce gap and to close state achievement gaps. The proposed new programs, in the areas of Education, Health, and Cybersecurity, will address the need for new approaches of teaching and learning in higher education. The program will use 21st century teaching modalities to meet the needs of working-age adults that will contribute to the Board of Regents meeting its goal of *60% of all working-age adults in Louisiana to hold a degree or high value credential by 2030*. The proposed programs' faculty and staff will use evidence-based practices to retain minority and low-income students, ultimately contributing to improving Louisiana persistence and completion rates on its postsecondary campuses. Because many minority students have limited exposure to higher education, some of the proposed programs use a stackable approach to introduce students postsecondary education. SUNO will also offer stackable undergraduate, post-baccalaureate, and graduate certificate programs that will provide students with the opportunity to earn academic credit, non-degree credential for completing a structured sequence of courses. These programs are specifically designed to meet identified workforce needs and to provide students with the knowledge, and skills that will be necessary for the 21st century economy. Southern University at New Orleans' proposed degree programs and best-practices are in alignment with the master plan priorities and will

#### **Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan**

The planned programs are based on the institution's engagement and/or relationships with businesses, industries and stakeholders (see short list below) to develop degree-offering programs, and increase the number of well-trained graduates in demanding fields, which have a workforce shortage in the diverse job market. These businesses, industries, and stakeholders will provide internships and employment opportunities for our undergraduates and graduates. Short List: Oschner Health System; LCMC Health; Federal Bureau of Investigation; Kellogg; CVS; City of New Orleans; DXC Technology; IBM; Gulf States Bank; Horizon Bank; Chase Bank; Actalent/Aerotech; Greater New Orleans Metropolitan Area School Systems-Public, Private and Charter. In addition, the planned new programs will have a significant impact on the state of Louisiana's economy because it will produce highly trained, more qualified graduates to compete successfully in today's competitive and diverse job market. This will result in additional higher paying jobs for Louisiana residents, which is directly related to

#### **Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.**



Southern University at New Orleans (SUNO), in alignment with the Louisiana Board of Regents, has embraced a robust new goal that calls for 60% of all working-aged adults (ages 25-64) in Louisiana to hold a degree or high-value credential by 2030. In the Spring of 2022, we were approved by the Southern University System, the Louisiana Board of Regents, and the Louisiana Department of Education to offer two Master of Arts in Teaching degree programs to meet the needs of K-12 school systems. SUNO was also approved by the Southern University System, the Louisiana Board of Regents, and the Louisiana Board of Nursing to offer the Bachelor of Science in Nursing in Fall 2022. Nursing is both a high demand and five-star program that will address both the national nursing shortage and the racial disparity in the field. Most recently, SUNO was approved by the Southern University System and the Louisiana Board of Regents to offer the Bachelor of Science in Cybersecurity in Fall 2023. In this proposal, we are planning activities around the workforce needs in the high demand areas with four and five-star ratings including data science, education, and health-related fields. We will propose Associate, Bachelor, Master and Doctoral degrees as well as certificate programs to answer the BOR charge to educate students at all levels, innovate with 21st century programs and curriculum to make SUNO a go-to Institution for



# Program Modality Additions

Southern University at New Orleans

Please fill out information on planned program modality additions (Section 1) and ce

## SECTION 1: Program Modality Additions (Associate, Bachelor's, Master's, Education Spec

Degree Designation	Program Name	6 digit CIP code	Intended Modality
e.g., AAS, BS, PhD	List up to 4 programs per year in order of priority for your institution.	6 digit code	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online

### Year One

B.S.	Forensic Science -Online	43.0106	100% Online
MSW	Master's Social Work On-line	44.0701	On-line option
M.S.	Computer Information Systems	11.0401	100% online
B.S.	Business Administration	52.0201	100% online

### Year Two

B.S.	Computer Information Systems	11.0401	100% online
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## SECTION 2: Certificates Modality Additions (Certificate of Applied Science, Certificate of C

Degree Designation and Program Name		CIP code	Intended Modality
Type of Certificate		6 digit code	<input type="checkbox"/> On campus (<50% online)☒ <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online
<b>Year One</b>			
<b>Year Two</b>			
<b>Year Three</b>			

ertificate modality additions (Section 2)

ialist, and Doctoral)

Does this program require a disciplinary accreditation? If Yes, specify the accreditor,	List of Related Occupations and LWC star level	Rationale for <4 star rating
	List up to 5 occupations for graduates of this program; include LWC Occupation Level for each.	If star levels are below four stars provide a rationale for program addition
Yes, FEPAC	Forensic Toxicologist, DNA Analyst, Firearm Examiner, Fingerprint Examiner, Forensic Nurse, and Forensic Digital Analyst	Forensic Science encompasses a number of 3, 4 and 5 star career paths in criminal justice, cybersecurity, data analyst and accounting
Yes, CSWE	Social Work in schools, hospitals, law enforcement, community etc.	Social work is a 4 star level career with focuses on Healthcare, social and community service managers and anthropology
Yes, AACSB International (the College is already AACSB - Accredited)	1- Cyber Security *****, 2- Data Analytics ****, 3- Web Applications Development ****, 4- Database Administrator ****, 5- Network Administrator*****	Occupations in this area are at the 4 and 5 star level, for computer science, computer information systems and computer hardware engineers. These are also high-demand high wage jobs.
Yes, AACSB International (the College is already AACSB - Accredited)	1- Human resource management*****, 2- Marketing management *****, 3- Financial Management *****, 4- Medical and health services manager *****, 5- Management analyst ****.	Occupations in business administration are primarily 5 star level careers in CIS managers, HR managers, financial managers, marketing managers and management analysts.
Yes, AACSB International (the College is already AACSB - Accredited)	1- Cyber Security *****, 2- Data Analytics ****, 3- Web Applications Development ****, 4- Database Administrator ****, 5- Network Administrator*****	Occupations in this area are at the 4 and 5 star level, for computer science, computer information systems and computer hardware engineers. These are also high-demand high wage jobs.

General Studies, and Post-Associate Certificates and Above)

Does this program require a disciplinary accreditation?	List of Related Occupations	Rationale for <4 star rating
If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program	If the star level is below four stars provide a rationale for program addition

Industry partner support	Existing Concentration or Minor	Faculty
List REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether <i>existing and/or new</i> faculty lines will be required to deliver the program within the first 5 years.
<i>The Forensic Science program has met with a Forensic Consultant to determine the need for the program</i>	<i>N/A</i>	<i>Existing faculty.</i>
<i>Internship partners, Alumni, and BSW programs, social service agencies, Government, Hospitals</i>	<i>Built on current MSW curriculum</i>	<i>We will use existing pay lines in SW that are unfilled currently.</i>
<i>DXC Technology, IBM, Entergy, ICT Technology, Walmart and SAMS headquarters, and Global Commercial Service.</i>	<i>Expanding the existing on ground CIS program to an online program.</i>	<i>Existing faculty lines.</i>
<i>Gulf States Bank, Horizon Bank, Chase Bank, Small Business Administration, City of New Orleans, Port of New Orleans, CVS pharmacy, Walmart</i>	<i>Expanding the existing on ground to an online program.</i>	<i>Existing faculty lines.</i>
<i>DXC Technology, IBM, Entergy, ICT Technology, Walmart and SAMS headquarters, and Global Commercial Service.</i>	<i>Expanding the existing on ground CIS program to an online program.</i>	<i>Existing faculty lines.</i>

Industry partner support	Existing Concentration or Minor	Faculty
REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether <i>Existing or New</i> faculty lines will be required to deliver the program within the first 5 years.





**Facilities**

Indicate whether *existing, new, and/or renovated* space will be required to deliver the program within the first 5 years.

*Existing*

*We have existing space for this program.*

*A virtual Lab is needed to facilitate the learning and teaching process along with enhanced E-learning and IT services.*

*A virtual Lab is needed to facilitate the learning and teaching process along with enhanced E-learning and IT services, and online learning application software.*

*A virtual Lab is needed to facilitate the learning and teaching process along with enhanced E-learning and IT services, and online learning application software.*
















<b>Executive Summary</b>
<b>Southern University at Shreveport</b>
<i>Answer each question below with details and examples. Boxes will expand with text.</i>
<b>Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.</b>
The proposed programs advance the mission of the university – to teach and prepare traditional and non-traditional students for degree attainment, transfer, workforce, continuous learning, and self-improvement. Additionally, the programs are aligned with the institution's strategic plan.
<b>Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.</b>
<p><b>BSTEM:</b> In developing our programs, we consider input from our Advisory Boards. Historically, SUSLA's Advisory Boards have consisted of individuals from the following sectors: Business and Industry, Non-Profit Organizations, Governmental Entities, Higher Education Institutions, and Community Leaders. Examples include the following: Delta, Centerpoint Energy, McDonalds, Griggs Enterprises, Mobile, Exxon, Grambling State University (Faculty and Administrators), Southern University (Faculty and Administrators), City Council, and Local Business Leaders. Advisory Boards often meet on a quarterly basis to discuss the quality of the curricula, job trends, programmatic resource needs, scholarships, internships, job placement opportunities for currently enrolled students and recent graduates, and how the institution can better serve the needs of business and industry, the local community, and the public at large. <b>AHSSE:</b> While the Division of Arts, Humanities, Social Sciences, and Education is not proposing any new programs, the unit has several programs already with the Regents awaiting approval: CTS in Law Enforcement and Security Studies, CTS in Graphic Design, and AAS in Graphic Design. <b>AHN:</b> While the Division of Allied Health and Nursing are currently not proposing any new programs, all of their academic programs utilize advisory boards to assist with curricula reviews, scholarships, internship opportunities, and the acquisition of resources to support their programs.</p>
<b>Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.</b>
<p><b>AHSSE:</b> With respect to recently submitted programs, certificates in Criminal Justice (Security Studies and Administration) have been submitted to the Louisiana Board of Regents (BOR) for approval. These value-added programs adopt the model of stackable credentials, which allows multiple exit points for students pursuing the Associate of Applied Science (AAS) in Criminal Justice. Additionally, an AAS in Graphic and Web Design is currently under review by the BOR along with a new certificate program in Graphic Design. <b>BSTEM:</b> With respect to recently BOR approved programs, SUSLA was approved for a Certificate of Applied Science (CAS) in Cybersecurity. With respect to planned programs, Certificates of Technical Studies (CTS) have been submitted to BOR for approval. They include the following: CTS in Engineering, CTS in Energy Technology, CTS in Electronics Technology Technician, and CTS in Petroleum Technology Operator. These CTS programs are aligned with Louisiana's need for more high-wage, high-demand four and five star jobs.</p>



Planned New Programs										
Southern University of Science										
Please Note: Department or Physical Location (Columns 1) and Institution Name (Column 2)										
S0000's & New Degrees (Master's, Bachelor's, Master's, Education Specialist, and Doctor's)										
Program Description	Program Name	Entry Code	Department	Entry Code	Entry Code	Entry Code	Entry Code	Entry Code	Entry Code	Entry Code
41	Art & Design	1110000	Art & Design	1110000	1110000	1110000	1110000	1110000	1110000	1110000
42	Architecture	166100	Architecture	166100	166100	166100	166100	166100	166100	166100
43	College Arts	220000	College Arts	220000	220000	220000	220000	220000	220000	220000
44	Biotechnology	261001	Biotechnology	261001	261001	261001	261001	261001	261001	261001
45	Biotechnology Management	261002	Biotechnology Management	261002	261002	261002	261002	261002	261002	261002
S01000's (New Degrees (Bachelor's, Master's, Doctor's) and New Degrees (Bachelor's, Master's, Doctor's))										
Program Description	Program Name	Entry Code	Department	Entry Code	Entry Code	Entry Code	Entry Code	Entry Code	Entry Code	Entry Code
101	Art & Design	1110000	Art & Design	1110000	1110000	1110000	1110000	1110000	1110000	1110000
102	Architecture	166100	Architecture	166100	166100	166100	166100	166100	166100	166100
103	Biotechnology	261001	Biotechnology	261001	261001	261001	261001	261001	261001	261001
104	Biotechnology Management	261002	Biotechnology Management	261002	261002	261002	261002	261002	261002	261002
105	College Arts	220000	College Arts	220000	220000	220000	220000	220000	220000	220000
106	Education	144100	Education	144100	144100	144100	144100	144100	144100	144100
107	Engineering	120000	Engineering	120000	120000	120000	120000	120000	120000	120000



Recently Approved Programs

Southern University at Shreveport

List all programs (associate and above) approved by Regents in the last 5 years, plus any older programs still required to submit regular progress reports.

Degree Designation	Program Name	6 digit CIP Code	BOR Approval Date	Implementation Date (semester and year first students enrolled)	Enrollment					Completers					Is program enrollment and graduation on target with proposal projections? (Y/N)	Comments on program's implementation, enrollment, and completers.	
					AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22			
CAS	Cyber Security	11.3601	4/1/2022	1/1/2024												Yes	Program scheduled to begin spring 2024
AS	ASST in Grades 1-5	13.0102	2/1/2020	9/1/2023												Yes	Program scheduled to begin fall 2023
AAS	Engineering Technology	15.0000	2/1/2021	9/1/2023												Yes	Program scheduled to begin fall 2023
CTS	Petroleum Technology	15.0000	1/2/2021	9/1/2023												Yes	Program scheduled to begin fall 2023
CTS	Airframe Technology	47.0608	1/1/2021	9/1/2023												Yes	Program scheduled to begin fall 2023
CTS	Powerplant Maintenance Technology	47.0608	1/1/2021	9/1/2023												Yes	Program scheduled to begin fall 2023
CTS	Electronics Technology Technician	15.0303	7/1/2022	1/1/2024												Yes	Program scheduled to begin spring 2024
CTS	Quality Assurance Technician	15.0702	7/1/2022	1/1/2024												Yes	Program scheduled to begin spring 2024
CTS	Automotive Technology	15.0803	7/1/2022	1/1/2024												Yes	Program scheduled to begin spring 2024
CTS	Energy Technology Technician	15.1701	7/1/2022	1/1/2024												Yes	Program scheduled to begin spring 2024
CAS	Digital Forensics	43.0403	7/1/2022	1/1/2024												Yes	Program scheduled to begin spring 2024

## Low Completer Review

[ADD INSTITUTION NAME]

List all programs in your institution's inventory that fall below Regents low completer thresholds (listed below). Do not include programs listed on the "recently approved programs" list.

Completer Thresholds (3 yr avg)				Enrollment				Completers					
Associate, Bachelor's, Ugrad Level Certs.		8 STEM, 10 non-STEM		AY	AY	AY	3 yr avg	AY	AY	AY	3 yr avg	Terminate?	If you are not requesting program termination, provide a justification for the low completion rates and how you plan to address them within the next 2 years.
Master's, Grad Level Certs.		5 STEM, 6 non-STEM		17/18	18/19	19/20		17/18	18/19	19/20		Y/N	
Doctorate, Post-Doc Level Certs.		2 STEM, 2.5 non-STEM											
Degree Designation	Program Name	6 digit CIP Code	AY 17/18	AY 18/19	AY 19/20	3 yr avg	AY 17/18	AY 18/19	AY 19/20	3 yr avg	Terminate?	Y/N	
AAS	Dental Hygiene	510602	19	21	25	22	7	7	5	6	N		The student enrollment numbers represent both 1st and 2nd year students. The Dental Hygiene accreditation board allows for a maximum annual enrollment of 12 students. Covid-19 severely impacted the program completion rate. The program lost one (1) full-time faculty and some students had to drop out of the program because of medical reasons, academic reasons, and families medical needs. Another reason reason that students do not complete is because of the high cost of instruments and supplies. Although the threshold for the average completer rate set by the BoR has not been met, it is evident that the dental hygiene program has reported positive student outcomes, such as consistently achieving 100% pass rate on the national exam.
AAS	Health Information Technology	510707	10	2	15	9	9	2	5	5	N		During AY 2019-20, the HIT program accepted fifteen (15) new applicants to the program. When the COVID-19 pandemic struck in early spring 2020, the HIT program lost ten (10) of the fifteen (15) students. The majority dropped out of the program due to family illness, medical and mental health and job loss. To address the low completion rate, the program will follow its current strategic, retention and recruitment initiatives, such as offering flexibility in course delivery, utilizing a selection process to minimize attrition in order to improve and increase completion rates.

AAS	Respiratory Therapy	510908	15	13	15	14	6	5	6	6	6 N	<p>The student enrollment numbers represent both 1st and 2nd year clinical students. As part of the program's progression policy, at the completion of the 1st year, students must successfully pass a summative exam to progress to the 2nd level of the program. Students are allowed two (2) attempts and if unsuccessful are not eligible to progress. To improve completion rates, the program has instituted the following measures: increased the minimum score of the admission exam, mandatory tutoring, increased lab time, purchased and implemented credentialing test prep software that is available and required for student use, re-engineered advisement process, and periodic faculty and administrative/medical director review of student achievement data for the purpose of improving retention and completion rates as well as making curricula adjustments.</p>
AAS	Surgical Technology	510909	13	12	16	14	6	6	11	8 N	8 N	<p>The student enrollment numbers represent both 1st and 2nd year students. Students who dropped from the program have reported that they were unprepared for the rigors of the program. The program requires a great amount of study time that some students were not prepared to undertake. To address the low completion rates, the program has implemented twice a year admission, fall and spring, coupled with the following measures: mandatory tutoring, increased lab time, implementation of test prep software that is available and required for student use, re-engineered advisement process, and periodic faculty and administrative/medical director review of student achievement data for the purpose of improving retention and completion rates as well as making curricula adjustments.</p>

<p>The student enrollment numbers represent both 1st and 2nd year students. The program accepts students annually during the fall semester. Because of COVID-19, clinical sites shut down and students were not able to complete their clinical requirements, which prevented on-time completion. To improve the retention and completion rates, the program has developed strategies such as, mandatory tutoring and study sessions after two (2) failed exams, evening and weekend tutoring, and peer mentorship for 1st year students utilizing 2nd year student mentors. Finally, as more clinical sites become available, completion rates should improve. The need for laboratory professionals is expected to grow by 1.1% between 2020-2030.</p>										<p>Medical Lab Technician</p>
<p>During academic years 18/19 and 19/20 the clinical sites were only allowing two students per rotation, limiting at any given time; therefore, enrollment was limited to allow for the required clinical hands-on practices. During the height of the COVID-19 pandemic, spring 2020, the clinical sites restricted student access. To address the low completion rates, the program has implemented the following measures: mandatory tutoring, increased lab time, implementation of test prep software that is available and required for student use, re-engineered advisement process, and periodic faculty and administrative review of student achievement data for the purpose of improving retention and completion rates as well as making curricula adjustments. As more clinical sites have become available, the students benefit from expanded clinical experiences.</p>									<p>511004</p>	<p>Dialysis Tech</p>
<p>AAS</p>	<p>3</p>	<p>1</p>	<p>7</p>	<p>1</p>	<p>8</p>	<p>8</p>	<p>10</p>	<p>8</p>	<p>6</p>	<p>7</p>
<p>CTS</p>	<p>7</p>	<p>5</p>	<p>5</p>	<p>10</p>	<p>7</p>	<p>8</p>	<p>12</p>	<p>8</p>	<p>6</p>	<p>7</p>



		<p>We plan to implement the following plan to improve the Computer Science program recruitment, progression, and graduation rates: A. Improving the Graduation Rate in Computer Science 1. The Computer Science faculty will reach out to Southern University Baton Rouge to develop 2 + 2 programs. Examine the courses in the curricula to ensure a seamless transition. 2. The CS faculty will reach out to Grambling State University and Jarvis Christian College to develop 2+2 programs. 3. This curriculum allows students to specialize in either scientific or business application programming with concentrations in other areas according to their career goals. Each student majoring in Computer Science will have a core Computer Science classes. Within each concentration, the CS department will provide additional coursework in an area that allows the student to apply computer technology to develop solutions in each respective area of choice. Students will have the opportunity to earn certification in various areas such as CompTIA, IBM, AWS, etc. Most courses taken will be within the CS Department while some students may take courses outside of the department. After graduation, students are prepared to work as a junior programmer or continue their education in four-year institutions offering a degree in computer science or a related field. These are the concentrations in the Associate of Science, Computer Science program: <b>Computer Science (Scientific Option)</b> <b>Computer Science (Business Option)</b> <b>Computer Science (Concentration in Information Systems)</b> <b>Computer Science (Concentration in Digital Forensics)</b> <b>Applied Computer Science (Concentration in Computer Network)</b> This certificate will become a stackable credential within the Associate of Applied Science in Graphic Arts and Web design once approved by the BOR to increase degree attainment and certification.</p> <p>We will align our recruitment plan with the plan for the AS in Computer Science.</p>
AS	Computer Science	N
CAS	Web Development	11.0801
CAS	Computer Information Systems	11.0401



CTS	Child Development	190706	14	16	21	17	5	9	2	5 N	<p>While pre-COVID enrollment was viable, the onset of COVID greatly impacted time to completion. In fall 2021, a full-time instructor has been hired to manage the program. Additionally, the CTS is now a BESE approved Early Childhood Ancillary Certificate program. Eight (8) students graduated spring 2022 and thirteen (13) students have enrolled for summer. Program has not been previously offered during summer sessions. To address the low completion rates, the program has implemented the following measures: mandatory tutoring, increased lab time, implementation of test prep software that is available and required for student use, re-engineered advisement process, and periodic faculty and administrative review of student achievement data for the purpose of improving retention and completion rates as well as making curricula adjustments.</p>
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Program Terminations						
Southern University at Shreveport						
<p>List all planned program terminations for the next three years. Consider the institution's full inventory of programs, especially new programs that are not meeting enrollment targets. Include all low completion programs identified for termination on the previous tab.</p>						
Degree Designation	Program Name	6 digit CIP Code	# Students Currently Enrolled	Summary of Teachout Plan	Termination Date	Year and Sem. of Last Enrolled
CTS	Healthcare Access Assoc	510712	0	No plan necessary as no students enrolled	Jun-23	2019
CTS	Accounting Technology Clerk	520302	0	No plan necessary as no students enrolled	Jun-23	2019
CTS	Administrative Technology Spe	520407	0	No plan necessary as no students enrolled	Jun-23	2017

Terminations

## Executive Summary

### Southern University Law Center

*Answer each question below with details and examples. Boxes will expand with text.*

**Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.**

The proposed programs increase degree attainment and post-high-school credentialing opportunities for students who are interested in the legal service industry and increase earning potential opportunities for those

**Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.**

The Law Center is engaging in a process to survey alternative legal service providers, corporations with legal operations departments, and government agencies in planning for these potential degree programs.

**Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.**

The Law Center has increased the number of graduates with a degree of juris doctor incrementally each year over the last five years. The Law Center also plans to expand legal operation opportunities to the Shreveport-Bossier area in Northwest Louisiana, where no law schools operate, and access to legal education in Northwest

**Planned New Programs**

Submitter: University Law Center

Report Period: 10/1/2021 to 9/30/2022

Program	Program Description	Program Dates	Program Location	Program Status	Program Type	Program Level	Program Credits	Program Fees	Program Expenses	Program Income	Program Notes
2021-2022	Legal Studies Certificate	10/1/2021 - 9/30/2022	University Law Center	Active	Certificate	Undergraduate	15	\$1,500	\$1,500	\$0	Legal Studies Certificate
2021-2022	Legal Studies Minor	10/1/2021 - 9/30/2022	University Law Center	Active	Minor	Undergraduate	15	\$1,500	\$1,500	\$0	Legal Studies Minor
2021-2022	Legal Studies Major	10/1/2021 - 9/30/2022	University Law Center	Active	Major	Undergraduate	30	\$3,000	\$3,000	\$0	Legal Studies Major

**SECTION 2: University Budget (Check Transfer of Budget or Revenue, Capital or Non-Capital, and by Fund and Object Class)**

Program	Program Description	Program Dates	Program Location	Program Status	Program Type	Program Level	Program Credits	Program Fees	Program Expenses	Program Income	Program Notes
2021-2022	Legal Studies Certificate	10/1/2021 - 9/30/2022	University Law Center	Active	Certificate	Undergraduate	15	\$1,500	\$1,500	\$0	Legal Studies Certificate
2021-2022	Legal Studies Minor	10/1/2021 - 9/30/2022	University Law Center	Active	Minor	Undergraduate	15	\$1,500	\$1,500	\$0	Legal Studies Minor
2021-2022	Legal Studies Major	10/1/2021 - 9/30/2022	University Law Center	Active	Major	Undergraduate	30	\$3,000	\$3,000	\$0	Legal Studies Major











## Executive Summary

### Southern University Baton Rouge

*Answer each question below with details and examples. Boxes will expand with text.*

**Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.**

The proposed programs advance the mission of the university to teach and prepare traditional and non-traditional students for degree attainment, transfer, workforce, continuous learning, and self-improvement. The programs are also aligned with the University Strategic Plan and Board of Regents Master Plan. We strive to graduate more students of color and as an HBCU fully understand our role to contribute toward having 60

**Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.**

In developing our programs, we consider input from our advisory boards and feedback received from various university stakeholders.

**Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.**

Recent and planned institutional activities pertaining to SUBR include recruiting events at schools throughout the community and state, in addition to the implementation of a wide range of community engagement support systems to include a mobile medical unit.

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**Phase 2: New Programs (August 2023)**

DePaul University and A.S.U. College

Table 2: New Programs (August 2023) - (October 1) and before 1/1/2025 (October 2)

Program	Program Title	Start Date	End Date	Program Type	Program Level	Program Status	Program Description	Program Location	Program Contact	Program Notes
1000000	Business Administration	2023	2025	BA	Undergraduate	Active	Business Administration program with a focus on leadership and management.	Chicago, IL	John Doe	Program approved for funding.
1000001	Computer Science	2023	2025	BS	Undergraduate	Active	Computer Science program with a focus on software development and data science.	Chicago, IL	Jane Smith	Program approved for funding.
1000002	Healthcare Administration	2023	2025	BS	Undergraduate	Active	Healthcare Administration program with a focus on patient care and hospital management.	Chicago, IL	John Doe	Program approved for funding.
1000003	International Business	2023	2025	BA	Undergraduate	Active	International Business program with a focus on global trade and cross-cultural communication.	Chicago, IL	Jane Smith	Program approved for funding.
1000004	Marketing	2023	2025	BA	Undergraduate	Active	Marketing program with a focus on brand management and digital marketing.	Chicago, IL	John Doe	Program approved for funding.
1000005	Finance	2023	2025	BA	Undergraduate	Active	Finance program with a focus on investment and risk management.	Chicago, IL	Jane Smith	Program approved for funding.
1000006	Human Resources Management	2023	2025	BA	Undergraduate	Active	Human Resources Management program with a focus on talent acquisition and employee relations.	Chicago, IL	John Doe	Program approved for funding.
1000007	Project Management	2023	2025	BA	Undergraduate	Active	Project Management program with a focus on project planning and execution.	Chicago, IL	Jane Smith	Program approved for funding.
1000008	Supply Chain Management	2023	2025	BA	Undergraduate	Active	Supply Chain Management program with a focus on logistics and procurement.	Chicago, IL	John Doe	Program approved for funding.
1000009	Business Analytics	2023	2025	BA	Undergraduate	Active	Business Analytics program with a focus on data-driven decision making.	Chicago, IL	Jane Smith	Program approved for funding.
1000010	Business Law	2023	2025	BA	Undergraduate	Active	Business Law program with a focus on contract law and legal writing.	Chicago, IL	John Doe	Program approved for funding.
1000011	Business Writing	2023	2025	BA	Undergraduate	Active	Business Writing program with a focus on professional communication.	Chicago, IL	Jane Smith	Program approved for funding.
1000012	Business Ethics	2023	2025	BA	Undergraduate	Active	Business Ethics program with a focus on corporate social responsibility.	Chicago, IL	John Doe	Program approved for funding.
1000013	Business Negotiation	2023	2025	BA	Undergraduate	Active	Business Negotiation program with a focus on conflict resolution and negotiation skills.	Chicago, IL	Jane Smith	Program approved for funding.
1000014	Business Strategy	2023	2025	BA	Undergraduate	Active	Business Strategy program with a focus on competitive advantage and strategic planning.	Chicago, IL	John Doe	Program approved for funding.
1000015	Business Innovation	2023	2025	BA	Undergraduate	Active	Business Innovation program with a focus on entrepreneurship and new product development.	Chicago, IL	Jane Smith	Program approved for funding.
1000016	Business Development	2023	2025	BA	Undergraduate	Active	Business Development program with a focus on sales and market expansion.	Chicago, IL	John Doe	Program approved for funding.
1000017	Business Operations	2023	2025	BA	Undergraduate	Active	Business Operations program with a focus on process improvement and efficiency.	Chicago, IL	Jane Smith	Program approved for funding.
1000018	Business Process Management	2023	2025	BA	Undergraduate	Active	Business Process Management program with a focus on workflow optimization.	Chicago, IL	John Doe	Program approved for funding.
1000019	Business Quality Management	2023	2025	BA	Undergraduate	Active	Business Quality Management program with a focus on continuous improvement.	Chicago, IL	Jane Smith	Program approved for funding.
1000020	Business Sustainability	2023	2025	BA	Undergraduate	Active	Business Sustainability program with a focus on environmental and social responsibility.	Chicago, IL	John Doe	Program approved for funding.

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institution's full inventory of programs, especially new programs that are not termination on the previous tab.

Summary of Teachout Plan	Termination Date	Year and Sem. of Last Enrolled
All Students at the junior and senior year will be able to graduate before the close of the program. All students at the freshman and sophomore levels were directed to select electrical engineering or another engineering major. A realistic date for close of the EET program and plan for all students to graduate is September 30, 2022. With proper advisement and course scheduling, all remaining students will graduate within that time frame.	30-Sep-22	





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**SOUTHERN LAB<sup>®</sup>**  
SOUTHERN UNIVERSITY  
LABORATORY SCHOOL

Date: Thursday, July 20, 2023

To: Bijoy Sahoo, Ph.D.  
Executive Vice President & Executive Vice Chancellor  
3rd Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

**Re: SULS & SULVS Literacy Plan**

We are requesting approval to submit the 2023/2024 Literacy Plan to the Louisiana State Department of Education (LDOE) for Approval. According to Act 438, Bulletin 741 the SULS Literacy Plan is a comprehensive document developed and adopted by each parish or city school board;

The Louisiana Department of Education (LDOE) offers a Literacy Plan Development Guide and Literacy Plan Framework for Local Education Agencies (LEAs) and individual campuses to support student success. Every LEA and campus is to develop a Literacy Plan. The planning framework is organized by Louisiana's Literacy Pillars and is used to set goals for improving literacy outcomes for students. The Louisiana Literacy Pillars are designed to facilitate the implementation of local education agencies' and schools' programs, practices, and policies.

Each foundational literacy skills plan shall include:

1. the amount of time to be devoted daily to foundational literacy skills and a description of how the instructional time will be utilized;
2. a list of English language arts textbooks and instructional materials adopted by the school;
3. a description of the interventions and supports available to students identified as having literacy skills below grade level; and
4. a description of the professional development in foundational literacy skills instruction provided to teachers who teach kindergarten through third grade.



Page 2 of 2

Re: SULS & SULVS Literacy Plan

Please review the attached document, as it represents the Literacy Plan for Southern University Laboratory School & the Southern University Laboratory Virtual School. The last page of the document requires the signature of the Superintendent and Board President.

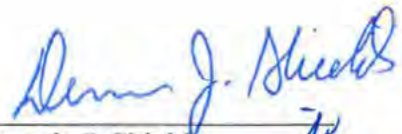
Respectfully,



Herman R. Brister  
Director



Bijoy Sahoo, Ph.D.  
Executive Vice President & Provost



Dennis J. Shields  
President-Chancellor



Local Literacy Plan  
for

Southern University Laboratory School

Ursula Wilson Square, Director of Literacy

Herman Brister, Jr. Superintendent

July 6, 2023





## LOUISIANA'S LITERACY PILLARS



**LITERACY GOALS**



**EXPLICIT INSTRUCTION, INTERVENTIONS, & EXTENSIONS**



**ONGOING PROFESSIONAL GROWTH**



**FAMILIES**

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.

### Section 1a: Literacy Vision and Mission Statement

#### Guiding Questions:

1. What is your school/system's focus and mindset around literacy?
2. What is your primary, overarching goal and expected or intended outcomes for your school(s) around literacy?
3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?

<i>Literacy Vision</i>	Southern University Laboratory School, in partnership with families and community, will provide every student with high quality curriculum and instruction to acquire the literacy skills and abilities to reach their full potential.
<i>Literacy Mission Statement</i>	Southern University Laboratory School is committed to improving student outcomes by implementing effective instructional practices to help students develop literacy skills such as reading, writing, listening, and speaking.

### Section 1b: Goals



**Guiding Questions:**

1. What are your overall literacy goals?
2. Are you creating SMART goals for grade bands, subgroups, diverse learners, and teachers?
  - How are you measuring the performance of birth through grade 12?
  - What subgroups are most in need of literacy intervention?
  - How are you addressing the literacy and language needs of diverse learners?
  - How do you plan to measure teacher performance based on your literacy goals?

<p><i>Goal 1 (Student-Focused)</i></p>	<ul style="list-style-type: none"> <li>● 80 % of K-3 students will meet or exceed their projected growth on the DIBELS 8 Literacy screener at the end of school year 2024-25.</li> <li>● will enter fourth grade reading on grade level.</li> <li>● will achieve mastery at third and eighth grades according to state assessment measures.</li> <li>● will graduate on time with a college or career credential eligible for TOPS Award.</li> <li>● with disabilities will increase in attaining mastery or above on state literacy assessments.</li> </ul>
<p><i>Goal 2 (Teacher-Focused)</i></p>	<ul style="list-style-type: none"> <li>● All teachers will implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State English Language Arts Student Standards.</li> <li>● All teachers will provide additional time for, and intensity of instruction/intervention for struggling learners in the foundations of reading and language using materials and programs based on the Science of Reading.</li> <li>● use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.</li> </ul>
<p><i>Goal 3 (Program Focused)</i></p>	<ul style="list-style-type: none"> <li>● provide school leaders and teachers with scheduled times for collaborative planning to improve the use of evidenced-based practices to meet the literacy needs of all students.</li> <li>● promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.</li> <li>● ensure that district and school-level personnel will closely monitor students' literacy learning progress and provide timely and ample support based on identified needs.</li> </ul>



- provide support and coaching to teachers and school leaders for the implementation of high quality literacy instructional resources (CKLA Reading Foundations, Wit and Wisdom Knowledge, ELA Guidebooks).
- provide job embedded professional learning opportunities for teachers and school leaders focused on high-quality literacy instructional resources.
- expand opportunities for parents and families to be engaged in their children's literacy development through school-based and district activities.
- engage families in providing literacy supports for their students by providing them with strategies and resources.

### Section 1c: Literacy Team

#### Guiding Questions:

1. Who will serve on the school/system literacy team?
2. What is the role of each member?
3. What is your plan for conducting regular meetings, including location, time, availability, and topics?
4. How are you monitoring the effectiveness of the plan?

<i>Member</i>	<i>Role</i>
<i>Herman Brister, Jr.</i>	Superintendent
<i>Ursula Wilson Square</i>	Director of Literacy
<i>Renita Sherrard</i>	Assistant Principal
<i>Nadia Seals</i>	Director of Virtual School
<i>Angela Carter Robertson</i>	Director of Accountability
<i>Sarah Gleason</i>	3 5 Lead Elementary Teacher
<i>Kenyarie Welsh</i>	K 2 Lead Elementary Teacher
<i>Tony Brown</i>	ELA Content Leader



### Meeting Schedules

<i>Type of Meeting</i>	<i>Frequency of Meetings</i>	<i>Topic(s)</i>
Literacy Team	Monthly	Team members meet regularly to monitor the school literacy plan and examine student data, discuss issues related to teaching and implementation, organize professional learning opportunities and promote and adapt the plan as needed.
Weekly Collaboration and Planning	Weekly	Content and grade level teachers meet with Director of Literacy and Assistant Principal to examine student work, participate in job embedded professional development and plan for instruction by annotating and internalizing Tier 1 curriculum to address student needs.
Learning Walks	Quarterly	Instructional Leadership Team (ILT) observe, monitor literacy instruction, and provide feedback to teachers.
Building Capacity Meeting	Bi monthly	Lead Grade Level Teachers, Lead Content Teachers, Director of Literacy and Assistant Principal meet to participate in job embedded learning related to high quality instructional programs and coaching strategies.

### Section 2: Explicit Instruction, Interventions, and Extensions

#### Guiding Questions:

1. For each specific plan and activity around literacy, what is/are your:
  - action steps?
  - timeline?
  - person(s) responsible?
  - resources?
  - alignment to literacy goal(s)?
  - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:



- alignment to current research on foundations of reading and language and literacy?
  - cultural responsiveness?
  - connections across content areas?
3. When utilizing literacy screeners, what are your plans for:
- deciding which components will be measured in each grade band or subgroup?
  - how often screeners are administered?
  - progress monitoring?
  - screening and supporting students in upper grades effectively?
4. When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
- students with dyslexia?
  - the EL population?
  - special education students?
  - cultural and dialectical sensitivity?

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.

**Screening: assessments and data review:** to determine the achievement level of every student

- Administer DIBELS measures three times a year (BOY, MOY, EOY) and report student literacy development and progress data to families including universal screening results, school supports and interventions, and activities to do at home to promote literacy skills.
- Follow LDOE requirements to submit DIBELS measures by required deadlines.
- Data review: ELA benchmark assessment, Star Reading, DIBELS, and LEAP
- Determine level of support for instructional planning (Advance, Mastery, Proficient, Below)

**Core Programs: Instruction and Implementation required for ALL students**

- Core program progress monitoring: Periodic progress monitoring of curriculum embedded formative assessments.
- K-2 CKLA Foundational Skills (60 minutes)
  - Planning: backward design, annotating lessons for class trends using assessment data, pacing guides and calendar
  - Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for CKLA.
  - Materials: adhere ONLY to publisher and district resources
  - Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
  - Practice: adhere to curriculum embedded student activities, including student skills activity book, repeated oral reading with student readers and CKLA Hub practice activities.



- o Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
  - CKLA Teacher Guide sidebar "Support" notes
  - CKLA Teacher Guide "Additional Support" section at end of lesson
  - Fluency Practice with current skills (letter sounds, tricky words, decodable readers, etc.)
  - Practice with current skills on CKLA hub
- K 5 Wit & Wisdom Knowledge (90 minutes)
  - o Planning: backward design, annotating lessons for class trends using assessment data, pacing guides, and instructional calendar
  - o Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Wit & Wisdom
  - o Materials: adhere ONLY to publisher and district resources
  - o Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
  - o Practice: student handouts, including fluency practice
  - o Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
  - o Fluency instruction and practice activities embedded in lessons.
  - o Teacher Edition "Scaffold" captions embedded in lessons.

**Intervention and/or Acceleration: Provided outside of core and differentiated instruction - 30 minutes**

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core activities for students to accelerate learning of current skills and knowledge:
  - o CKLA Pausing Point activities
  - o CKLA Intervention Tool Box Activities
  - o Literacy Interventions and Foundational Tools (LIFT) activities
  - o Grade 3 - Foundational Instruction for Reading Excellence (FIRE)
- Intervention or Remediation is provided in addition to Core Differentiated Instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
  - o mCLASS Interventions and Progress Monitoring
    - Teacher directed mCLASS intervention is at least 30 minutes daily 5 days weekly.
    - Follow mCLASS lesson plans and grouping (maximum of 6 students per group)
    - ALL activities must be completed in each lesson. Activities cannot be split between lessons.
    - Skipping days (e.g., every other day) or not completing all activities will negatively impact program effectiveness.
    - Follow mCLASS program guidance to begin progress monitoring students after 7 lessons.





- o **CKLA Hub activities:** It is important that students receiving mCLASS interventions also have access to on grade level support. Students may independently preview and review core student readers, sound spellings, read along with the current decodable reader, etc. via the CKLA Hub.



### Section 3: Ongoing Professional Growth

#### Guiding Questions:

1. On what are you basing your professional development needs? Are you considering:
  - teacher performance data
  - student performance data
  - observation cycles
  - teacher background knowledge and experience levels
2. When planning opportunities for ongoing professional growth for leaders and teachers, are you including plans for:
  - ongoing training and support?
  - coaching?
  - various types of PD offerings?
  - by whom, when, and how PD will be provided?
  - PD specific to foundations of reading and language and literacy?
  - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
  - monitoring the implementation and effectiveness of professional development?
  - tailoring opportunities to individual needs of teachers?

#### Potential PD Planning

<b>Month/Date</b> <i>(When can PD be scheduled throughout the school year?)</i>	<b>Topics</b> <i>(What topics are most needed and should be covered and/or prioritized?)</i>	<b>Attendees</b> <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
October December 2023	<p style="text-align: center;"><b>K-2 CKLA Literacy Coaching</b></p> <p>An Amplify facilitator will conduct a site visit with learning community members. Activities will include, but are not limited to: lesson observation and debriefing, grade-level planning, and leadership consultation for creating an annual coaching plan to support effective program implementation.</p>	K 2 Teachers



June - August 2023	<p>APEL Foundations of Literacy Training – Science of Reading</p> <p>Foundations of Literacy is online professional development introducing the Science of Reading to educators incorporating the Science of Reading into classroom practice, and implementing strategies for language and literacy instruction in response to LA ACT 108.</p>	K-5 Teachers, Superintendent, Director of Literacy, Assistant Principal and paraprofessionals
October - December 2023	<p>Frog Street and Frog Street Three’s Curriculum Course features age-appropriate modeled, shared, and independent writing strategies focused on functional and compositional writing. Participants will engage in activities and strategies to nurture children’s writing and expand skills</p>	PreK Teacher and Paraprofessional
August 2023	<p>Writing in Wit and Wisdom</p> <p>Examine why and how deep content knowledge supports student writing, and analyze Wit &amp; Wisdom’s explicit, sequenced writing instruction and use of writing models as scaffolds. Delves into Wit and Wisdom’s text-based approach to teaching informative, opinion/argument, and narrative writing.</p>	K-8 Teachers
August 2023	<p>Wit and Wisdom Focus on Fluency</p> <p>Deepens educators’ understanding of fluency, its impact on student literacy, and how to best support students.</p>	K-8 Teachers

#### Section 4: Family Engagement Around Literacy

##### Guiding Questions:

1. To improve family engagement around literacy, how are you:
  - including families in focus groups and other discussions with teachers, students, and leaders around:
    - specific programs to address the school’s mission?
    - families’ concerns about literacy achievement?
    - students’ attitudes toward reading and writing?



- teachers' beliefs about student literacy and learning?
  - providing ongoing support and communication to families?
  - considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc.?
  - using communication methods that accommodate all families?
2. How are you working directly with community partners to:
    - engage families and the community?
    - invest in the literacy of our youth?
    - improve access to resources?
  3. What resources and tools are you sharing with families and community partners to enhance literacy?

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
October 2023	Family Literacy Night	Families are invited to attend an event featuring informational and engaging activities designed to promote family involvement and provide information about literacy learning. Student work is displayed, free books are provided and Family Grab and Go literacy activities are demonstrated.	Families and Community
November 2023	Scholastic Book Fair	Students and their families will be able to read and purchase favorite books	Families and Community
1 <sup>st</sup> Friday of every Month	Bookmobile	Students will have the opportunity to sign up for library card, share in storytimes, check out books and other library materials.	East Baton Rouge Parish Library Bookmobile and Outreach Services Division
September 2023	Parent University – Literacy at the Lab –	Provide families with information and upcoming Literacy Based events	Families



March 2024	Read Across America	Events and activities promoting literacy will be held	100 Black Men of Metropolitan Baton Rouge and Southern University Lab School Alumni
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### Section 5: Alignment to other Initiatives

#### Guiding Questions:

- To successfully implement, communicate, and monitor this literacy plan, what are some other district or school initiatives and plans to which you should be sure to connect? Consider:
  - School Improvement Plan
  - Early childhood programs
  - Cross-curricular connections
  - Community programs
  - Alignment across schools within the system

#### Initiative Alignment

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
<i>Accelerated Reader</i>	<i>Personalized goals and individual reading recommendations use students' interests to suggest titles or students can self select. Reading quizzes monitor comprehension, while literacy skill and vocabulary quizzes extend student learning and build skills mastery.</i>	<i>Teachers/Director of Literacy will monitor student progress via reports.</i>
<i>Renaissance Star Reading</i>	<i>Provides insight to guide literacy growth for emergent readers,</i>	<i>BOY, MOY and EOY track student's mastery of focus skills aligned to state-specific learning standards.</i>



	<i>struggling readers and high achievers.</i>	
<i>LEAP Parent Night</i>	<i>Provide timely and critical information regarding LEAP 2025</i>	<i>Agenda and Sign in sheets</i>



## Section 6: Communicating the Plan

### Guiding Questions:

1. What are the implementation expectations for schools?
  - Will schools have school-based literacy teams?
2. How will district level personnel support schools in meeting those expectations?
3. How will you communicate the plan to families and community members?
4. How will you communicate the progress being made throughout the school year?
5. How will you ensure ongoing monitoring and implementation of this plan at the school level?
  - Will you hold quarterly meetings?
  - Will you report on progress monitoring of the plan components and goals?

### Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
<i>Families</i>	<i>School Webpage, letters home of student progress</i>	<i>September, January and May</i>
<i>Community</i>	<i>School Webpage and School App</i>	<i>Ongoing</i>
<i>Faculty and Staff</i>	<i>Job-embedded PDs, collaboration meetings and grade level planning</i>	<i>Ongoing</i>
<i>Southern University Lab School Alumni</i>	<i>School Webpage and School App</i>	<i>Ongoing</i>

Review the [School System Literacy Roadmap](#) for recommended timelines for action steps to promote literacy.

For additional guidance and resources, visit the [Louisiana Literacy's webpage](#), [Literacy Library](#), or email [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

Updated July 2023



**SOUTHERN LAB<sup>®</sup>**  
SOUTHERN UNIVERSITY  
LABORATORY SCHOOL

REC'D EVC-ACAD AFFRS  
2023 JUL 26 PM1:25

Date: Wednesday, July 26, 2023

To: Bijoy Sahoo, Ph.D.  
Executive Vice President & Executive Vice Chancellor  
3rd Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

**Re: SULS Student Rights & Responsibilities Handbook**

I am writing this letter to formally request your approval for the Southern University Laboratory School Student Rights and Responsibilities Handbook. The Louisiana State Department of Education (LDOE) has established policies that govern Louisiana Public Schools, and Bulletin 741 provides guidance on how each Local Education Agency (LEA) constructs their handbook for students.

The purpose of the attached handbook is to outline the rights and responsibilities of students attending the Southern University Laboratory School. It encompasses various important aspects, such as student discipline, hearing protocols, Title IX procedures, parental expectations, the school calendar, and guidance regarding student conduct. By having a comprehensive and well-defined handbook, we aim to create a safe and conducive learning environment for all students.

Our team has worked diligently to ensure that the handbook reflects the values, policies, and educational goals of our institution, while adhering to the state guidelines set forth in Bulletin 741. We have taken great care to address the evolving needs and concerns of our students, parents, and staff, ensuring that the handbook promotes positive student behavior and sets clear expectations for all stakeholders.

We kindly request your review and approval of the Southern University Laboratory School Student Rights and Responsibilities Handbook. Your approval will signify your support for our efforts to provide a high-quality education while promoting a positive and nurturing educational environment for our stakeholders.

Thank you for your attention to this matter. We look forward to hearing from you soon.

Respectfully Submitted

Herman R. Brister  
Director

Bijoy Sahoo, Ph.D.  
Executive Vice President & Provost

Dennis J. Shields  
President-Chancellor



# Southern University Laboratory School



## Parent/Student Handbook



## Southern University Laboratory School

129 Swan Street

Baton Rouge, Louisiana 70813

Main Office: 225-771-3490

Main Fax: 225-771-2782

Guidance: 225-771-2353

Cafeteria: 225-771-3982

THIS HANDBOOK IS THE  
PROPERTY OF:

NAME:

\_\_\_\_\_ ADDRESS:

\_\_\_\_\_ GRADE:

\_\_\_\_\_ HOMEROOM:



# Southern University Laboratory School

## Signature Page

Please complete this page front and back, remove and return to your child's school so the school will have a record that you have received and reviewed this Handbook. Notwithstanding, ignorance of this Handbook or its contents shall not constitute a defense or excuse.

Thank You!

This is to certify that I have received and read a copy of the "STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK AND DISCIPLINE POLICY." Also, I confirm that I have read and understand the "Notification of Rights Under FERPA and Student Privacy and Education Records under LA. R.S. 17:3914".

Parent's Signature \_\_\_\_\_

Names of other children attending Southern University Laboratory School and grades of each:

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Signature \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Signature \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Signature \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Signature \_\_\_\_\_

If you have any questions, please contact your child's school.

### Internet Use

It is imperative that all Southern University Laboratory School students, parents, and employees read the Guidelines for Network and Internet Access Policy. Students and staff will be granted rights to use the network on their signing an Acceptable Use Policy (AUP), AUP receipt sheet, or this waiver. If any parent/guardian does not agree to the use of school technology instructional resources by the student, please express any objections, in writing, in a separate letter to the director.



# Southern University Laboratory School

## Television Taping and Broadcast

From time to time, student's pictures/video will be taken at school or at school activities. These pictures may be broadcast or used in print/TV media for public viewing. If any parent/guardian does not agree to the use of their child's pictures in this manner, please express any objections, in writing, in a separate letter to the director.

## PARENTAL CONSENT FORM

**THIS FORM GIVES PARENTAL CONSENT FOR ATHLETIC PROGRAMS, AWARD PUBLICITY, HONOR ROLL LISTS, ONLINE RESOURCES, TOPS, COLLEGE SCHOLARSHIPS, NCAA, GRANTS, AID PROGRAMS, COLLEGE/UNIVERSITY ADMISSIONS, AND OTHER USES OF STUDENT INFORMATION**

Some of your child's information may be shared with the Louisiana Office of Student Financial Assistance (LOSFA), Louisiana High School Athletic Association (LHSAA), various clubs and organizations that your child will join (BETA, FCA, FHA, etc.), local news media (Athletics, honor roll, events, and awards), event programs (football and other sporting events, music and theatrical performances, graduation and award ceremonies, etc.), yearbooks, online resources and educational tools (digital library resources, homework help, etc.), any postsecondary education institution(s) to which your child applies, school photography providers, and some others as detailed in this Handbook.

To allow your child to appear in event programs, be recognized for awards and achievements, take pictures for ID badges, take advantage of online resources, and to insure eligibility for TOPS, you must sign to provide your consent.

SULS will follow all local, state, and federal data security rules and only share the data that is required for the purpose stated or allowed by Directory Information Notice on page 67.

### PLEASE SIGN BELOW AND RETURN TO SCHOOL

I CONSENT to my child's school collecting my child's personal information and disclosing the personal information collected to:

- LOSFA and postsecondary education institution(s) (Cumulative records required)
- University Transcript Requests for Scholarship and Admissions
- LHSAA, NCAA and sports programs
- Programs for Graduations, Performances, and Award Programs
- Clubs and Organizations
- Online Resources and Educational Tools
- Louisiana Department of Education

I understand and acknowledge that the consent provided herein shall be valid for my child's cumulative transcript records as of the date of signature and shall remain valid and in effect for the 2023-2024 school year.

Signature of Parent/Legal Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Legal Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Student's Full Name \_\_\_\_\_ Grade: \_\_\_\_\_

If any parent/guardian does not agree to any specific use as described here for the student, please express any objections, in writing, in a separate letter to the director.



# Southern University Laboratory School

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Sojourner Gibbs, Ph.D.	
A.C. Blanks Hall, Office 245	



# Southern University Laboratory School

Baton Rouge, LA 70813	
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### **\*\*\*Disclaimer Notice\*\*\***

Please be aware that the Student Handbook is updated yearly, while policy adoptions and revisions may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through the school's website, app, or other communications. Administration reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revisions or modifications will be given as is reasonably practicable under the circumstances.

Although the Student Handbook may refer to rights established through law or board policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the school. If you or your child has questions about any of the material in this handbook, please contact the campus director (designee).





## Southern University Laboratory School

### Notice of Non-Discrimination

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 and A&M College 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, administration educational programs and policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

Any member of the Southern University and A&M College community has the right to raise concerns or make a complaint regarding discrimination without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: Dr. Sojourner Gibbs, A.C. Blanks Hall, Office 245, Baton Rouge, LA 70813, Phone: (225) 771-6279, Email: [titleix@subr.edu](mailto:titleix@subr.edu) Complaints may also be made via email at [titleix@subr.edu](mailto:titleix@subr.edu) or by visiting [www.subr.edu/titleix](http://www.subr.edu/titleix).

As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights. The contact information for the local office of OCR is (214) 661-9600 is at Office for Civil Rights, Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810. The email address for OCR is [OCR.Dallas@ed.gov](mailto:OCR.Dallas@ed.gov).

### PARENT COOPERATIVE STATEMENT

Part of the philosophy of Southern University Laboratory School is the belief that the school assists the parents in carrying out their primary responsibility of providing rigorous college preparatory education for their children. Hence, SULS expects the parents to be involved as much as possible in the education of their children. This means not only supporting the school and participating in its activities, but also providing instruction and role modeling at home and in public in support of our mission. While Southern University recognizes that there may be legitimate disputes concerning educational matters, SULS is ultimately responsible for the orderly operation of the school in the best interest of all its students. Parents/guardians may respectfully express their concerns about the operation of the school in written or spoken word including the use of social media; however, they may not do so in a manner that is discourteous, disruptive, or threatening. Therefore, the school reserves the right to terminate its relationship with a student if his/her parents fail to provide the support, assistance, and example necessary for helping the school accomplish its role in the child's education. Failure to abide by the regulations and policies of the school handbook by either the student or his/her parent may result in the student's removal from the school at the discretion of the administration.



# Southern University Laboratory School

## SULS School Calendar

### Southern University Laboratory School | 2023-2024 Calendar

4 Independence Day

\*Modified Work Week Ends 7/21  
\*7/24 M-F 7:30am-4:30pm  
(Regular Hours)

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1-8 Employee In-Service  
9 First Day of School  
(Pre-K-12)  
21 SUBR DE Begins  
28-31 DRDP-K, DIBELS (K-3)

AUGUST 2023						
S	M	T	W	Th	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 DRDP-K, DIBELS (K-3)  
4 Labor Day- No School  
8 Professional Development  
Day- No School  
22 Homecoming- Early  
Dismissal

SEPTEMBER 2023						
S	M	T	W	Th	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 End of First Nine Weeks  
13 Professional Development  
Day- No School

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20-24 Thanksgiving Holiday  
27-30 Fall LEAP 2025 Testing

\*12 Month Staff will work 11/20  
and 11/21

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 Fall LEAP 2025 Testing  
11-15 DIBELS (K-3)  
12-15 Exam Period  
13-15 Early Dismissal  
15 End of Second Nine Weeks  
18-29 Christmas/Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024						
S	M	T	W	Th	F	S
						5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-3 Christmas/Winter Break  
3-4 Employee In-Service  
5 Students Return to School  
15 M. L. King Day- No School

FEBRUARY 2024						
S	M	T	W	Th	F	S
						1 2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

12-14 Mardi Gras Holiday-No  
School

MARCH 2024						
S	M	T	W	Th	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

13 ACT Testing  
13 End of Third Nine Weeks  
15 Professional Development-  
No School  
29 Good Friday- No School

APRIL 2024						
S	M	T	W	Th	F	S
						5 6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-5 Spring Break- No School  
8-12 DIBELS (K-3)  
15-19 LEAP 2025 High School  
Retakes  
29-30 LEAP 2025 High School

\* 12 Month Staff will work 4/2-4/5

MAY 2024						
S	M	T	W	Th	F	S
						1 2 3 4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3 LEAP 2025 High School  
6-10 LEAP 2025 Elem/Middle  
(3-8)  
3 Last Day for Seniors  
15 SULS Graduation  
17-22 Exam Period  
20-22 Early Dismissal  
22 Last Day for Students/End of  
Fourth Nine Weeks  
24 Last Day for Teachers

\*Modified Work Week Starts  
May 27 M-Th 7:00am-5:00pm

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Half Day
- Holiday
- Return Date
- Professional Development



## Southern University Laboratory School

THE VISION OF SOUTHERN UNIVERSITY LABORATORY SCHOOL IS BASED ON THE

FOUNDATION OF THE FOUR PILLARS WHICH ARE:

**Scholarship** - Students are committed to excellence in the academic pursuit of receiving a nationally competitive college-preparatory education.

**Legacy** - Embedded by our founders, students and teachers are committed to preserving excellence that transcends generations.

**Family** - Families are valued collaborative partners in promoting student success in a positive, respectful, and nurturing environment.

**Spirit** - We embrace challenges with intensity, unity, and pride which makes them fierce competitors in any academic or athletic setting.

### MISSION STATEMENT

SOUTHERN UNIVERSITY LABORATORY SCHOOL IS COMMITTED TO:

- ❖ Providing a nationally-competitive college preparatory education to each of its students.
- ❖ Serving as a state-of-the-art institution for educational innovation and for the development of superior educators as a department within the Southern University System.

### STATEMENT OF BELIEFS

The school's fundamental convictions and values are expressed in the STATEMENT OF BELIEFS listed below:

- ❖ All students can learn.
- ❖ Education is a shared responsibility of family, school and community.
- ❖ High expectations for student learning support high achievements.
- ❖ Lifelong learning enables an individual to be responsible for problem-solving and decision-making.
- ❖ Continual assessment and measurable outcomes improve program implementation.
- ❖ Dignity and respect are the rights of individuals.
- ❖ The educational program includes activities that balance creativity, physical development, academic development, and emotional well-being.
- ❖ The school environment must be safe, orderly, and nurturing for learning to occur.
- ❖ Professional and knowledgeable teachers stimulate effective learning.
- ❖ Effective, compelling, and engaging learning is supported by instructional technologies.



# Southern University Laboratory School

## THE LABORATORY SCHOOL HISTORY

### “A Rich History”

The Southern University Laboratory School began operating in September, 1922. The founding of a university based school was the realization of Dr. J.S. Clark's dream that a strong training school should be established to provide a training ground for university students enrolled in the teacher preparation program. The earliest school was called the Southern University Training School. In the early 1930's, the name was changed to Southern University Demonstration School. A few years later, the school was renamed Southern University Laboratory School. The Laboratory School was first accredited by the Southern Association of Colleges and Schools in 1936.

From its beginning in 1922 until the present time, a major objective of the Laboratory School has been to participate in the preparation of teachers, while providing a good elementary and secondary education for college bound students. During its eighty years of existence, the Laboratory School has graduated more than 5,000 students, a substantial number of whom have been trailblazers in their chosen professions. Its graduates are found in the ranks of doctors, dentists, psychologists, psychiatrists, lawyers, engineers, artists, architects, athletes, university administrators, military officers, business people, teachers and other professionals.

The Laboratory School is currently organized into three tiers – an Elementary Department with grades pre-kindergarten through fifth, a Middle School Department with grades sixth through eighth, and a High School Department with grades ninth through twelfth.



# Southern University Laboratory School

## Instructional Day/Bell Schedule

A graphic titled 'BELL SCHEDULE' for Middle and High School. It features a green border and illustrations of school supplies: a yellow pencil, a green ruler, a yellow pencil sharpener, a green pencil, and a green pencil holder. The text inside the graphic lists the bell schedule and includes a note about reporting times and dismissal.

**BELL SCHEDULE**

**Middle and High School**

8:00 – 9:30 1st Period  
9:40 – 11:10 2nd Period  
11:20 – 11:50 Lunch  
12:00 – 1:30 3rd Period  
1:40 – 3:10 4th Period

Students may not report until 7:35 AM. The first bell will ring at 7:50 AM. The dismissal bell rings at 3:10. All students should be off campus by 3:25 PM. Students still on campus after that time will be sent to extended day. Charges will apply.

### Cold/Inclimate Weather Schedule – Before School

All Middle and High School students report to the gym with the duty teachers.

### Cold/Inclimate Weather Schedule-During Lunch

Middle school students should stay in the Lunchroom

**Note: Students may not arrive on campus until 7:30 a.m. There is no supervision of students prior to this time.**



## Southern University Laboratory School

**CARPOOL FOR ELEMENTARY STUDENTS BOTH MORNING AND AFTERNOON IS IN THE REAR OF THE SCHOOL AND FOR ALL MIDDLE AND HIGH SCHOOL STUDENTS IS ON THE SIDE OF THE SCHOOL. ALL STUDENTS SHOULD BE PICKED UP BY 3:30PM.**

### **Code of Conduct for Parents & Visitors**

The Code of Conduct for Parents and Visitors is based on the premise that teachers have the right to instruct and students have the right to learn. The purpose of the Code is to maintain an orderly, respectful and secure educational environment for the students and staff of the Southern University Laboratory School, and to limit the amount of disruption to instructional time. It is essential that all parents and visitors are aware of their responsibilities, and adhere to the policies and procedures outlined in this Code. The content contained herein is mandatory and will be strictly enforced. We strongly encourage positive parental involvement that has a positive impact on student learning and enhances the overall school environment.

- Schools are a place of work and learning. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The Director of the School or his designee is responsible for all persons in the building and on the grounds. The Director of the School or his designee reserves the right to have an individual removed if deemed necessary to protect the school environment.
- Safety measures require that all parents and visitors to the school must report to the front office upon arrival at the school. Entrance into the school is through the main, front doors (no visitor should enter through the side doors or back entrances). Visitors will be required to sign the visitor's register and will be issued a visitor's badge, which must be worn at all times while on the school grounds. The visitor must return the badge to the main office and sign out before leaving the school. Visitors attending school functions that are open to the public, such as parent-teacher meetings, awards programs, and other functions, are not required to register.
- To ensure the safety of all students and school personnel, all parents must remain in their vehicles during drop off and pick up times. Students will be escorted from the vehicle by an adult during drop off times and escorted to the vehicle by an adult during pick up times. If students arrive after the tardy bells rings, the student must report to the main office through the front entrance of the school. If students are not picked up by 3:20pm, parents must pick up their child from after-care and fees will be assessed accordingly.
- Parent-teacher conferences must be scheduled through the guidance office. Parents reserve the right to request a parent-teacher conference. Teachers reserve the right to have 24-48 hours to prepare for the parent-teacher conference, with the exception of extreme circumstances.
- Parents or visitors who wish to observe a classroom while school is in session are required to arrange such visits with the classroom teacher and approved by the Director (designee), so that



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class disruptions are kept to a minimum. Teachers are not expected to take class time to discuss individual matters with parents and visitors. If approved an administrator must be present in the observation. The approval will consist of date and duration of visit. The Director reserves the right to terminate and/or deny the request if he/she deems that the visit will jeopardize the safety and/or learning environment.

- Parents are expected to know the school and classroom rules as outlined in the Parent/Student Handbook and the specific rules of the teacher. It is the responsibility of the parents to help their child understand them. Teachers must give a copy of classroom rules to parents.
- Parents are expected to convey to their child a supportive attitude toward their administrators, teachers, the school and education in general. Parents are expected to build good relationships with administrators, teachers and other parents.
- Parents should ensure that their child is dressed and groomed in a manner that is consistent with the school's dress code.

Failure to adhere to the policies and procedures described above will result in any of the following actions:

- Verbal Warning and/or Written Letter of the Violation
- Meeting with the School's Administration for Proposed Solution
- Child's Dismissal from the School

*\*\*\* If a parent/guardian (family representative) jeopardizes the safety of students, faculty, and/or staff, the child will not be allowed to attend Southern University Laboratory School (school, extracurricular events, sporting events, or any school related function). Failure to abide by the regulations and policies of the school handbook by either the student or his/her parent may result in the student's immediate removal from the school. \*\*\**

### School Jurisdiction

Once a student arrives on the school campus he/she is under the jurisdiction of the school and is to remain within the Laboratory School boundaries from the time he/she arrives until he/she is properly dismissed and departs from the campus (inclusive of extra-curricular activities and/or sporting events).

### Parking Lot:

Students who drive a vehicle to school must exit the parking area immediately after arriving at school. **All parking lots are off-limits to students during the school day.** Any student



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returning to the parking lot during the school day without written permission from an administrator is subject to disciplinary action.

The School Day: The official student school day begins at 7:45 a.m. and ends at 3:10 p.m. for all students.

The school building is locked until 7:30 a.m. Therefore, students should not arrive prior to 7:30 a.m. The only exception is students who are participating in extended day or middle or high school students assigned by a faculty member for detention, study hall, tutoring, test make-up, etc. Middle and High School students arriving prior to 7:30 a.m. for detention/study hall/tutoring/test makeup must enter the school through the hallway doors closest to the Middle School Commons Area (designated area) and report directly to the designated area and remain there until 7:30 a.m. or until a faculty member picks them up. In addition, unless a student is involved in a supervised school activity, she/he should depart from the campus by 3:30 p.m. The school building is locked daily at 3:30 p.m.

When students have finished their school day or are not in school for special reasons, they are to leave the school or school vicinity immediately. Students are not allowed to remain on campus unsupervised after dismissal times. Every student, unless directly sponsored by a teacher or staff member, is to be off school property by 3:30 p.m. The school will not have adult supervision after school hours. Loitering in or around the school or the surrounding school property is prohibited and may result in disciplinary consequences if students are in violation.

### Traffic/Vehicle Policies

#### Vehicle Registration and Parking

Southern University Laboratory School students who park on campus are required to purchase a parking tag. They must comply with all Southern University Traffic and Parking Regulations any time they bring a vehicle on campus. It is assumed that any student who drives a car on campus has read and understands the SU Traffic and Parking Regulations.

In general, any vehicle brought on campus – even a temporary one – must display a parking permit (hang tag) issued by the SU Traffic Office. Vehicles can be parked only in those authorized spaces designated by the type of parking permit displayed. Note: **THE VEHICLE IS NOT REGISTERED UNLESS THE PARKING PERMIT IS PROPERLY DISPLAYED.**

The main parking lot behind the elementary building is reserved for faculty and staff. Students must park in the gravel parking lot on the side of the school. **Parking in the front of the school is reserved parking.**





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## Arrival and Dismissal Policies

To ensure the safety of our students, they may not be dropped off before 7:30 AM and must be picked up by 3:30 PM in the appropriate assigned carpool areas of the school (Elementary-rear parking lot; Middle and High-side parking lot). Parents must make appropriate before and after school child care arrangements to accommodate required arrival and dismissal times. Exceptions to this are not permitted. Students may not be dropped off at any points other than the specified carpool drop off areas. Students who require early drop off and/or late pick up should be enrolled in extended day services.

## Attendance Guidelines (State Law)

In order to be successful academically, students must attend school regularly, be on time for classes, and be present for a full instructional day. There is a direct correlation between student achievement and consistent attendance at school. **According to the Compulsory Attendance Law:** "In accordance with state policy, **elementary students** shall be in attendance a minimum of 167 days a school year. **Middle and high school students** shall be in attendance a minimum of 81 days per semester or 162 days a school year, **or the equivalent**, for schools not operating on a semester basis." As per state guidelines:

- Students shall attend school between kindergarten and 17 years of age. Students between 16 and 17 years of age may withdraw prior to graduation with written consent of parent, tutor or legal guardian. ( State of L.A, Bulletin 741)
- Elementary and Middle students (grades 1 – 8): Any student with 19 or more unexcused absences in a class that spans the length of a full school year will fail.
- High School: Any student with 5 or more unexcused absences per class (carnegie unit) in a semester will fail.
- An absence may be excused (by State Law) if the student has a doctor/dentist excuse, documentation of a court appearance, or documentation confirming a death in the immediate family.
- An out-of-school suspension is considered an unexcused absence.
- Any student who is absent from school MAY NOT be on campus for any reason without officially checking into school in the attendance office. He/She will be considered trespassing and SU police may be called.
- A student will be marked absent and unexcused if he/she misses more than half of a class period. This often occurs when a student is late to school or checks out early. However, if the student is on campus and misses 10 minutes (unexcused) or more of the class period, he/she will be written up for skipping/cutting class.
- Students who are found skipping/cutting class will be issued a zero for any assignment or tests given that day he/she skipped.
- The responsibility for a child attending school lies with the parents or the legal guardian. If the child is chronically absent from school, parents and/or child may be referred to appropriate state authorities. Attendance recording begins the day school opens for students.
- A student is considered to be in attendance when he or she is (1) physically present at a



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school site or is participating in an authorized school activity and (2) under the supervision of authorized personnel. All absences whether excused or unexcused shall be counted as an absence for reporting to the State Department of Education.

- A student is considered to be in attendance a half day when he or she is (1) physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 25% but not more than (26% - 50%) of the student's instructional day.
- A student is considered to be in attendance for a whole day when he or she (1) is physically present at a school site or is participating in an authorized activity and (2) is under the supervision of authorized personnel for more than 50% (50% - 100%) of the student's instructional day.

**Note:** Students who are not physically present or who are participating for 25% or less of the school day shall be deemed absent for attendance reporting purposes

### Grading/Attendance

If a student is absent on the day that an assignment is due, the teacher will enter the score of "0" in the place of a grade. The "0" will remain in the roll book until the assignment is turned in. If the assignment is not turned in accordance with the attendance guidelines listed above, the "0" will remain in the roll book.

### Excused Absence Policy

All students may be excused for whole or partial day absences for the following reasons:

- Personal illnesses (Doctor's Note)
- Serious illness in the student's immediate family
- Death in the student's immediate family (not to exceed one week)
- Recognized religious holidays of the student's own faith
- Natural catastrophe and/or disasters

**\*\*\*Students are expected to turn in their excuse on the first day of their return to school.\*\*\***

Students granted excused absences for the above reasons should be allowed to make up any schoolwork that was missed.

- Students shall request makeup work for days missed due to excused absences or extenuating circumstances. He/she will have the number of excused days missed to make up the work. (For example if the student misses 3 days that are excused, he/she will have 3 days to make up the work.)
- Students shall be allowed to complete missed assessments after they have completed the make-up work as mentioned above and had the opportunity to receive instruction within the amount of days missed with an excused absence.



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## Chronic Absences

### Elementary/Middle Chronic Absence

Attendance letters are sent to the parents/guardians of those students who approach noncompliance at 9 and 16 days absent. **If the student accumulates over 19 days absent, except for extenuating circumstances approved by the school principal (designee), elementary and middle school students will not progress to the next grade and be referred to their FAPE School.**

### High School Chronic Absence

Attendance letters are sent to the parents/guardians of those students who approach noncompliance at 2 days and 4 days absence (per semester). **If the student accumulates over 5 days absent (per class/per semester), except for extenuating circumstances approved by the school principal (designee), elementary and middle school students will not progress to the next grade and high school students will not receive Carnegie unit credit for course(s).**

By law, the Southern University Laboratory School is required to report attendance noncompliance to local truancy officers if a student's promotion to the next grade is in jeopardy as a result of absences.

*AUTHORITY NOTE: Promulgated in accordance with R.S. 17:221; R.S. 17:226; R.S. 17:233.*

## MEDICATION AT SCHOOL

Children will not be allowed to have any medications in their possession at school. If any type of medication is found on ANY child, they will be suspended in accordance with the policy. Medication shall not be given at school unless it is certified in writing by the attending physician and parent. Possible exceptions to the general policy follow:

- Medication for behavior modifications (Adderall, Concerta, Etc.)
- Insect sting allergy
- Anticonvulsant medications (Dilantin, Phenobarbital, etc.)
- Medication for asthmatic conditions

Anytime there is a change in the medication, a new form must accompany the new prescription. The prescription bottle should be labeled with the name of the student, name of the drug, dosage, and the specific time the medication is to be given while at school. This



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medication should be accompanied by a signed doctor and parent permission form, which includes the child's name, prescription number, name of medication, and the specific hour and amount is to be administered (forms on file at the school). The medication book is monitored by the attendance clerk/secretary.

### Tardies

Note: The first hour bell rings at 7:45 AM and the tardy bell rings at 7:50 AM. Breakfast ends at 7:45 AM. Students must be in class and accounted for at 7:50 AM. After 1st period, if a middle or high school student is more than 10 minutes late for a class, that student will be marked "absent" (and unexcused) for that period and it could be marked as skipping/cutting class.

Consequences for unexcused tardies are as follows:

- 3 tardies - After a student has 3 tardies, the student's tardy record is submitted to the Director/Principal (or Designee) and a parent conference will be scheduled. Student Assigned to TOR (if available) and parent phone call.
- 4 tardies - Parent Suspension Conference (The student can not return to school without a parent or guardian).
- 5 tardies - Student will be given short term suspension of not less than one (1) day and not more than three (3) days.
- After the 5th tardy, the consequences will restart at the 3rd tardy consequence. Also, additional days will be added to the suspension at the 5th consequence.

Note: All tardies will count toward the student's total number unless the tardy is accompanied by a doctor's excuse. If a student reports tardy to school with a parental excuse, that student will be allowed to make up missed work, however, the tardy will still count toward the student's total number. After 4 suspensions, on the 5th suspension, the student will be recommended for expulsion.

### Student Check In/Check Out

All students arriving at school after 7:50 AM or departing from school before 2:30 PM must **check in or check out in the main office. No check outs after 2:30 PM.** The check in/out log is the official record of student arrival or departure from the campus during the official school day. **All elementary students who arrive after 7:50 AM must be escorted into the main office to be checked in by a parent.**

**High School students who drive to school and need to check out early must provide a written notice from the parent/guardian. The notice should include the day and time the student is to be checked out and indicate if any siblings are to be checked out along with the high school student. The notice should be submitted to the office at the beginning of the**



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school day. Once the notice is received the parent/guardian will be contacted to verify that the student has permission to leave the campus at the time indicated on the notice.

Medical or dental appointments during school hours are strongly discouraged and should be extremely rare.

Students who must leave school early for personal or family emergencies must adhere to the following procedures:

1. Submit a written request from parents with a telephone number for verification at the beginning of the day. The note should include the reason for the check-out and the time the student is to leave school or request of a parent appearing in person.
2. Secure and complete check-out form at the beginning of the day or at time of request.
3. Submit to teachers any assignments due for that day or the next day. No class may be interrupted by the student.
4. The office will notify the appropriate teacher of the official check-out.

**\*\*\*Please Note\*\*\***

Students will not be permitted to call home to get permission to leave school early unless they become ill or injured at school, in which case the office will make the call.

### 15/15 Rule

Students are not permitted to leave class for any reason during the first fifteen (15) or last fifteen (15) minutes of class.

### **Academic Misconduct**

High standards of academic integrity are crucial for SULLS to fulfill its educational mission. To uphold these standards, procedures have been established to address academic misconduct. Lab School students who are participating in the Dual Enrollment or AP Programs will also be held to the policies and procedures of the respective programs.

"Academic Misconduct" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. Other specific examples of academic misconduct include:

1. Copying from another student's test paper or assignment;
2. Allowing another student to copy from a test paper or assignment;
3. During a quiz/test, using the course textbook or other materials such as a notebook normally brought to a class meeting but not authorized for use during a quiz/test by the



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- person giving the quiz/test. Having such forbidden material open and in sight of the student will be considered prima facie evidence of use;
4. Failing to thoroughly follow requirements related to the preparation and presentation of work, including group projects, submitted for credit in a manner that results in submitting as one's own the work of another or misleading an instructor as to the conditions under which the work was prepared;
  5. Collaborating during a test or any other assignment with any other person by giving, receiving or otherwise sharing information without prior approval of the instructor. Speaking to another person without the consent of the person proctoring the exam may be considered prima facie evidence of collaboration;
  6. Using specially prepared materials (e.g., notes, formula lists, notes written on student's clothing or body) during a test. Bringing such forbidden material to a test will be considered prima facie evidence of use or attempted use;
  7. Stealing, buying, or otherwise obtaining through unauthorized access, all or part, including answers, of a test;
  8. Seeing or giving away all or part of a test, including answers to the test;
  9. Bribing any other person to obtain a test or information about the test;
  10. Substituting for another student, or permitting any other person to substitute for oneself, to take a test;
  11. Submitting as one's own, in fulfillment of academic requirements, any work (such as, but not limited to, a theme, report, term paper, essay, computer software, other written work, painting, drawing, sculpture, or other scholastic art work) prepared totally or in part by another;
  12. Selling, giving, or otherwise supplying to another student for use in fulfilling academic requirements any theme, report, term paper, essay, computer software, other written work, painting, drawing, sculpture, or other scholastic art work;
  13. Entering a building or office for the purpose of changing a grade in a grade book/computer, on a test paper, or on other work for which a grade is given;
  14. Changing, altering, or being an accessory to changing and/or altering a grade in a grade book/computer, on a test paper, on other work for which a grade is given, on a "drop slip," or on any other academic record of the Laboratory School (or the University for concurrent enrollment);
  15. Entering into an arrangement with an instructor to receive a grade of "F" or any other reduced grade in a course, on a test, or any other assigned work in lieu of being charged with academic misconduct under the Code of Student Conduct;
  16. Committing Plagiarism. "Plagiarism" is defined as the unacknowledged inclusion of someone else's words, structure, ideas, or data. When a student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.), published in any medium (including on the Internet) or unpublished, from which words, structure, ideas, or data have been taken, constitutes plagiarism;
  17. Attempting to commit, or assisting someone in the commission or attempted commission of an offense listed above.



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If a student is caught committing such acts, he/she will receive a zero on the assignment and will be suspended for 1 day. **NO EXCEPTIONS**

## Homework policy

The purpose of homework assignments is to provide students with a review of present skills, enrichment, reinforcement, independent studies, research, creative thinking, self-discipline and responsibility. Parents can help by arranging a quiet and comfortable place for students to work. Parents should review the homework, sign it and assume the responsibility to see that all homework is completed and put in the student's backpack for the next day. Teachers have routines to collect homework, and it is your child's responsibility to hand in all projects and homework on time. A student who turns in late homework/projects may not receive 100% credit or in some cases no credit at all for work that is turned in after the designated time.

Homework is a very important and vital practice for the learning process to continue. Parents and students should check google classroom or any other computer-based technology system set up by the teachers.

We encourage students to turn in all work by the assigned due date. Late work will be accepted with the following conditions:

- Work turned in 1 school day after the due date will receive a 10% reduction in the final grade
- Work turned in 2 school days after the due date will receive a 20% reduction in the final grade
- Work turned in 3 school days after the due date will receive a 30% reduction in the final grade
- Any late work received after the 3<sup>rd</sup> day, will receive a zero and cannot be made up.

## Uniform Policy

The uniform policy will be strictly enforced. Students will be checked by duty teachers prior to entering the building. Students found in violation of the dress code will be assigned to TOR for the duration of the day or until the appropriate attire is secured.

### **DRESS UNIFORM - TO BE WORN EVERY MONDAY**

(Dress Uniforms will also be worn during special events: academic competitions, field trips, athletic gameday, SUS board meetings, etc.)

#### **GIRLS**

Pre-K thru 6<sup>th</sup>

Plaid jumper, plaid skirt or plaid skort  
White middie broadcloth with Peter Pan collar with school logo  
White oxford blouse with school logo  
Plaid criss cross tie or ladies tab tie



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7<sup>th</sup> thru 12<sup>th</sup>

Plaid Skirt with white or yellow (Seniors Only) oxford blouse with school logo  
Plaid criss cross tie or ladies tab tie

NOTE: Skirts and shorts should be no shorter than 3 inches above the knee. No tight fitting clothing. All jeggings are prohibited.

Shoes

Solid Black leather or Solid Dark Brown leather (**NO TENNIS SHOES EVEN IF BROWN/BLACK LEATHER**) No tan shoes or fabric. (No Heels or Boots)

### BOYS

Pre-K thru 12<sup>th</sup>

Navy pants (double pockets, cell phone pockets are prohibited)  
White or yellow (Seniors Only) oxford shirt with school logo Plaid or multi-striped tie (bow tie)

Shoes

Solid Black leather or Solid Dark Brown leather (**NO TENNIS SHOES EVEN IF BROWN/BLACK LEATHER**) No tan shoes or fabric.

### OUTERWEAR

Navy blue or forest green sweater vest, cardigan, V-neck sweater, blazer, or sweatshirt. (Students will not be allowed to wear hoods on any type of jacket or outerwear.)

**CASUAL UNIFORM - to be worn Tuesday thru Friday.**

### GIRLS

Pre-K thru 12<sup>th</sup>

Plaid jumper, plaid skirt, plaid skort, navy pants or plaid walking shorts  
White, Kelly Green, Gold and Grey (Seniors Only) knit shirt with school logo

### BOYS

Pre-K thru 12<sup>th</sup>

Navy pants or shorts (double pockets, cell phone pockets are prohibited)  
White, Kelly Green, Gold and Grey (Seniors Only) knit shirt with school logo

Shoes

Traditional athletic shoes of white, black, blue or gray or a combination of these colors may be worn. All shoes must have a closed toe and heel. Boots and/or Uggs are prohibited.

Socks

Girls – Black, Navy, Hunter Green, or White; white opaque leotards or flesh tone stockings (must be visible above the ankle)

Solid color (Black or Navy) leggings are acceptable under uniform skirt, jumper, or skort.

Boys – Black, Navy, Hunter Green, or white (must be visible above the ankle)





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Belt

Dark Brown, Navy or Black Leather

## Required Outerwear with school logo for all students

- Dark green or navy blazer with school logo
- Dark green or navy long-sleeve sweatshirt with plaid logo
- Dark green or navy long – sleeve V-neck sweater with school logo
- Dark green or navy cardigan sweater with school logo
- Dark green or navy sleeveless vest with school logo
- Dark green or navy windbreaker with school logo
- SU Lab Letterman jackets are acceptable
- Green White Track Jacket with Logo
- Green or Gold SULLS Sweatshirt
- Navy Sweatshirt with round school logo
- School approved hoodies are acceptable.

*Non SULLS Outerwear denoting club and/or sport team membership or other extra-curricular activities as well as apparel denoting other schools, sororities, fraternities, etc. are prohibited.*

## Dress and Grooming

### A. Rights

Students have the right to a safe and orderly environment. Uniforms have been shown to contribute to a safe and orderly environment for learning.

### B. Responsibilities

All students have a responsibility to dress and appear on school campus according to standards of safety and health set forth by the Southern University Laboratory School.

### C. All students are prohibited from wearing t-shirts or other articles of clothing which display violence, profane or obscene language, gestures or inferences of profanity or advertisement of tobacco, alcohol, drugs or illegal substances. Students wearing such clothing may be asked to remove the offensive article.

### D. All students shall be required to wear a belt with pants that have loops. Pants shall be worn at natural waist level and shall not be baggy, sagging, or tight fitting.



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## Prohibited Attire & Personal Grooming Reminders

### Girls

1. Solid color (Navy, White, Black, Green, Gold) thermal long sleeve shirts are acceptable underneath the approved uniform shirt.
2. Female students are not allowed to wear earrings larger than a quarter, longer than one (1) inch, chandelier earrings, or earrings that drop below the cheekbone.
3. Hats, caps, combs, or headscarves may not be worn by students inside any school building or while attending a school-sponsored activity.
4. Curlers, hair wrap scarves, or head scarves worn in hair by female students are unacceptable.
4. Sunglasses are prohibited during school.
5. Slippers, swim shoes, shoe thongs, slip-on shoes, Birkenstock or crocs are prohibited during school hours.
6. All students are prohibited from wearing t-shirts or other articles of clothing which display violence, profane or obscene language, gestures or inferences of profanity or advertisement of tobacco, alcohol, drugs or illegal substances. Students wearing such clothing will be asked to remove the offensive article, turn it inside out or in extreme cases be sent home.
7. Pants must be sized appropriately to the waist-size of your child (particularly males). All pants must have belt loops and fit in the waist area of the torso. No student may wear pants around the hips or below.
8. Pants must be hemmed. Side slits are prohibited.
9. All students must wear dark brown, navy or black leather belt.
10. Belts and the waistline of pants must be visible at all times and pants must be at the waistline.
11. Solid (Navy, White, Black, Green, Gold) color Lacefront headbands are acceptable.

### Boys

1. Solid color (Navy, White, Black, Green, Gold) thermal long sleeve shirts are acceptable underneath the approved uniform shirt.
2. Earrings of any type worn by male students are not allowed.
3. Hats, caps, scarves, or combs may not be worn by students inside any school building or while attending a school-sponsored activity.
4. Sunglasses are prohibited during school.
5. Slippers, swim shoes, shoe thongs, slip-on shoes, Birkenstock or crocs are prohibited during school hours.
6. All students are prohibited from wearing t-shirts or other articles of clothing which display violence, profane or obscene language, gestures or inferences of profanity or advertisement of tobacco, alcohol, drugs or illegal substances. Students wearing such clothing will be asked to remove the offensive article, turn it inside out or in extreme cases be sent home.
7. Pants must be sized appropriately to the waist-size of your child (particularly males). All pants must have belt loops and fit in the waist area of the torso. No student may wear pants around the hips or below.
8. Pants must be hemmed. Side slits are prohibited.
9. All students must wear dark brown, blue or black leather belts.

### All Students

**\*Shirts/blouses without school logo are prohibited\***

**Parents – please do not purchase pants sizes large enough to be worn hanging below the**



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waistline.

**\*\*\*Administration reserves the right to modify the uniform policy when needed.\*\*\***

## Dress Code Violations

Student dress will be checked at all entry points at the beginning of the school day by duty teachers. Students found to be in violation of the dress code policy will be assigned to the Time Out Room or consequence deemed necessary by the Principal (Designee) for the duration of the day or until the appropriate articles of clothing are provided. The school is not responsible for confiscated inappropriate clothing.

## Student ID Cards

**All student IDs will be issued and accessible on the school app.** Students must have ID Cards for lunch and to enter all athletic events. A fee will be assessed on misplaced school IDs. The School ID is part of the school's dress code.

## PHYSICAL EDUCATION UNIFORM (Required)

Students are required to wear the approved uniform for physical education classes (grades 6-12). The uniforms can be purchased from the school. Failure to wear the required uniform will result in the student receiving zero points in the physical education class for the day the P.E. uniform infraction occurs.



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## STUDENT RIGHTS AND RESPONSIBILITIES

<p><b><u>EDUCATION</u></b></p> <p><b>Rights</b> Students have the right to pursue, through study and application, a quality education and to attain personal goals through participation in the entire school program and academic experience.</p>	<p><b>Responsibilities</b> Students have the responsibility to be on time and to attend all classes daily, along with completing each class assignment. Students must obey school rules, district rules and all school employees.</p>
<p><b><u>LEARNING ENVIRONMENT</u></b></p> <p><b>Rights</b> Students have the right to an orderly school and classroom environment, which promotes learning for all students.</p>	<p><b>Responsibilities</b> Students have the responsibility to ensure that their actions do not disrupt the classroom environment or school activities.</p>
<p><b><u>SAFETY</u></b></p> <p><b>Rights</b> Students have the right to expect that school will be a safe place to obtain an education.</p>	<p><b>Responsibilities</b> In order to ensure the safety of others, students must follow established rules and regulations and conduct themselves in accordance with the rules.</p> <p>The parent/guardian is responsible to provide the student's school current working telephone numbers and any change in status concerning family information.</p> <p>Students have a responsibility to alert the teachers and school administrators about any hostile attempts made to a student, as well as, any information about possible violations of the Disciplinary Policy especially matters involving drugs and weapons.</p>



## Southern University Laboratory School

### ATTENDANCE

#### **Rights**

All students have the right to attend school until graduation.

Students may be excused for the whole or part of a day's absence for the following reasons: Personal illness; Serious illness in the student's immediate family; Death in the student's immediate family not to exceed one week; Recognized religious holidays of the student's own faith; or Natural catastrophe and/or disasters; Visit with parent prior to parent's military overseas deployment to a combat zone or combat support posting or during parent's leave, not to exceed five school days.

Students granted excused absences for the above reasons shall be allowed to make up any school work which was missed.

#### **Responsibilities**

Regular attendance in school as provided by law is required of all students.

Written statements from a parent, legal guardian or physician stating a reason for absence shall be given to proper school personnel within 24 hours after the student returns to school.

Students shall request makeup work for days missed due to excused absences.

Tardiness is related to a student's attendance in school and will be addressed by the school's tardy plan.

Unexcused check-ins are considered incidents of tardiness and absences in the classes missed.

To be eligible to receive grades/credits for coursework, elementary students shall be in attendance a minimum of 167 days a school year. Middle school and Secondary Students shall be present 81 days per semester.

The responsibility for a student attending school lies with the parents or the legal guardian. If the student is chronically absent or chronically late (tardy) for school, the parent will be contacted.

### **Official Information**

#### **A. Rights**

1. Parents or guardians have the right to review with a counselor or other designated school system personnel all official files and data which pertain to the student personally. Students 18 years of age or older may make the same request. The school administration shall respond to reasonable requests for an explanation and interpretation of the student's records.
2. No official record, file or data pertaining to any individual student that is personally identifiable to the student shall be released to anyone other than the student and/or parent except as authorized by law unless the student and/or parent has executed a written release of such information to a particular person or agency.

#### **B. Responsibilities**

1. Parents must provide the school with information of any illness, medication or medical condition that may affect the student's



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behavior and/or academic performance.

2. Parents are required to inform the school of any address or telephone number changes during the school year.

The buildings, grounds area, desks, locks and other equipment at SULS belong to Southern University and, although assigned to particular students to use, may be entered and searched by any teacher, director or the administration with reasonable belief that such weapon, alcohol or illegal drug or any other material or object may be in violation of school regulations. Any student who locks his/her locker shall open it upon the request of the teacher or other school official.

- No actions taken pursuant to this policy by any teacher, director, or administrator, shall be taken maliciously or with willful and deliberate intent to harass, embarrass or intimidate any student. Whenever any search is conducted pursuant to this policy, a written record shall be made thereof by the person conducting the search and shall include the name or names of persons involved, and the circumstances leading to the search and the results of the same. This record shall be filed and maintained in the Director's office and the copy forwarded to the parents of the students involved.

### Search and Seizure

- Any director, administrator, or school resource officer with probable cause may search any student believed to have in his possession or public school property, a dangerous weapon, alcohol, illegal drugs or any other material or object in violation of school regulations.
- Students who put their belongings in other student vehicles or lockers may receive the same discipline as the owner(s) of the vehicle or locker.



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## Discipline Policies & Procedures

### General Statement

Although the ultimate responsibility for student conduct rests with the student and the parents/legal guardian, it is the daily responsibility of school personnel to see that no single person interferes with the total-learning environment of other students. The school demonstrates concern for the group and its welfare by preserving the proper atmosphere for teaching and learning.

Disciplinary measures may include assignment to the Time Out Room (TOR), Saturday School, short-term suspension, long-term suspension, or expulsion.

\*If a student is suspended or expelled, he/she is not allowed to return to the SU Lab campus for the duration of the suspension/expulsion, including weekends and holidays. In addition, he/she is not allowed to participate in any school activity, whether held on or off-campus, for the duration of the suspension/expulsion. School activities include programs such as graduation, athletic events, pep rallies, assemblies, dances, etc.

It is the final authority of the Director or a designee to maintain discipline during the school day and at any school function.

### Time Out Room (if available)

The Time Out Room is a self-contained program that is a limited extension of the regular classroom while providing an in-house suspension environment while incorporating discipline coupled with encouragement. It serves as an alternative to suspension whereby a student who has committed a minor infraction at school will be given the opportunity to remain in school and modify his/her behavior through discipline activities, counseling, classwork assignments, encouragement and parental/guardian contacts.

The assignment of a student to the Time Out Room is under the authority of the Dean(s) of Students and/or Principal(s). The procedures for referral to the Time Out Room shall be consistent with the discipline policies set forth in the Southern University Laboratory School Parent/Student Handbook. Assignment to the Time Out Room is both punitive and hopefully reformatory.

### Time Out Room Procedures

- The Dean(s) of Students and/or Principal(s) will assign students to the Time Out Room.
- Students assigned to TOR should receive written notification of their assignment. The student signs the written notification to document his/her receipt of the form. The notice must be signed by a parent/guardian to be admitted to TOR. **OR**
- Students assigned to TOR should receive written notification of their assignment. The parent/guardian should be contacted via telephone by the Dean(s) of Students. The



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- contact should be documented on the form. The notice must be signed by a parent/guardian to be admitted to TOR.
- The Time Out Room Moderator will request assignments from the teachers for those students assigned to TOR.
  - The TOR Moderator will check the roll and verify attendance.
  - Students should turn in their signed TOR notification to the TOR Moderator upon entering TOR.
  - Students must be actively engaged in a learning activity for the duration of their assignment to TOR.
  - Students who fail to follow the rules and regulations will be disciplined for willful disobedience and disrespect for authority.
  - The time out room Moderator will return assignments to the teachers of the students assigned to TOR.
  - The Time Out Room Moderator will provide the office with a list of the students who attended TOR. The list will be provided hourly, if students are assigned to TOR on an hourly basis.
  - The written notification signed by the parent/guardian should be kept for documentation.
  - If a student is removed from TOR he/she will be suspended from school for two days.

### Short- Term Suspension

Students who are assigned short-term suspension are not allowed on SU Lab campus for the duration of the suspension. Short-term suspension can range from 1- 3 academic school calendar days. *Students should be allowed to make up the work within the number of days of the suspension.*

#### Short Term Suspension Procedures

1. The Director or his/her designee must make every reasonable effort to investigate all aspects of a discipline problem. If the Director or his/her designee finds the offense is of the nature that demands suspension, the student should be suspended.
2. Prior to any suspension, the Director or her designee shall advise the pupil in question of the particular misconduct of which he/she is accused as well as the basis for such accusation, and the pupil shall be given an opportunity at that time to explain his/her version of the facts to the Director or his/her designee.
3. The Director or his/her designee shall make every effort to contact the student's parents or guardians by telephone, if possible, notifying them of the suspension.
4. The Director or his/her designee will mail a report of the suspension to the parent or guardian, preferably on the day of the suspension, if possible, but no later than the following day. In addition, the director or assistant director shall keep a copy on file.

If a parent or guardian of the suspended student wishes to contest the suspension within five school days after receipt of written notification of the suspension, he/she must submit a written request to the director or his/her designee and he/she shall schedule a hearing at his/her earliest





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convenience to be held in accordance with the hearing procedure.

### Long-Term Suspension

Students who are assigned a long-term suspension are not allowed on campus for the duration of the suspension. Long-term suspension can range from 4-10 academic school calendar days. Students should be allowed to make up any work missed within the amount of days he/she was suspended.

### Long Term Suspension Procedures

The Director or his/her designee must make every reasonable effort to investigate all aspects of a discipline problem. The Director or his/her designee must have a reasonable cause to believe that the student is guilty of an offense which would constitute grounds for disciplinary action and that the situation warrants severe disciplinary action before recommending to the Dean that the student be placed on long-term suspension. For long-term suspension, the student has the right to appeal to the Discipline Committee.

The Director or his/her designee shall make every effort to contact the student's parents or guardians by telephone, if possible, notifying them of the impending suspension.

Serious disruptions may cause the student to be removed from the premises immediately in the custody of his/her parents, guardian or police.

Official notification of suspension shall be made to the parent or guardian no later than two days following the incident.

If a parent or guardian of the suspended student wishes to contest the suspension within five school days after receipt of written notification of the suspension, he/she must submit a written request to the director or his/her designee and he/she shall schedule a hearing at his/her earliest convenience to be held in accordance with the hearing procedure.

### Expulsion

Expulsion is the removal or banning of a student from school for an extensive period of time due to a student habitually violating rules, or for a single offense of appropriate severity in extreme cases.

### Expulsion Procedures

The Director or his/her designee shall initiate proceedings for an expulsion when a student has received one long-term suspension in one school year, or three short-term suspensions, or a combination of two types. An explanation may also be recommended for major discipline offense where the expulsion is deemed the appropriate course of action.



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After the Director or his/her designee has made every reasonable effort to investigate all aspects of the discipline problem and is satisfied that the nature and seriousness of the offense warrants the ultimate form of disciplinary action, he/she shall recommend to the Dean that the student be expelled from the school.

The Director or his/her designee shall make every effort to contact the student's parent(s) or guardian(s) by telephone, if possible, notifying them of the proposed expulsion.

The Director or his/her designee will provide a copy report of the proposed expulsion after a thorough investigation is conducted. At the same time, the Director or his/her designee shall notify the parent or guardian of the time, date, and place of the hearing. (If mailed) This report will be sent by certified mail, return receipt requested. The hearing shall be held as soon as possible, but no later than ten (10) school days after the student's removal from the school, unless an alternate date is agreed upon by all parties.

Pending the hearing by the Director or his/her designee, the student shall be denied attendance privileges.

At the hearing, the reason concerning the cause for the proposed expulsion is to be presented by the Director or his/her designee in support of his recommendation. The student's prior performance, behavior record, and attendance may also be discussed. The student may present the evidence or whatever is appropriate on his/her behalf. Due process shall include that the student be advised by the Director or a designee of misconduct of the regulation which has been violated and the detailed reasons for such accusation. **The student must be asked to explain his or her version of the facts to the school Director or a designee.** A student accused of committing battery on any school employee shall be suspended by the Director or designee from school immediately, and the student shall be removed immediately from the school premises with the necessary notifications and other procedures to follow as soon as possible.

For a recommended expulsion there may be an appeal to the Dean. The student and his/her parents are entitled to representation by another person of their choosing, including legal counsel. Such representation shall have the rights of full participation in the hearing as in the long-term suspension procedure. School personnel are afforded the same opportunity. This is not the right to cross-examine students or other witnesses who have given statements only and who are not present in the hearing.

After hearing the case, the Disciplinary Committee shall find whether the student is guilty of the Director's or his/her designee charges.

There are some instances in which the Director has no discretion. Penalties that are mandated under Louisiana Revised Statute 17:416 (Drugs and Weapons) and other provisions of Louisiana law are not optional and must be imposed by the Director.

If the findings and disposition of the expulsion hearing are made at the conclusion of the



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hearing, the Director or his/her designee shall inform the parents and the student of the findings and disposition of the case. In any event, the Director or his/her designee shall mail (certified mail, return receipt requested), or hand to the parents no later than five days after the hearing, a written notification of the findings and what action will be taken. In the event the student is expelled, the parent or guardian or the expelled student may appeal to the Dean. The appeal must be requested by certified mail.

### Senior Conduct

Any senior committing a serious major offense (alcohol/drugs/ indecent behavior, etc.) after his/her last regular class period will be excluded from year-end activities, including participation in graduation exercises. This includes school vandalism or defacing school property. Diplomas will be given or mailed to the student at the end of the school year.

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### PreK-11<sup>th</sup> Grade Conduct During the last 10 days of School:

Any recommendation for suspension and/or expulsion may be extended to the next school year for students who commit offenses during the last 10 days of school.

### Electronic Devices

The use or display of cell phones, iPhones, smart watches, cameras, iPods, iPads, earbuds, and other electronic devices in any school building is **never allowed**. "Use" shall be defined as the device being turned on or otherwise activated whether or not sending or receiving a call, message, or other communication, or using any feature of the device including but not limited to games, camera, instant text messaging, playing music etc.; "display" shall be defined as possession in such manner that any portion of said device is visible to others. The use or display of such devices shall not be permitted in any testing or instructional setting including before or after the school day.

### Student Cell Phone Policy

Student Cell Phone Allowances (ONLY during times specified below):

- Breakfast (7:30 - 7:55)
- Cell phones must be turned off and put away at the sound of the 7:50 AM bell.
- Lunch Shift (Student's designated shift)
- Cell phones must be turned off and put away at the sound of the bell that ends lunch shift and sends students to class.
- Dismissal (2:25)



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### Student Cell Phone Restrictions:

- Students are not allowed to use or check cell phones during class.
- Students are not allowed to charge cell phone devices during class.
- Students may only use one earbud (wired or wireless) device at a time.
  - One ear must be open to allow staff to verbally get a student's attention without added effort.
  - Over-car headphones (such as Beats) are not allowed.

### Cell Phone Policy Clarifications:

- Students caught with a cell phone out (even to "check the time") will have the phone confiscated, according to the policy in the EBR Rights and Responsibilities Handbook.
  - 1st Offense: Parent allowed to Pick-up Device and sign contract & student assigned ISS
  - 2nd Offense: School Keeps Phone remainder of the school year per EBR policy, student assigned ISS.
  - 3rd + Offense: Suspension
- Refusal to turn phone over to a staff member: Suspension
- Students caught with a cell phone during an assignment, quiz, or test will be considered to be cheating, regardless of the phone's use, and will be subject to the consequences of the Academic Dishonesty Policy.
- The recipient or sender of the message/call does not factor into a disciplinary response for cell phone use.

Parents -- Do not call or text your student during class. If you have an emergency, please call the main office.

Upon the first incident, the principal or designee will notify the parents to come to the school and pick up the device and the principal may impose additional disciplinary measures he/she deems appropriate. The parent may only pick up the device after 3:10 PM. Cell phones will not be issued prior to 3:10 PM during instructional hours. Parents who pick up cell phones must sign a usage contract in order to retrieve the device.

In the event of a second incident during the school year, the device will be held by the principal until the close of the school year at which time the parent may claim the device and the principal may impose additional disciplinary measures he/she deems appropriate. If not claimed, the principal or other administrator will notify the parent and pager company or cell phone provider of the serial number and of intent to dispose of the device after 30 days. Paging devices or cell phones not claimed will be sent to Property Management for disposal.



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Bringing to school a cell phone or similar device is solely at the student's risk. Neither the School Board nor the school shall be liable for any lost, stolen, or damaged device, including any confiscated device. The use and operation of any electronic telecommunication device in the event of an emergency or an actual or imminent threat to public health or safety which may result in loss of life, injury or property damage is not prohibited. R.S. 17:239

### Harassment, Intimidation and Bullying/Cyberbullying Policy

Southern University Laboratory School directs students, employees and school volunteers to report any incidents of harassment, intimidation, or bullying of a student by another student. For purposes of this policy the terms "harassment", "intimidation" or "bullying" shall mean any intentional gesture or written, verbal or physical act that:

1. Under these circumstances, a reasonable person should know the effects of harming a student, threatening his/her life, placing a student in reasonable fear of harm to his/her person or damaging his/her property; and
2. Is so severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for a student or employee.

### Bullying & Harassment

Southern University Laboratory School will not tolerate any harassment, intimidation or bullying of students on school property or while going to or returning from school. The school administration shall investigate any reported incident of harassment, intimidation or bullying. Should the investigation determine that an incident has occurred; the students involved shall be disciplined in accordance with this policy.

1. Students have the right to expect respect from all fellow students and to be free from any form of bullying by another student.
2. Engaging in bullying may result in suspension or expulsion including possible criminal consequences and loss of driver's license as provided in La. R.S. 17:416.1.
3. Any student that believes he/she is the subject of bullying, shall report the incident to his/her teacher and/or to the principal's office as soon as possible and cooperate in an investigation of any such incident.
4. Any student, or any parent or guardian, who witnesses bullying of a student or students or has good reason to believe bullying is taking place, may report the situation to the principal. A student or parent/guardian, A student or parent/guardian may also report concerns regarding bullying to a teacher, counselor, other school employee, or to any



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parent chaperoning or supervising a school function or activity. A report of bullying shall remain confidential.

5. Any teacher, counselor, bus operator or other school employee and any parent chaperoning or supervising a school function or activity: (1) who witnesses bullying of a student by a student or (2) who learns of bullying from a student shall report the incident to the principal or designee. A verbal report shall be submitted on the same day as witnessed. A written report shall be filed no later than two days thereafter. La. R.S. 17:416.13(D)(2)(c).
6. The Director or designee shall investigate any report of bullying in accordance with La. R.S. 17:416.13 and Bulletin 741, Section 1303 – Bullying or any report on dating violence and as required by applicable policies or regulations provided by the School Board or the Louisiana Department of Education. An investigation shall include an interview of the reporter, the victim, the alleged bully and any witnesses and shall include obtaining copies or photographs of any audio-visual evidence. Before any student under the age of eighteen is interviewed, his/her parents or legal guardians shall be notified by the principal or designee of the allegations made and shall have the opportunity to attend any interviews with their child conducted as part of the investigation. In the event, after three documented attempts in a 48-hour period, the parents or legal guardians for a student involved in a bullying incident cannot be reached or do not respond, then the student may be interviewed without a parent or guardian present.
7. The Director or designee shall begin an investigation of any complaint that is properly reported and that alleges conduct prohibited in this section the next business day during which school is in session after the report is received by the school official. The investigation shall be completed no later than ten school days after the date the written report of the incident is submitted to the appropriate school official. If additional information is received after the end of the ten-day period, the school principal or his designee shall amend all documents and reports required by this Section to reflect such information. At the conclusion of the investigation, the principal or designee shall compose a written document containing the findings, including input from the students' parents or legal guardians, and the decision by the principal or designee.
8. The Director shall file any and all reports as required by the Louisiana Department of Education. If the principal or designee determines an act of bullying, the principal shall take prompt and appropriate disciplinary action to address bullying behavior and any effect it has on others, including bystanders, pursuant to La. R.S. 17:416 and 17:416.13. Appropriate disciplinary action may include, but is not limited to, the following:
  - a. oral or written reprimands;
  - b. referral for a counseling session which shall include but shall not be limited to conflict resolution, social responsibility, family responsibility, peer mediation, and stress management;



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- c. Written notification to parents of disruptive or unacceptable behavior, a copy of which shall be provided to the principal;
- d. Other disciplinary measures approved by the principal and faculty of the school and in compliance with school board policy.

If appropriate, the conduct shall also be reported to law enforcement. The principal should review La. R.S. 17:416.13 for all requirements. In case of dating violence, counseling may be required.

### **Incidents involving other forms of harassment or dating violence**

Any student complaint about another student engaging in sexual harassment, sexual discrimination, disability harassment, or dating violence reported to a teacher or counselor shall be immediately reported to the principal. The Director (designee) is responsible for investigating all such complaints. The right to confidentiality, both of the complaining student and of the accused student, will be respected. The Director (designee) may request assistance of the Title IX Coordinator in investigating student sexual discrimination or harassment. If the act or acts involve possible criminal conduct, the appropriate police authorities should be notified. A substantiated charge of sexual discrimination or harassment or dating violence against a student may subject that student to disciplinary action, including suspension or expulsion, consistent with the provisions of The Student Rights and Responsibilities Handbook and Discipline Policy. Student complaints about an employee shall be handled as provided in the School Board policy.



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## DISCIPLINARY INFRACTIONS AND CONSEQUENCES

<b>Academic Dishonesty or Cheating</b>	1 <sup>st</sup> Offense-Time Out Room (TOR) and zero points for assignment grade Subsequent Offenses- Short-term suspension or Long Term Suspension and zero points for assignment
<b>Alcohol: Possession/Use</b>	Long-Term suspension or recommended expulsion
<b>Alcohol: Distribution/Possession with Intent to Distribute</b>	Recommended expulsion
<b>Arson</b>	Long-Term suspension or recommended expulsion AND reimbursement for damages
<b>Assault and Battery on Faculty or School Personnel</b>	Recommended expulsion
<b>Assault and Battery on a Student</b>	Short or Long-Term suspension, or recommended expulsion
<b>Breaking and Entering School Property/Private Property</b>	Short or Long-Term Suspension until reimbursement for damages is made, or recommended expulsion
<b>Bullying/ Cyberbullying/ Intimidation, Harassment &amp; Hazing</b>	Short or Long-Term suspension, or recommended expulsion
<b>Cell Phones or Other Electronic Device</b>	<p>First Offense - Parents will be contacted and the phone will be returned at the end of the day to the student.</p> <p>Second-Offense-The phone will be confiscated and will only be released to a parent Parent/teacher conference suspension).</p> <p>Third Offense - The phone will be confiscated and not released to a parent or student for 5 calendar days or be suspended from school for 3 days.</p> <p>NOTE: Refusal to relinquish phone will result in automatic three (3) day suspension.</p>
<b>Commits Any Other Serious Offense</b>	Long-Term Suspension or recommended expulsion
<b>Conduct or Habits Injurious to Others</b>	1 <sup>st</sup> Offense- Time Out Room (TOR) Subsequent Offenses- Short- term suspension
<b>Criminal Damage to Property</b>	Law enforcement contacted and Recommended Expulsion
<b>Cutting/Skipping Class</b>	1 <sup>st</sup> Offense offense-Short Term Suspension





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Leaving the campus without permission	**Any student who leaves campus without permission will be subject to short-term suspension
Disrespect for Authority/ Cursing Faculty or School Officials	Parent teacher suspension letter, Short-Term or Long Term Suspension, or recommended expulsion depending on the severity of offense and accumulation of offenses
Disobedience	Parent teacher Conference, Short-Term or Long Term Suspension, or recommended expulsion depending on the severity of offense and accumulation of offenses
Disturbance: Classroom or campus	Minor disturbance- Parent teacher conference or Short/Long-Term Suspension Major Disturbance-Long-Term Suspension or recommended expulsion *Any student who deliberately refuses to obey the request or directive of a teacher or school administrator during disruptions will be suspended.
Drugs: Distribution or Possession with Intent to Distribute Any Drug	Law enforcement contacted and Recommended Expulsion
Drugs: Possession of Any Illegal Drug	Law enforcement contacted and Recommended Expulsion
Drugs: Possession of Medications (Prescription and/or Non Prescription)	Non-Prescription medications-Short-term or long-term suspension Prescriptions- Recommended Expulsion
Drugs: Possession of Tobacco Products or Drug Paraphernalia	Short-Term or Long-Term Suspension
Drugs: Under the Influence of Any Drug or Alcohol Product	Notify Parents and the School Resource Officer short-Long Term suspension
Extortion	Long-Term suspension or recommended expulsion
Fighting	Zero tolerance Short-Term or Long-Term Suspension
Forgery of Administrator's, Teacher's, Doctor's, or Parent's Name to a School Document or Note	Short-Term Suspension, Long-Term Suspension, or recommended expulsion
Gambling	1 <sup>st</sup> Offense-Time Out Room (TOR) Subsequent Offenses- Short-term or Long- term suspension
Immoral or Vicious Practice	Short- term suspension or Long Term suspension and parent conference



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Indecent Exposure or Behavior/ Public Display of Affection	Parent teacher conference, Short-Term or Long Term Suspension, or recommended expulsion depending on the severity of the
	offense and accumulation of offenses
Kidnapping	Law enforcement contacted and Recommended Expulsion
Possession of Body Armor	Long-Term Suspension or recommended Expulsion
Possession or Use of a Dangerous Weapon or Firearm	Law enforcement contacted and Recommended Expulsion
Possession or Use of Fireworks or Ammunition	Long-Term Suspension or recommended Expulsion
Profane or Obscene Language; Verbal or Written	Short-Term or Long-Term Suspension
Rape/Sexual Battery	Law enforcement contacted and Recommended Expulsion
Stealing/Theft	Reimbursement with Long-Term Suspension or recommended expulsion
Throws Missiles Liable to Injure	Short-Term or Long-Term Suspension
Trespassing	Short-Term or Long-Term Suspension
Vandalism	Reimbursement with Long-Term Suspension or recommended expulsion
Violates Traffic and Safety Regulations	1 <sup>st</sup> Offense- Parent Contacted Second Offense- Loss of privileges to drive to school/long term or short term suspension

**\*In the event that Time Out Room (TOR) is not available the student(s) will serve his/her TOR at home.**

Incidents of student misconduct may result in a referral to the Director (principal or designee). The disciplinary response depends on, in part, the offense, previous actions, and the seriousness of the misbehavior. Acts of misconduct include those student actions that interfere with the orderly educational process in the classroom, at the school, or at a school-sponsored function. A teacher or staff member who observes a student engaged in misconduct prohibited by General Discipline Regulations will timely complete and submit a discipline/referral form to the Director or other appropriate school administrator. Examples of misconduct for which a principal may suspend a student from school and/or recommend an expulsion include the behaviors described below:



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The following list is not exclusive and only provides examples of misconduct:

1. Willfully disobeying school employees.
2. Repeatedly violating classroom or transportation rules.
3. Behaving in a disrespectful manner by using foul or abusive language or gestures directed at a teacher in the classroom.
4. Threatening a student, teacher, or other school staff at school or a school function.
5. Preventing orderly instruction of other students, when a student violates the school's code of conduct or when a student exhibits other disruptive, dangerous, or unruly behavior, including inappropriate physical contact, inappropriate verbal conduct, sexual or other harassment, bullying, throwing objects, inciting other students to misbehave, or destroying property.
6. Posing an immediate threat to the safety or physical well-being of any student or teacher.
7. Intentionally disrespecting a staff member, teacher, principal, director, or employee of the Southern University System.
8. Making an unfounded charge against a staff member, teacher, principal, director, or employee of the Southern University System.
9. Using unchaste or profane language.
10. Leaving the classroom, detention, time out room, or school grounds without the permission of school personnel.
11. Possessing matches, lighters, or other flammable materials.
12. Displaying inappropriate affection, i.e. hugging, kissing, holding hands.
13. Harassing, intimidating, or bullying of others, including but not limited to slurs, name-calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation.
14. Engaging in conduct that involves immoral or vicious practices or conduct or habits injurious to other students.
15. Smoking, using or possessing cigarettes or tobacco products in any form. This shall include any electronic cigarettes, personal vaporizers, and electronic nicotine delivery systems or any other device or instrument, whatever kind in nature that simulates the feeling or act of smoking.
16. Disturbing the school and/or habitually violating any school rule.
17. Posting or distributing unauthorized materials on school grounds.
18. Failing to abide by the rules and regulations at extracurricular activities or at co-curricular activities such as field trips.
19. Loitering in unauthorized areas.
20. Changing school records or documents or signing a parent's name on school documents.
21. Displaying, using, ringing, texting, using as a camera, or operating any electronic telecommunication device, including any facsimile system, radio paging service, mobile telephone service, intercom or electro-mechanical paging system, such as beepers or cellular telephones is prohibited during the instructional day, without the specific authorization of the school principal or designee. During system wide testing such as statewide assessment, which includes end-of-year (grades 3-8) and LEAP2025 or EOC (high-school), students may not have or possess in the school building any such device.



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Cellular telephones and similar devices are to be left in vehicles, a dedicated locker with a lock or other secured place with the telephone or device in the off position. The unauthorized operation of paging devices or cell phones will result in confiscation. If not claimed, the principal or other administrator will notify the parent and pager company or cell phone provider of the serial number and of intent to dispose of the device after 30 days. Paging devices or cell phones not claimed will be sent to Property Management for disposal. **The principal may impose additional disciplinary measures if he/she deems appropriate. Bringing to school a cell phone or similar device is solely at the student's risk. The school shall not be liable for any lost, stolen, or damaged device including any confiscated device.** The use and operation of any electronic telecommunication device in the event of an emergency of an actual or imminent threat to public health or safety which may result in loss of life, injury or property damage is not prohibited.

22. Cutting, defacing, or injuring any part of a Southern University building, any property belonging to SULS, or any school vehicle, whether owned by or contracted for use by the university
23. Displaying any profane or obscene pictures or other inappropriate graphic representations in or on any school (university) material or any school (university) property or any school premises, or on any fence, pole, sidewalk, or any school bus
24. Throwing missiles or objects liable to injure other persons on school grounds or on any school bus
25. Fighting
26. Provoking a fight either physically or verbally
27. Violating traffic and/or safety regulations of the school/university
28. Habitually being tardy or absent
29. Engaging in a cafeteria disturbance.
30. Violating a school's mandatory school-uniform policy.(Habitual offenses)
31. Engaging in disruptive behavior on a school bus/school van
32. Engaging in disorderly demonstrations, sit-ins, lock-ins, or damage to school grounds, school plants or school records
33. Accessing materials and sites on the Internet that are deemed to be inappropriate
34. Sending or forwarding inappropriate e-mail, including email containing offensive language, untruthful statements, junk e-mail, chain letters, or jokes
35. Gambling
36. Stealing/theft of school property, including computers and related equipment
37. Possessing a knife with a blade less than 2 inches in length, such as a utility knife or other instrument with razor blades, at a minimum placed in in-school suspension. (La. R.S.17:416(B)(1)(b)(ii)(bb). (Also see item 14).
38. Failing to comply with reasonable requests of school personnel and/or defiance of the authority of school personnel
39. Failing to adhere to terms of behavior contracts
40. Making indecent/unsolicited sexual proposals or overtures and sexual harassment
41. Selling or soliciting for sale any merchandise, material or substances on school campus without the authorization of the building principal
42. Displaying disrespect toward school personnel or campus visitors
43. Participating in activities by groups such as gangs and cults



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44. Wearing dress or attire signifying gang affiliations, obscene language and graphics, or suggesting any form of harassment or discrimination
45. Possessing or displaying laser pens or laser pointers
46. Using ethnic or racial slurs
47. Engaging in threats or other acts of intimidation that interfere with another student's desire or willingness to participate in the educational process
48. Engaging in misdemeanor criminal mischief (i.e., vandalism) resulting in the destruction or defacing of any property, including computers and related equipment. This includes rendering computers or related equipment inoperable or damaging them by erasing data with magnets; intentionally introducing viruses, worms, or trojans; or tampering with programs or other data without authority.
49. Using school computers, facsimile equipment, or other electronic devices to transmit, receive, view, or display obscene, vulgar, sexually explicit, or racist media; or to display information that advocates unlawful activities or provides guidance on the construction or production of weapons, illegal devices, or controlled substances
50. Using the school computer network with the intent to incite violence or aggressive and/or disruptive action on the part of the student body, use of slanderous language, or use of language that promotes racial disorder or sexual harassment and is disruptive to the school environment
51. Using the school computer network for soliciting or purchasing commercial materials and/or services of any kind
52. Logging onto a computer, sending email, or accessing the Internet or school system's intranet using a name or password other than the student's own
53. Posting unauthorized Web pages, graphic images, or offensive language or comments on a school/university server, Web page, or guest book
54. Using the school computer network to engage in participation in hate groups
55. Engaging in extortion, which is defined as obtaining money or information from another by coercion or intimidation
56. Possessing or using any prescription or nonprescription drug, medicine, vitamins, or other chemical in violation of the Guidelines for Dispensing Medications at School
57. Refusing to cooperate in, or interfering with, a random metal-detector safety search
58. Hazing
59. Assisting (directly or indirectly) with the promotion of any behavior prohibited by this Code of Student Conduct
60. Possessing drug paraphernalia
61. Being under the influence of alcoholic beverages or drugs
62. Committing a serious act or offense while under the influence of alcoholic beverages
63. Engaging in conduct that contains elements of the offense of public lewdness or indecent exposure
64. Burglarizing a School/University facility.
65. Trespassing
66. Threatening student(s)
67. Engaging in retaliation against any Southern University System employee, whether on or off campus or at a school function, such as intentionally or knowingly threatening to harm



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- another by an unlawful act in relation for that person's performance of his or her official duties
68. Participating in an illegal organization such as a fraternity, sorority, secret society, gang, cult, or other criminal combination prohibited by law that is defined as an organization composed at least in part of students and that seeks to perpetuate itself by recruiting members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims or mission of the organization.
  69. Committing an act of arson.
  70. Any other act or conduct which disrupts the educational process such as a minor disturbance.
  71. Using any Internet or social networking websites to threaten or bully others or making statements that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing or terrorizing that negatively affect any student or employee of the school system or that may result in disrupting the school and teaching environment, a school function, or an extracurricular/non curricular school activity
  72. Posting on any Internet website indecent, vulgar, lewd or slanderous photographs or video taken on the grounds of SULS or other property owned or operated by or on behalf of Southern University System or in any vehicle owned or operated by or on behalf of SUS and which photographs or video may result in a substantial disruption of a school or are a threat to someone at school
  73. Cyberbullying
  74. Tampering with fire alarms or causing a false alarm of fire

### Public Display of Affection (PDA)

Student to student contact is prohibited.

The following types of PDA during normal school activities (during the day and after school activities-games, class meetings, field trips, etc.) are not permitted. This is not an inclusive list but provides clear descriptions and examples.

1. Kissing of any kind or for any length of time
2. Having a student's arm/hands around another student's waist or any other body part (head, neck, etc.)
3. Body bouncing (when a student bounces their body against another student's body).
4. Sitting between the legs of another student.
5. Rubbing up against another student from the front, side, or back, or in any manner.

Students who violate the PDA guidelines will be subject to disciplinary actions for noncompliance and/or disruptions as the case warrants.

### General Disciplinary Options/Responses:

The possible options or responses include the following:



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1. Advising the student of the particular misconduct of which he/she is accused, as well as, the basis for such an accusation and allowing the student an opportunity to explain his/her version of the facts;
2. Contacting the parent by phone and written notification to parent or guardian;
3. Requiring administrator/student/parental conference;
4. Detention - classroom and/or recess;
5. Excluding from extra-curricular activities, such as field trips, athletic events, and commencement exercises/award ceremonies;
6. Removing of school transportation privileges;
7. "Behavior," "behavioral," and/or "conduct" contracts;
8. Removing by teacher of the student from the classroom (following procedures as outlined below);
9. Assigning to Time-out-Room (if available);
10. Assigning to Behavior Clinic (if available);
11. Require completion of all assigned school and homework which was assigned during a period of suspension; or
12. Any other appropriate disciplinary actions determined by the administration with the concurrence of the teacher or building level committee.
13. For any bullying, investigate and report as required by La. R.S. 17:416.13. See Section Seventeen.

### General Discipline Procedures

1. Referral to administrator by way of written report using approved form.
2. Administrator must confer with the student and give the student an opportunity to explain the student's version of the facts and may confer with the teacher to establish appropriate action.
3. **For a student removed from the classroom by a teacher for misconduct involving items in this handbook, the principal or designee shall give the student time to explain his/her conduct and shall conduct a counseling session with the student, as appropriate. A student in kindergarten through Grade 5 shall not be permitted to return to the classroom for at least 30 minutes unless agreed to by the teacher. A student in Grade 6 through Grade 12 shall not be permitted to return to the classroom during the same class period unless agreed to by the teacher. In addition, prior to readmission of the student to the classroom, the administrator shall implement one of the following disciplinary measures:**
  - A. Time-out-room (if available);
  - B. Behavior clinic (if available);
  - C. Detention-after school (if available);
  - D. Any other disciplinary measure authorized by the principal with the concurrence of the teacher or the building level committee;
  - E. Teacher may require a conference with the parent, tutor, or guardian in the presence of the principal or designee before the student is readmitted, subject to applicable law;



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- F. Upon the third removal from the same classroom, a conference between the parent, tutor, or legal guardian shall be required prior to readmission, subject to applicable law;
- G. If disruptive behavior persists, the teacher may request that the student be transferred into another setting;
- H. Suspension, if appropriate;
  - I. Require completion of all assigned school and homework which was assigned during a period of suspension.\*
  - J. The principal or designee shall provide oral or written notification to parent or legal guardian of any student removed from a classroom. The notification shall include a description of any disciplinary action taken.
  - K. Investigate and report regarding incidents of bullying as required by La. R.S. 17:416.13.
- 4. Discipline Referral Form is retained by the principal or designee.
- 5. Administrator is to complete applicable Louisiana Department of Education reporting forms, as appropriate and obtain, if applicable, the student's signature and the parent/guardian's signature on the form. The administrator is to provide copies of the completed form as identified on the applicable form.
- 6. General Discipline Regulations behavior violations and Discipline Options/Responses are not limited to those stated.

### RECOMMENDED EXPULSION HEARING OPTION

A recommendation for expulsion may include any conduct stated in the previous sections for which the principal or designee may suspend the student, place the student into on-campus suspension, or recommend expulsion if the conduct is serious or persistent. The Director or other appropriate administrator makes the disciplinary determination on the basis of the severity of the misconduct and the previous record of behavior.

Any student after being suspended on three (3) occasions for committing any of the offenses enumerated in this Handbook during the same school year, may on committing the fourth such offense be recommended for expulsion. If a student is expelled from SULLS he/she will not be able to attend any public school in the state of Louisiana until the beginning of the next regular school year or at least for one complete school semester. The Discipline Committee may determine that a long-term suspension is appropriate instead of an expulsion. Suspensions within the school year may be considered regardless of school (charter, other district) attended during the school year.

### REQUIRED RECOMMENDED EXPULSION HEARING

The following conduct requires the Director or designee to immediately suspend the student and to recommend expulsion. Upon conclusion of a hearing and upon finding that a student is guilty of conduct warranting expulsion of any of the offenses described in Subsections Nine, Ten, Eleven, or in this Subsection, the Discipline Committee shall determine whether such student shall be





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expelled from the school or if other corrective or disciplinary action shall be taken. La. R.S. 17:416(C)(1).

1. Battery, assault, or making statements threatening physical harm to a school teacher, instructor, administrator, staff person or employee of the school system. The student shall be immediately removed from the school premises. The student shall not be readmitted to the school of the assaulted or battered or threatened employee until all hearings and appeals have been exhausted. If found guilty of violating La. R.S. 14:34.3 or 38.2 or both by competent Court or as a result of an expulsion hearing of committing a battery or an assault on any school employee or a threat to harm any school employee, the student shall not be assigned to attend or attend the school to which the assaulted, battered or threatened employee is assigned, unless the school system has no other school of suitable grade level for the pupil to attend or if the assaulted, battered or threatened employee agrees to allow the student to return to the same school.
2. Two (2) or more on one (1) fight or battery
3. Communicating false information of planned arson or bomb threats.
4. Inciting or participating in a major disturbance on campus.
5. Possession of alcoholic beverages.
6. Possession and/or distribution of counterfeit money.
7. Use of any object as a dangerous weapon.
8. Possession or use of an object as a weapon, such as mace, pepper spray, or a box cutter.
9. Possession or use of explosive devices/fireworks, and/or ammunition or look-alike devices, such as replicas of guns similar in appearance to a real gun.
10. Tampering or destroying school records, roll books, or school property.
11. Terrorizing.
12. Engaging in conduct that contains the elements of an offense relating to sniffing glue or spray paint, including possession, use, delivery to a minor, or possession of paraphernalia used with abusable glue or spray paint.
13. Engaging in conduct that contains the elements of an offense relating to use, possession, delivery to a minor, or possession of paraphernalia used with volatile chemicals.
14. The principal or designee shall immediately suspend a student who is found carrying or possessing a knife the blade of which equals or exceeds two and one-half inches in length. The principal shall immediately recommend the student's expulsion except, in the case of a student less than eleven years of age in pre-kindergarten through grade five who is found carrying or possessing a knife which exceeds two and one-half inches in length, the principal or designee may, but shall not be required to recommend the student's expulsion. La. R.S.17:416(B)(1)(b)(ii)(cc).
15. Sexual battery
16. "Hacking" or other use of computers to gain unauthorized access to the School System or other databases, including student, faculty, or district data files, without permission. In addition to any criminal penalties, students may have their computer privileges suspended.
17. Oral sex or any act of sodomy or sexual intercourse.
18. Making a "threat of violence". See La. R.S. 17:409.2(2).
19. Making a "threat of terrorism.". See La. R.S. 17:409.2(3).
20. Hacking online or accessing online learning environments not assigned to the student.



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21. Possessing or displaying laser pens, pointers or other laser devices.

### Required Expulsion

If found guilty by a **Disciplinary Hearing Officer (Committee)**, the **Disciplinary Hearing Officer** may not assign a lesser punishment for the following offenses:

1. Any student, 16 years of age or older, found guilty of possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school sponsored event pursuant to following a hearing shall be expelled from school for a minimum of a period of four complete school semesters. La. R.S. 17:416(C)(2)(ab)(ii). Under the above circumstances, students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941 et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with Disabilities, Section 530-537 or Section 504 of the Rehabilitation Act of 1973.
2. Any student who is under 16 years of age and in grades six through twelve and who is found guilty of possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus or at a school sponsored event pursuant to following a hearing shall be expelled from school for a minimum of a period of two complete school semesters. La. R.S. 17:416(C)(2)(b)(ii). Under the above circumstances, students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941 et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with Disabilities, Section 530-537 or Section 504 of the Rehabilitation Act of 1973.
3. Any student in kindergarten through grade five who is found guilty by a Disciplinary Hearing Officer of possession of or knowledge of and intentional distribution of or possession with intent to distribute any illegal narcotic, drug or other controlled substance on school property, on a school bus, or at a school sponsored event following a hearing shall be referred to the School Board through a recommendation for action by the Superintendent. La. R.S. 17:416(C)(2)(c)(ii). Under the above circumstances, students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941, et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973.
4. Any student who is sixteen years of age or older and who is found guilty pursuant to a hearing of being in possession of a firearm on school property, on a school bus, or in actual possession at a school sponsored event shall be expelled from school for a minimum period of four complete school semesters. The student shall be referred to the district attorney for appropriate action. La. R.S. 17:416(C)(2)(a) and 20 U.S.C. Subsection 7151. Under the above circumstances, the students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941 et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with



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- Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973. See Section Thirty-One – Definition for the term “firearm.”
5. Any student who is under the age sixteen years and in grades six through twelve and who is found guilty pursuant to a hearing of being in possession of a firearm on school property, on a school bus, or in actual possession at a school sponsored event, shall be expelled from school for a minimum period of four complete school semesters. The student shall be referred to the district attorney for appropriate action. La. R.S. 17:416(C)(2)(a)(I) and (b)(i) and 20 U.S.C. Subsection 7151. Under the above circumstances, the students with disabilities will be disciplined under Louisiana’s Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941 et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 –38 Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973. See Section Thirty-One page 56 – Definition for the term “firearm”.
  6. Any student in kindergarten through grade five who is found guilty pursuant to a hearing of being in possession of a firearm on school property, on a school bus, or in actual possession at a school sponsored event, shall be expelled for a minimum period of two complete school semesters and shall be referred to the district attorney for appropriate action. La. R.S. 17:4169(C)(2)(c)(i). Under the above circumstances, students with disabilities will be disciplined under Louisiana’s Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941 et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973.

### SECTION FIFTEEN – CONVICTION OF A FELONY

1. The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, which had it been committed by an adult would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the board. The expulsion shall require the vote of two-thirds of the elected members of the school board. Further, the expulsion shall not be for a period of time longer than the student's period of adjudication as determined by the applicable court presiding over the student's criminal matter, and shall run concurrent to the student's period of disposition. If the student was serving an expulsion period when the student was incarcerated for a separate offense and the student completes the period of incarceration with time left in the expulsion period, the superintendent or his designee may require the student to serve the time left in the expulsion period. See La. R.S. 17:416(D)(1). Under the above circumstances, students with disabilities will be disciplined under Louisiana’s Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941 et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973.
2. The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, whether said act is committed in this state or outside this state, which



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had it been committed by a adult would have constituted a felony in this state, may be sufficient cause for any public school system superintendent to refuse admission of said student to any school except upon review and approval of a majority of the elected members of the school board when request for admission is made to the board. La. R.S. 17:416(D)(2). Students with disabilities have certain rights under federal and state law which may affect determinations in these situations.

### Administrative Matters

#### **Policy Against Harassment**

Purpose and Philosophy Harassment is abusive and illegal behavior that harms victims and has a negative impact on the school culture by creating an environment of fear, distrust, and intolerance. Because SULS is committed to providing a safe, healthy environment that promotes respect, dignity, and equality for all students, faculty, and staff, it is the purpose of this policy to create and preserve an educational environment free from harassment and discrimination.

#### **Policy**

The school prohibits all forms of harassment on school grounds, school buses, and at all school sponsored activities, programs, and events.

It shall be a violation of this policy for any student, employee, or school visitor to harass any student, employee, or any person associated with the school based on race, color, religion, gender, or national origin. The school encourages all victims of harassment to report the harassment immediately. All complainants have the right to be free from retaliation of any kind.

The school will promptly investigate all formal and informal complaints of harassment and will take prompt action to end the harassment.

Bullying is considered a form of harassment. Tormenting, threatening, harassing, humiliating, embarrassing or otherwise targeting others in a pattern is considered bullying.

Cyber bullying is a pattern of tormenting, threatening, harassing, humiliating, embarrassing or otherwise targeting others using the internet, interactive and digital technologies or mobile phones and will not be tolerated. Disciplinary action may be taken for students who violate the Code of Conduct through the use of technology.



# Southern University Laboratory School

## **Complaint Procedures**

Harassment victims should report the harassment to a teacher or administrator as soon as possible. They should also provide as much documentation as possible, including details about date, time, and witnesses. In cases involving allegations of harassment by an administrator, the report should be made to the Title IX Coordinator for the Southern University System. If a complaint contains evidence of criminal activity, school authorities will notify the appropriate child protection agency or law enforcement agency.

## **Child Abuse**

School authorities will report all harassment complaints containing evidence of child abuse in accordance with Louisiana child abuse reporting laws.

## **Confidentiality**

To the maximum extent possible, school authorities will attempt to protect the anonymity and privacy of all parties and witnesses to a harassment complaint. However, the school must balance privacy considerations with the need to cooperate with law enforcement authorities, provide Due Process to the accused, and conduct a thorough investigation. The school reserves the right to disclose the identity of parties and witnesses in appropriate circumstances.

## **Investigation and Resolution Procedures**

Upon receiving a harassment complaint, the principal (or Title IX coordinator in cases involving sexual harassment) will conduct an investigation that may include interviewing the complainant and witnesses, reviewing documents, and interviewing the alleged harassed. Except in cases of criminal or severe conduct, school investigators will make every effort to resolve complaints informally at the school level.

## **Parent Involvement**

Parents of both the victim and the accused shall be notified immediately of any harassment allegations that are serious or involve repeated conduct. Parents of victims or alleged harassed may participate in the investigation or resolution process.

In cases of severe or pervasive harassment, the school principal or SUS Title IX Coordinator may conduct a harassment investigation. In addition, a complainant, parent of the complainant, or any person who is dissatisfied with the school-level investigation and resolution of a harassment complaint may contact the Title IX Coordinator and request further investigation. Investigation requests made to the Title IX Coordinator should be in writing and should include all pertinent information, including names, dates, witnesses, and facts.

The Title IX Coordinator or designee shall attempt to conclude the investigation within 30 days. The Title IX Coordinator will notify the complainant and alleged harassed in writing of the outcome of the investigation.



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## Other Legal Rights

In addition to the complaint procedures outlined in this policy, harassment complainants may file a complaint with the U. S. Department of Education's Office of Civil Rights.

## Discipline

Students who violate the school's harassment policy are subject to discipline. In severe cases, a student may be removed from SULS for harassing behavior.

## Retaliation

Retaliation against a person who makes a harassment complaint, opposes harassment, or participates in a harassment investigation is illegal and prohibited.

Any person who retaliates against a student or other individual who reports harassment is subject to disciplinary action. Retaliation includes threats, intimidation, ridicule, harassing phone calls, stalking, or any other harassment.

## Title IX Coordinator

Sojourner Gibbs, Ph.D.  
A.C. Blanks Hall, Office 245  
Baton Rouge, LA 70813  
Phone: (225) 771-6279  
Email: [titleix@subr.edu](mailto:titleix@subr.edu)

Website: [www.subr.edu/titleix](http://www.subr.edu/titleix)

## Policy Against Hazing

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school and are prohibited at all times.

### General Statement of Policy

1. No student, teacher, parent, administrator, coach, volunteer, contractor or other employee of the school shall plan, direct, encourage, aid or engage in hazing.
2. No student, teacher, parent, administrator, coach, volunteer, contractor or other employee of the school shall permit, condone or tolerate hazing.
3. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
4. This policy applies to behavior that occurs on or off school property and during and after school hours.
5. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.



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6. The school will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, coach, volunteer, contractor or other employee of the school district who is found to have violated this policy.

Definition: Hazing means committing an act against a student or employee or coercing a student into committing an act that creates a substantial risk of harm or safety or affects the mental or physical health of the student, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.

The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or place a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of a student.
3. Any activity involving the consumption of alcoholic beverage, drug, tobacco product or any other food, liquid or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, which adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or school district policies or regulations.
6. Student organization means a group, club or organization having students as its primary member or participants. Included are grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

### Student Transportation and Parking

Students driving private motor vehicles to school are required to properly register the vehicle with the University Campus Police and comply with campus police regulations. Students are not permitted to remain in automobiles or drive them from the parking area between the hours of 7:30 a.m. and 3:10 p.m. without permission from the office. Students must park their cars in the gravel parking area and will need parental approval to drive their cars during school hours. Student passengers in student cars must also have parental permission. Students may not enter their cars during the school day without permission from the Dean or Administrator. Designated school personnel have the authority to search any vehicle on campus.

The costs of parking permits are \$45 per vehicle. Students should bring proper payment for parking permits (cash, money order, credit card or check)



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## Parking Rules

- A student must park his/her car only in the designated student parking areas. Once a student arrives at school, he/she must have permission from an Administrator/Dean of Students to return to the car and/or leave campus. Loitering in cars or in the parking areas is strictly prohibited. Students must be escorted to their cars and provided with a pass to return to class.
- Violations of parking regulations or the careless operation of vehicles may result in the temporary or permanent suspension of a student's driving privileges to school and parking privileges at school.
- The gates to the last parking lot where teachers and students park will be locked each morning immediately following the beginning of the first hour. These gates will remain locked until the last hour of the day, at which time they will be unlocked for dismissal. This measure is instituted to ensure the safety of parked cars and the unlawful trespassing of persons not enrolled at SULLS. Provisions will be made for the entry of vendors who must make deliveries to the school.

## Visitors to the Campus

All visitors (including parents) must report to the office, log into the school check in system, and secure a visitor's pass. No visitors will be allowed to interrupt a class to speak to a student and/or teacher. In case of an emergency, office staff will contact the student. Students/faculty must report any unauthorized visitors to the classroom or school grounds immediately. Students not in attendance at the Laboratory School are not allowed to attend classes.

- Southern University Laboratory School should be advised of **all** visits by any above listed member to ensure they are professionally greeted and to facilitate any necessary clearance and approval processes associated with the visit.
- No visitors will be allowed to interrupt a class to speak to a student. Students/faculty must report immediately any unauthorized visitors to the classroom or school ground.
- **ALL** approved visitors will have a visitor's pass upon admittance into the Laboratory School.

## Cafeteria

All students are expected to eat in the school's cafeteria. Students will not be permitted to leave the school grounds during the lunch period. **Special provisions, when possible, will be made for students who have dietary problems, by submitting information to the cafeteria manager.** Requests for this special provision **MUST** be accompanied by medical documentation. Federal and state regulation prohibits the consumption of any food in the cafeteria that is not a





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part of the menu prepared by the cafeteria personnel. Upon leaving the cafeteria, the remaining part of the scheduled lunch period may be used for relaxation or study. The following rules are expected to be observed in the cafeteria:

1. Walk, do not run
2. No gum chewing
3. Stand in an orderly line
4. No students are to "cut" into lines; on occasion, adult personnel are to be extended this courtesy.
5. There are no reserved seats. If you wish to sit with friends, you must enter with them.
6. Do not sit or lean on the tables.
7. Keep the tables and floors tidy. Trash must be placed in wastebaskets.
8. Trays are not to be left on the tables. Return them to the area provided for soiled utensils.
9. If you leave the cafeteria, you must get in the back of the lunch line to re-enter.
10. Keep noise level at a minimum. Speak in conversational tones. Do not yell or shout at schoolmates across the room
11. Parents are not permitted to bring lunch to school for students. Any special meals must have the approval of the Director/Cafeteria Manager.

### **Deliveries (Outside Food)**

*Commercial deliveries are not allowed except for deliveries by vendors for the purpose of school meetings approved ahead of time by administration. Students coming to school in the morning and students returning to school after temporary absences may not bring any food or drink into the school buildings. We are fortunate to have a rapidly growing student body, so we are unable to accommodate deliveries from parents to students throughout the school day. We appreciate your understanding of this situation.*

### **Textbook/Student Equipment/School Property**

Students are responsible for the care of textbooks and equipment issued to them. Lost and/or damaged books, chromebooks, and equipment must be paid for before report cards are issued. A textbook cannot be replaced during the year unless it is paid for. SU Lab also requires students to pay for any other school property damaged as a result of student misconduct.

### **Lost and Found**

The lost and found items are located in the main office. Found articles should be turned in to the Front Office. Articles may be claimed by the owner upon proper identification. Students are requested to properly label articles so that ownership may be easily determined. Items not claimed will be disposed of at the end of the semester. Names should be written in all uniform apparel for easy identification.



# Southern University Laboratory School

## ACADEMIC MATTERS

### JCAMPUS Parent Access

Students and parents should access important student information online through JCampus Parent Access. Please visit the school website [www.sulabschool.com](http://www.sulabschool.com), click on the Student Progress icon, and follow the log-in instructions. Once logged in, parents can see their child's grades in each class as well as attendance and discipline history. Parents and students are strongly encouraged to utilize this resource on a regular basis to help ensure success for all students.

### Schedule Changes

Student schedules are prepared based upon pre-registration requests for courses and/or particular needs to meet minimum standards for education. In a few instances, courses offered during preregistration will not be included in the current schedule due to insufficient numbers of requests for those courses.

A student's schedule of courses must be for the entire year. Changes will be made **ONLY** in instances that merit changes. All changes to a student's schedule are approved by the administration and changed by the Guidance Counselor. **Students must follow their original schedule until they are sent for by the Guidance Counselor's office.**

To request a schedule change, follow the procedures as outlined below:

1. Complete the information on the specified google form.
2. Follow your original schedule until called to the Guidance Counselor's Office.
3. No class can be changed or dropped after 10 school days.

### Grading

Grades will be calculated at nine-week intervals based on an accrual of points earned during a semester according to the following scale:

The grading policy of the Southern University Laboratory School is based on a

4.0 system:

- A - 4 quality points
- B - 3 quality points
- C - 2 quality points
- D - 1 quality point



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F - 0 quality points

Each semester is independent of the other.

- Honors (Advanced Placement/Dual Enrollment) classes are weighted and receive an additional quality point through C status.

The quality point values are for courses of one unit when computing final or session grades. Otherwise, letter Grades earned for  $\frac{1}{2}$  unit credit courses are computed as a corresponding half-credit point value.

-----Grading Scale-----		
A	93% - 100%	A - 4
B	85% - 92%	B - 3
C	75% - 84%	C - 2
D	67% - 74%	D - 1
F	0% - 66%	F - 0

-----Grading Scale - AP/DE-----		
A	90% - 100%	A - 5
B	80% - 89%	B - 4
C	70% - 79%	C - 3
D	60% - 69%	D - 1
F	Below 60%	F - 0

Honors classes are offered in high school English, Algebra I, Algebra II, Advanced Math, and Physics. Honors courses will follow the regular grading scale and the scale that is weighted with an additional quality point through a C status. Students must obtain a parent and teacher signature on the course request form that is completed in the spring for the next year's registration. Additionally, the teacher recommends students for these classes based on the following criteria:

- The current year's class performance
- Standardized test results
- Student interests and work ethics
- Ability to work independently and above regular grade level assignments
- Parental consent

The point system is used in computing report cards for students enrolled in grades first through twelfth. All assignments, tests, recitations, and activities are assigned a specific number of points.

When a course is repeated, the grade earned will become a part of the student's transcript; however, the failing grade remains a part of the permanent transcript. This shall apply to courses repeated at the Laboratory School, approved summer school, or by correspondence or an online course.



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## Grade Point Average

Cumulative grade point averages will be compiled utilizing all course grades, including those that have been repeated. The total number of quality points earned will be divided by the total number of units attempted.

## Change of Grade

Students desirous of a CHANGE OF GRADE that has become a part of the permanent record, must petition the instructor who assigned the initial grade, who will then initiate, the "Change of Grade" procedure. Should a teacher wish to change the grade that has been placed on the student's permanent record, the teacher must do the following within **thirty (30) days** of the marking period in which the initial grade was assigned:

1. Obtain and complete a "Change of Grade" request form.
2. State reason(s) for which the grade change is being requested.
3. Attach documentation and/or justification.
4. Submit a signed request form to the Director or Assistant Principal.

The change of grade report and documentation must then be reviewed. If the change is not approved, the initial grade remains on the permanent record. All documentation as well as the requested grade change becomes a permanent part of the record.

Note: If a Change of Grade Request is made to remove probationary or academic expulsion status, that status remains effective until the requested change receives final approval. Students under academic expulsion cannot be re-admitted until the change of grade request procedures are completed with approval for official change of grades. Questions about calculating six weeks, semester or cumulative grade-point averages should be directed to the Guidance Counselor and/or administration.

## Incomplete Grade Assignments (Extenuating Circumstances)

An unexcused absence does not excuse a student from making up missed work. It is the student's primary responsibility to make the necessary arrangements with his teacher to make up missed work. Assignments received prior to the absence are to be brought in the day the student returns. If a teacher assigns a grade of "I" (Incomplete) for a nine weeks grading period, the teacher must:

1. Submit in writing (Incomplete Grade Form) to the Director the reason(s) why a legitimate grade cannot be assessed at that time.
2. Inform the student and parent in writing as to the conditions that must be met in order that the "I" be removed.
3. Requirement for the removal of the grade of "I" must be completed within a (10) day period (school days).



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4. Submit in writing, the assigned grade to the Director when the deficiency has been removed. This grade **MUST** be submitted within two weeks (school days) of the grading period, or the grade of "I" becomes "F".

Students will be assigned the grade of "I" only under the following adverse conditions:

1. Absence due to long term illness (i.e. communicable diseases, surgery, etc.)
2. Disabilities (i.e. physical or psychological, due to accident, surgery, etc.)
3. Catastrophic family conditions or emergencies (i.e., severe weather, death, etc.)

\*The above must have appropriate written documentation (i.e. doctor's statement on letterhead).

### Classification of Student

Grade placement is to be determined only at the beginning of the school year for grades 9, 10, 11 and Grade placement for seniors can be determined at any time.

**Grade 10** – by having earned no less than 5 credits

**Grade 11** – by having earned no less than 11 credits

**Grade 12** – by having scheduled sufficient units during the regular year to complete graduation requirements at the end of the school year.

### Transfer Credit

Any student who transfers to the Laboratory School and has been enrolled in a subject which is not offered at the SU Lab school, will be given  $\frac{1}{2}$  unit of credit if he or she has successfully completed twelve weeks of work in any subject or provides a complete transcript from the previous school. All 9-12 entering students must provide an official copy of their transcript from their previous school.

### Pupil Progression Plan

Below is the link to the school's 2023-2024 Pupil Progression Plan. This plan spells out the criteria used for promotions in grades K-12, and explains promotions that are conditional according to circumstances. The school will follow all policies outlined in the progression plan. The Pupil Progression plan is updated yearly.

### [Pupil Progression Plan](#)

### Transfer from Homeschool Procedures

Students of all grade levels who have been on state approved home schooling programs and wish to enroll in SULAB must:

- Present a copy of the approved application for each year that the student has been in the home study program.



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- Present a report that provided information about the program of studies pursued by the student while in home study.
- Students who took and failed English or mathematics in the spring or summer prior to 5<sup>th</sup> or 9<sup>th</sup> grade shall not be placed in 5<sup>th</sup> or 9<sup>th</sup> grade if they enter SULAB
- Students will not be placed higher than one additional grade per year since the previous placement of the student in a state approved school.
- To determine elementary placement for homeschool students, the SULAB shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students.

These tests include tests similar to iLEAP in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. The principal's designee shall be responsible for administering the test. If the student's placement is in question, the principal will convene the SBLC.

Students in grades 5 and 9 transferring to the SULAB system from any in state nonpublic school (state approved and unapproved), any out-of-state school or home schooling program shall be required to pass the English/ Language Arts and mathematics portions of the state-developed *LEAP* placement test. Out-of-state residents do not have to take the placement test if they were promoted to the fifth or ninth grade.

### Middle School Placement for Home Study Students

It is recommended that the students re-enter at the beginning of a semester. Students re-entering during the semester must successfully complete all required course work from point of entry. The student shall be placed using the following data:

- Evaluations from norm referenced tests
- Tests similar to LEAP2025 in reading and mathematics and/or LEAP2025 results
- Recommendations by the School Building Level Committee and other pertinent data

### High School placement for homeschooling students

The home schooling student should enter at the beginning of the school year. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams administered at the school. These tests are to be taken within 10 days after placement into the school system. Proficiency exams for academic subjects shall be administered at the school. A passing score of 67% is required for all tests.

- List the placement test(s) administered to the above-mentioned transfer students, if



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applicable.

These tests include tests similar to LEAP2025 in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. The school counselor at the individual schools shall be responsible for administering the test. If the student's placement is in question, the principal will convene the SBLC.

### SCHOOL BUILDING LEVEL COMMITTEE

For the purpose of review of promotion criteria, the principal will coordinate the decision-making process of the SBLC.

#### **Composition**

- Classroom teacher directly involved with instruction of student
- School Administrator
- Counselor or classroom teacher not directly involved with instruction of student
- Teacher of any special program in which student is involved
- Parent of student
- Student (when appropriate)

#### **Function**

- To review the data from all available sources on each individual student relative to a promotion or retention appeal, waiver, or extenuating circumstance, on a semester or annual basis when applicable
- To make recommendations for remediation and/or placement

To serve as a review committee to investigate complaints initiated by parents or guardians at the local level. (A parent or guardian may initiate an individual review of student placement and/or promotion by notifying in writing the school building level principal).

If current local data is not available, selection and administration of appropriate tests shall be determined by the SBLC. Such tests shall be administered within ten (10) school days to provide documentation of the student's current level of mastery of state grade appropriate standards. The SBLC, using the SBLC Report to Parents form, shall communicate its determination of educational placement for the student in writing to the parent (s) or legal guardian (s).

### NCAA INITIAL ELIGIBILITY RULES

Student athletes who desire to participate in college athletics should check specific rules and the application process at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) or [www.eligibilitycenter.org](http://www.eligibilitycenter.org). The Louisiana High School Athletic Association recommends that all student athletes and their families view their recruiting webinar which is on the LHSAA homepage: [www.lhsaa.org](http://www.lhsaa.org). (Students who qualify for an ACT fee waiver should see the senior counselor for a NCAA fee waiver.)



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## Eligibility for Extracurricular Activities

To be eligible to participate in organized extracurricular activity programs, a student must:

- A. Have passed a minimum of five (5) courses during the previous semester with at least a 2.0 grade-point average. If the student is a Junior or Senior and is taking less than six hours of coursework, s/he must pass all courses to be eligible to participate. If the student is a Junior or Senior and is taking more than six hours of coursework, s/he must pass at least six classes to be eligible to participate.
- B. Have attended all classes on the day the extracurricular activity occurs (exceptions noted in Code of Conduct under Attendance Policy). If the activity occurs on the weekend, the student must have attended all classes on Friday.
- C. Not be on academic or disciplinary probation with the school as outlined in the student handbook.
- D. (for interscholastic athletics only) live in the Scotlandville Magnet High school attendance area (as defined by the EBRP School Board) or have attended Southern University Laboratory School for at least one calendar year, and
- E. Be in compliance with the school's attendance policy.
- F. Be in financial good standing with the institution

## Rights

Parents or guardians have the right to review with the counselor all official files and data which pertain to the student personally. Students 18 years of age and older may make the same request. Parents have a right to challenge the accuracy of the data through a formal hearing. The school must **produce** such **records** for examination **within 30 days of a written request**. The school shall respond to reasonable requests for explanation and interpretation of a student's records.

No official record, file or data pertaining to any individual student that is personally identifiable to the student shall be released to anyone other than the student and/or parent except as authorized by law unless the student and/or parent has executed a written release of such information to a person or agency.

## Grade Placement/Promotion in Elementary and Middle School (grades K-8)

Promotional status for all elementary students will be based on the requirements as stated in the Southern University Laboratory School's Pupil Progression Plan.

## Grade Placement/Promotion from 8<sup>th</sup> grade to 9<sup>th</sup> grade

A student must meet state assessment required standards. If an 8<sup>th</sup> grade student does not meet state assessment requirements he/she:

- **MUST** attend summer remediation
- Is not eligible for promotion without a grade 8 waiver or participation in a transitional 9<sup>th</sup> grade program, the student is not eligible for promotion at the Lab School and must return to





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his/her free and appropriate public education (FAPE) school district. The student may re-apply for Lab school admission consideration after all new applicants have been considered.

### **Grade Placement/Promotion in High School**

Unit requirements for grades 9 – 12 at SULS are:

1. Grade 9 – by having successfully completed 11 of 14 semester credits of the eighth grade curriculum
2. Grade 10 – by having earned no less than 5 units of credit
3. Grade 11 – by having earned no less than 11 units of credit
4. Grade 12 – by having scheduled sufficient units during the regular year to complete graduation requirements at the end of the school year and has scored Approaching basic or Above on the LEAP2025 in either Algebra I/Algebra II, English II/English III, and Biology/U.S. History.

### **Report Cards and Progress Reports**

**Report cards** are mailed at the end of the nine weeks. Parents are encouraged to use the online parent portal to monitor student progress.

### **Honor Roll Status**

On each level – elementary grades 1 – 5, middle and high school 6 – 12, an Honor Roll will be compiled and displayed each grading period. A student must have straight A's or A's & B's, excluding letter grades C, D, and F to receive Honor Roll recognition. Elementary students with reading placement below grade level CANNOT be considered for Honor Roll status. The grade point average earned for each individual grading period will be used to calculate Honor Roll status for the nine weeks and/or semester. Additionally, students will be recognized each nine weeks/semester for their academic accomplishments. Honor Roll certificates will be issued. However, to receive nine week/semester Honor Roll recognition, students must have maintained Honor Roll status each nine weeks of the semester.

Honors Lists will be compiled and displayed at the end of each semester, President's List 4.00 and above; Provost's List - 3.5 to 3.99; Dean's List - 3.0 to 3.4.99

### **Parent – Teacher Conferences**

Parents may request conferences during the teacher's conference period. Parents are discouraged from stopping teachers in the morning on the ramp or the parking lot. This is not a proper conference time or place in that teachers have responsibilities in the morning and are preparing for the day's activities. **Contact the teacher to schedule a conference. In the event that a conference is needed with multiple teachers, conferences will be scheduled through the guidance counselor.**



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### Additional Fees (Kindergarten, 5th, 8th, Junior, Senior & Graduation)

Additional fees for Kindergarten, 5th and 8th Grade students will be assessed at the beginning of the 4th nine weeks for recognition programs.

All seniors will conduct themselves in a manner commensurate with their status as leaders of the school. A detailed listing of graduation requirements will be disseminated in the spring along with several mandatory activities. The Senior Fee will be assessed to all seniors to help defray expenses related to senior activities such as graduation, senior banquet/breakfast. An itemized list and the deadline for payment will be listed in the Fall communication to seniors and their parents.

There is a separate fee for invitations, memorabilia, cap and gowns, etc. with Herff Jones. Again this fee is a part from the school fee and will be managed by Herff Jones employees. More information on ordering these supplies and the exact amount will be given in the Spring.

Juniors will have a class fee that will cover expenses for prom. Class rings are ordered through Herff Jones and that fee is separate from the class fees.

### Class Rank

Class rank for graduating seniors is determined by computing the cumulative grade point average of final grades of all courses taken in grades 9 – 12. The senior with the highest grade point average is named Valedictorian; the senior with the second highest grade point average is named Salutatorian. If two or more students have identical averages (carried to two decimal places) for the first and second place honors, Co-Valedictorians or Co-Salutatorians will be named.

To be named valedictorian or salutatorian of the Laboratory School graduating class, a senior MUST have attended the Laboratory School in grades 10-12 consecutively (6 semesters). To be eligible for distinction at graduation, candidates with a 3.00 – 3.49 grade-point average will be designated Honor Graduates; Cum Laude will be awarded to candidates whose grade-point average is 3.50 – 3.69. Magna Cum Laude will be awarded to candidates whose grade-point average is 3.7 – 3.89. Summa Cum Laude will be awarded to candidates whose grade-point average is 3.90 or higher. This academic recognition becomes a part of the official record and will be noted on the transcript, diploma and Commencement Program. Honor students also wear special stoles at graduation.

Seniors and their parents should periodically review their academic status during the senior year with the counselor. Make certain all summer school, correspondence grades, etc. are properly posted.



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## SOUTHERN UNIVERSITY LABORATORY SCHOOL CURRICULUM High School Graduation Requirements for Laboratory School Students

English	4 Units
English I, II, III, and IV	
Mathematics	4 Units
Algebra I (1 unit) Geometry Algebra II The remaining unit shall come from the following: Advanced Mathematics I, Pre-Calculus, Calculus	
Science	4 Units
1 unit of Biology 1 unit of Chemistry 1 unit of advanced science from the following courses: Biology II, Chemistry II, Physics 1 additional science unit	
Social Studies	4 Units
½ unit of Civics or AP American Government and Politics ½ unit of Free Enterprise I unit of American History I unit from the following: World History, World Geography I unit from the following: World History, World Geography, Economics, Law Studies, Psychology, Sociology, or African American Studies.	
Health Education	½ Unit
Physical Education	1½ Unit
Foreign Language	2 Units
Shall be 2 units in the same foreign language	
Arts	1 Unit
1 unit Fine Arts Survey or 1 unit of Art (2333), Dance (2337), Music (2355), Theatre Arts (2333), or Applied Arts.	
Electives	3 Units
<b>TOTAL</b>	<b>24 units</b>

*Students must meet all academic requirements to participate in commencement exercises.*

### SECTION 504

Section 504 of the Rehabilitation Act of 1973, as amended, is a civil rights law that prohibits discrimination on the basis of disability. This law applies to public elementary and secondary schools, among other entities.

#### Determining Eligibility

To consider a student for eligibility under Section 504 the following question must be answered:

*“Does the student have a physical or mental impairment that substantially limits a major*



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*life activity or major bodily function?"*

Under Section 504, a person is considered to have a disability if that person (29 U.S.C. Sec. 706 (8):

1. has a physical or mental impairment which substantially limits one or more such person's major life activities or bodily functions
2. has a record of such impairment, or
3. is regarded as having such an impairment

### Physical or Mental Impairment

(a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin and endocrine; or

(b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities

### Major Life Activities

Caring for one's self, performing manual tasks, walking, breathing, seeing, hearing, speaking, learning, working, reading, concentrating, thinking, sleeping, eating, lifting, bending and communicating

### Major Bodily Functions

The immune system, normal cell growth, digestive, bowel, and bladder functions, respiratory function, circulatory function, endocrine function, reproductive function, brain and neurological function

### Developing Accommodation Plans for Qualifying Students

To be considered for classroom accommodations in addition to sound instructional practices already provided for all students, a full Psychoeducational Evaluation or a Psychological Evaluation with an IQ component (Woodcock Johnson or Wechsler) must be submitted to your child's principal or his/her designee. In order for a student to receive accommodations, it must be determined that he/she has a "physical or mental impairment which substantially limits one or more major life activities". "Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning." (For instructional



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purposes, to determine if the impairment substantially limits the student's learning or his/her social interaction with others in the classroom or in the general school setting.)

Once received, evaluations are filed in the student's cumulative folder for teacher review as needed. A new evaluation is needed every three years in order for accommodations to continue to be considered for the student. After the evaluation is submitted, the following steps are followed:

To determine if the impairment is "substantially limiting", school personnel considers the student's assessed intellectual functioning level and compares that to the student's performance in the classroom

- If the student is performing at or above his/her assessed intellectual functioning level, the impairment is not "substantially limiting" the student's learning.
- If the student is performing below the assessed intellectual functioning level, additional data is gathered including but not limited to grades, standardized test results, the number of missing and/or late assignments, teacher and parent input regarding classroom engagement, engagement when completing assignments at home, and attendance to determine the cause of the underperformance
- If the data supports that the underperformance is a result of behavioral issues such as failure to turn in assignments, attendance, etc, a behavior/attendance plan is created for the student. Once behavioral issues are resolved, if classroom performance is still not indicative of the student's assessed intellectual functioning level, the process begins again.
- If the data supports the underperformance is the result of the diagnosed impairment, the School Building Level Committee (SBLC) uses the input gathered to create a draft of a 504 plan outlining what accommodations are necessary to "level the playing field" and provide the opportunity for the student to perform at the appropriate intellectual level. The recommendations listed on the evaluation and parent and teacher input are used as guides. The SBLC consists of an administrator (or the administrator's representative), at least one teacher and the student's guidance counselor. While parent participation is not mandatory at an SBLC meeting, we always welcome parents to participate.
- Once a draft of a plan is written, the SBLC meets to review the drafted plan. The plan is finalized and all parties in attendance are invited to sign the document. (While parent attendance is not required, in community spirit, it is a courtesy that is always extended). Failure to sign does not prohibit the plan from being enforced.

Requests for a review of the plan may be submitted in writing, by parents or teachers, to the administrative SBLC representative or his/her designee within 5 days of the date of the final annual SBLC meeting. The letter must include the grounds for the review request. The administrative SBLC representative or his/her designee will present a request for review to the Southern University Office of Disability Services. The administrative SBLC representative or his/her designee will notify all parties of the outcome of the review.



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## CO-CURRICULAR ACTIVITIES

### Steps in the Election Process

The elections of SGA officers, Miss Southern High and her court (9<sup>th</sup> – 12<sup>th</sup> grade attendants) will take place during the Spring Semester.

### State of SGA officers and qualifications are:

(GPA's are cumulative for ALL officers; GPA's are determined at the end of the 1<sup>st</sup> Semester as certified by the student's official transcript)

- President (senior 3.0 GPA)
- Vice President (Senior or Junior, 3.0 GPA)
- Corresponding Secretary (Any level, 3.0 GPA)
- Recording Secretary (Any Level, 3.0 GPA)
- Parliamentarian (Any level, 3.0 GPA)
- Chaplain (Any level, 3.0 GPA)

In addition to the above qualifications, as defined here, those running for office must have a clear record regarding major disciplinary infractions the same year of the election, be dependable and honest, have the ability to work with others and perform well the duties required of the specific office.

### Qualifications for Miss Southern High

- Must be a senior with at least a 3.0 cumulative average certified by student transcript as of the current Fall semester.
- Must have a clear record (grades 9 – 12) regarding major disciplinary infractions the same year of the election
- Must have charm, poise and grace
- Must have been a student of the Lab School from 9<sup>th</sup> – 12<sup>th</sup> grade, uninterrupted.
- Must agree to be guided by a faculty committee in the selection of attire and public appearances/speeches
- Must not incur any disciplinary actions to maintain title. Otherwise, the title will be forfeited.
- Must be current in all fees. (Class fee and Tuition)

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### Qualifications for 9<sup>th</sup> – 12<sup>th</sup> grade attendants (Miss Southern High Court)

- Must have a 3.0 cumulative GPA certified by student transcript as of the current Fall semester.
- Must have a clear record (grades 9 – 12) regarding major disciplinary infractions the same year of the election
- Must have charm, poise and grace



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- Must agree to be guided by a faculty committee in selection of attire and public appearances/speeches
- Must not incur any disciplinary actions to maintain title. Otherwise, the title will be forfeited
- Full year uninterrupted
- Must be current in all fees. (Class fee and Tuition)

### Qualifications for 6<sup>th</sup> - 8<sup>th</sup> Grade Attendants (Middle School Court)

- Must have a 3.0 cumulative GPA as of the current Fall semester.
- Must have a clear record (grades 9 - 12) regarding **major** disciplinary infractions the same year of the election
- Must have charm, poise and grace
- Must agree to be guided by a faculty committee in selection of attire and public appearances/speeches
- Must not incur any disciplinary actions to maintain title. Otherwise, the title will be forfeited
- Must be current in all fees. (Class fee and Tuition)

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### 6<sup>th</sup> - 12<sup>th</sup> Grade Class Officers:

- Elections will take place during the spring semester.
- Students must have a 3.0 cumulative GPA as of the current Fall semester.
- Must have a clear record (grades 6 - 12) regarding **major** disciplinary infractions the same year of the election
- Voting will be by secret ballot in a special called class meeting.
- Must be current in all fees. (Class fee and Tuition)

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### Pre-K - 5<sup>th</sup> Grade Attendants

- Selection will be according to an impartial process supervised by the SGA.
- Grade-level attendants will be chosen by random selection with parental permission.
- Students must have a 3.0 cumulative GPA as of the current Fall semester.
- Winners can not serve in consecutive years.
- Must be current in all fees. (Class fee and Tuition)

**\*\*\* ALL ELECTED POSITIONS AND PARTICIPANTS MUST MAINTAIN A CLEAN DISCIPLINE RECORD. OTHERWISE, TITLES WILL BE FORFEITED. \*\*\***

**\*\*\* ESCORTS WILL FOLLOW THE SAME GUIDELINES/QUALIFICATIONS AS THE ATTENDANTS. \*\*\***

### Steps in campaigning and election process:

- SGA officers and candidates for Miss Southern High and her court will complete a



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qualification form verifying GPA and disciplinary record. Two letters of recommendation, one from a core subject (Math, Social Studies, English, Science) and an employee associated with Southern Lab must accompany the qualification form. Letters of recommendation can not be written by members of the Southern Lab Administration.

- There shall be four days of campaigning, under the direction of the SGA advisors. The first day will include a "Meet the Candidate" forum for Miss Southern High and SGA officers.
- No campaigning will be permitted on Election Day.
- The candidates receiving the majority of the votes as determined by computer calculations will be deemed the winner.
- Winners will be announced on Voting Day at the end of the day.

### Sporting Events

The Southern University Laboratory School student finds in the many sports activities available, an opportunity to exhibit his/her great loyalty to his/her alma mater. Sports activities in which the Laboratory School participates on an inter-school competitive basis are football, basketball, volleyball, baseball, and track (or any additional sports offered at SULS). All athletes and spectators must abide by the rules of Louisiana High School Athletic Association.

Athletes and schools who are disqualified (due to inappropriate player/spectator behavior two times during a season) will not be permitted to participate in athletic competition for the remainder of the school year.

When leaving the campus to attend games, whether in or out of the city, all students will dress in a manner, which will favorably reflect upon the school and team and their families. Athletes will be properly dressed in the school uniform when they leave the campus. The coach will determine which part(s) of the uniform to wear.

### Spectator Sportsmanship Code

#### APPLAUD OR CHEER WHEN:

- The opposing team takes the field.
- A player is leaving the field or court and is being replaced.
- An injured player seems to need encouragement.
- When the home team has made a good play.
- When an opponent has done exceptionally well.

#### REFRAIN FROM TAUNTING/CHEERING WHEN:

- The home team is penalized.
- The opposing team is penalized.





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- You are tempted to be sarcastic, abusive or use profane language.
- You are inclined to try rattling the opponent.

### Security Statement

To ensure the safety of students and staff, the Southern University Laboratory School maintains and enforces a heightened state of security. Be aware that all measures allowed by law are now in effect to protect the rights and lives of the entire staff and student body.

### Accidents and School

Student safety is a primary consideration in all school-related activities; however, accidents are a "fact of life" and do occur.

If an accident does occur, the supervising teacher(s) must complete and file an "Accident Report" with the office. Parents/guardians will be notified immediately and sent a copy of this report. Please review the report so that you may see what information was taken regarding the accident. Public schools are not financially responsible for, nor held liable for accidents that occur during the day.

### Insurance

Parents are urged to purchase school insurance on their children, unless children are covered through parents' employment or otherwise. All athletes, managers, band members, cheerleaders, majorettes, and other groups affiliated with the sports/band program must show proof of insurance that provides primary coverage for injuries incurred when engaged in school sponsored activities. *The school's insurance on these special teams/groups is secondary. Parents' insurance must pay first.*

### Van and/or Bus Regulations (School Travel)

- Students shall: cooperate with the driver since their safety depends on it; be on time because the van will not wait; cross the road cautiously when waiting for and leaving the bus; follow the driver's instructions when loading and unloading; remain quiet enough not to distract the driver; have written permission from a parent or guardian and be authorized by the Director or his designee to get off at a stop other than their own; be courteous and safety-conscious in order to protect and enjoy their riding privilege and be authorized to travel with the group.
- Students shall not: stand when a seat is available and the van/bus is in motion; extend arms, head or objects out of windows or doors; throw objects in the van or out of windows or doors; eat or drink on the van; damage the van in any way; use the following items on the van: tobacco, matches, cigarette lighters, obscene material; fight on the van;



## Southern University Laboratory School

leave the van without permission; show disrespect to the driver; commit an immoral or vicious act; refuse to occupy an assigned seat; use profane language; show willful disobedience; or carry objects or implements which can be used as weapons.

- The following items are not allowed on the van/bus; alcohol, drugs, tobacco, matches, cigarette lighters; pets (cats, dogs, etc.); glass objects (except eyeglasses); weapons (including knives or objects or implements which may be used as weapons; object too large to be held in laps or placed under seats; or use or possession of any item which is inappropriate at school shall not be allowed on the van.

### APPENDIX A

#### Student Internet Access

Southern University Laboratory School is making Internet access available to students to prepare them to participate productively in the information society of the 21<sup>st</sup> Century. Internet access will give the students the opportunity to inquire, study, communicate, and gain new understandings about our global society.

1. Students have the right to use the educational network as a tool to enhance learning, as it becomes available at their location.
2. Students have the responsibility to learn and follow the guidelines that are deemed appropriate in using our educational network. All access to the Internet will be teacher-directed and will conform to the following:
  - Use World Wide Web search engines and/or other Internet tools only under the direction and supervision of teachers.
  - DO NOT access objectionable or inappropriate material over the Internet.
  - DO NOT post any e-mail or other messages or materials that are derogatory, abusive, obscene, profane, sexually oriented, threatening, offensive, dangerous, or illegal. Do not use any language online that is not permitted in the classroom.
  - DO NOT post personal information (last names, addresses, or telephone number) about anyone. Personal mail will not be forwarded without permission.
  - DO NOT abuse or waste network resources through frivolous and non-educational use or send chain letters or annoying or unnecessary letters.
  - DO observe the copyright law. Do not plagiarize or otherwise use copyrighted material without permission. Properly cite the source of information accessed over the Internet.
  - DO NOT make any purchase on the Internet while using school equipment or Internet services.

Consequences for failing to follow these standards may range from loss of Internet privileges to expulsion from school, depending upon the nature and severity of the act.

All school rules apply to the Internet as they do in the classroom or elsewhere on school grounds. Network administrators and school personnel may review student e-mail messages at any time or track student navigation of the World Wide Web. Any activity that may be in violation of local,



## Southern University Laboratory School

state or federal laws will be reported to the appropriate law enforcement agency.

Any parent or guardian who has questions or concerns about his/her child's Internet Access is encouraged to discuss these concerns with the school Director. Parents or guardians are also encouraged to discuss family values with their children to guide their activities on the Internet.

### APPENDIX B

#### TEACHER'S BILL of RIGHTS

Source: LSA-R.S. 17:416.18 Respecting the authority of teachers is essential to creating an environment conducive to learning, effective instruction in the classroom, and proper administration of city, parish, and other local public schools. To maintain and protect that authority, it is important that teachers, administrators, parents, and students are fully informed of the various rights conferred upon teachers pursuant to this Section, which are:

1. A teacher has the right to teach free from the fear of frivolous lawsuits, including the right to qualified immunity and to a legal defense, and to indemnification by the employing school board, pursuant to R.S. 17:416.1(C), 416.4, 416.5, and 416.11, for actions taken in the performance of duties of the teacher's employment.
2. A teacher has the right to appropriately discipline students in accordance with R.S. 17:223 and 416 through 416.16 and any city, parish, or other local public school board regulation.
3. A teacher has the right to remove any persistently disruptive student from his classroom when the student's behavior prevents the orderly instruction of other students or when the student displays impudent or defiant behavior and to place the student in the custody of the principal or his designee pursuant to R.S. 17:416(A)(1)(c).
4. A teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school and district policy and with R.S. 17:416(A)(1)(c).
5. A teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury in accordance with R.S. 17:416.9 and 416.16.
6. A teacher has the right to be treated with civility and respect as provided in R.S. 17:416.12.
7. A teacher has the right to communicate with and to request the participation of parents in appropriate student disciplinary decisions pursuant to R.S. 17:235.1 and 416(A).
8. A teacher has the right to be free from excessively burdensome disciplinary paperwork.



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9. A beginning teacher has the right to receive leadership and support in accordance with R.S. 17:3881, including the assignment of a qualified, experienced mentor who commits to helping him become a competent, confident professional in the classroom and offers support and assistance as needed to meet performance standards and professional expectations.

10. A teacher has the right to be afforded time during the school day or week to collaborate with other teachers.

B. No city, parish, or other local public school board shall establish policies that prevent teachers from exercising the rights provided in this Section or in any other provision included in R.S. 17:416 through 416.16.

C. The provisions of this Section shall not be construed to supersede any other state law, State Board of Elementary and Secondary Education policy, or city, parish, or other local public school board policy enacted or adopted relative to the discipline of students.

D. Each city, parish, or other local public school board shall provide a copy of this Section to all teachers at the beginning of each school year. Each such school board also shall post a copy of the rights provided in this Section in a prominent place in every school and administrative building it operates and provide such a copy to parents or legal guardians of all children attending such schools in a form and manner approved by the school board. Each city, parish, or other local public school board and every school under its jurisdiction that maintains an Internet website shall post on such website a copy of the Teacher Bill of Rights required by this Section. Acts 2003, No. 1252, §1, eff. July 7, 2003; Acts 2008, No. 155, §1, eff. June 12, 2008; Acts 2013, No. 329, §1.



# Southern University Laboratory School

## APPENDIX C

### Virtual Learning

#### **Attendance:**

Attendance will be determined using a combination of time logged in, daily attendance and any assignments, tests, and/or activities completed for the day. It is required that students log on and participate in every class. In the event a student is absent due to an illness, a doctor's appointment or an emergency, he/she is expected to watch the recording of the lesson missed and submit the completed lesson on the next required day of attendance. If the student is absent one or more days he/she is granted one extra day for each day of absence to submit their make-up lessons. All doctor's notes should be sent to Ms. Augustus so it can be placed on file.

#### **Dress Code:**

All students are required to wear a school uniform shirt during virtual learning. Students may be asked to share his/her screen through video, or to engage in discussion. Any violation will result in disciplinary action.

#### **Netiquette:**

Be on time when logging on.

Be polite and respectful of others and their opinions and/or answers.

Do not badmouth others or degrade any comment or answer they may give.

Before posting a question, check to see if anyone else has asked it already and received a reply.

Stay on topic and do not post random information that is not on topic.

Do not post in all caps; it is offensive and it looks like you are screaming.

Be forgiving if someone makes a mistake or typo.

Check spelling and grammar before posting on the discussion board. No texting abbreviations.

Do not post anything that could be angry or sarcastic in tone.



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Do not dominate the discussion. Give others a chance to give input and discuss.

### Academic Integrity

Students are expected to exhibit academic integrity at all times. If students are suspected of showing academic dishonesty(cheating), an investigation will be conducted. Consequences of academic dishonesty will result in the student receiving a "0" for the assignment or test and the parents will be contacted. Habitual offenses could result in suspension and/or expulsion.

Examples of academic dishonesty:

- Plagiarism
- Missing class in order to avoid turning in an assignment or taking a test
- Sharing answers to assignments, quizzes, tests, etc.
- Turning in someone else's work as your own
- Using forbidden materials while completing an assignment and/or test

### Technology Acceptable Use Policy

**Email** – School email accounts are to be used to communicate with teachers and peers about school related materials only. The school reserves the right to view all email accounts accessed on the school laptop. Do not give your password to anyone else, and do not ask for or use anyone else's password.

**Internet** – The school has a content filtering system that follows laptops on and off campus. The school reserves the right to monitor Internet usage of all students. Chromebooks are connected to the SULAB-CB Wi-Fi only.

**Device Monitoring**- A device may be confiscated at any time and that a teacher or administrator may view contents of the device including but not limited to, texts, emails or social media postings, if it appears that device was used in violation of school rules. Do not try to see, send, or upload anything that says and/or shows bad or mean things about anyone's race, or religion. Do not watch, download, or share inappropriate content with the school issued device.

**Games/Smart Devices** – Students are allowed to play games and use any smart devices at lunch. Disciplinary action will be taken for students who play games during academic class time.

**Passwords** – Students are responsible for protecting the confidentiality of all passwords. If there is an issue with a password, visit the technology coordinator. For security reasons, do not store passwords on a visible sticky note.

**Social Networking** – Students are not allowed to access social networking sites on school campus via a laptop or cell phone.



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Do not use, or create for others, any program to interfere with, change, or interact with programs, security settings, systems, or devices that are the property of Southern University Laboratory School and are used for school-related purposes by students, their parents and staff.

**Cyberbullying** – Tormenting, threatening, harassing, humiliating, embarrassing or otherwise targeting others using the internet, interactive and digital technologies, apps or mobile phones will not be tolerated. Be polite and considerate when you use the computer; do not use it to annoy, be mean to, frighten, threaten, tease, bully, or poke fun at anyone; Do not use swear words or any other rude language.

**Copyright/cheating** – Plagiarism is unacceptable. Refer to the Student Handbook for more information. Cheating using technology is a violation of rules in the Student Handbook and will be handled appropriately.

Do not violate copyright laws, damage or tamper with hardware or software, vandalize or destroy data, intrude upon, alter or destroy the files of another user, introduce or use computer “viruses,” attempt to gain access to restricted information or networks, or block, intercept or interfere with any email or electronic communications by teachers and administrators to parents, or others.

**Video Productions/Sharing** – Students are only allowed to film appropriate material. Using video applications during class without teacher permission is a violation of this agreement. Do not take photos or record video of any student, teacher or administrator unless you have that individual’s permission to do so.

### CHROMEBOOK USAGE

Students are provided a Chromebook free of charge from the Southern University Laboratory School as an educational tool. However, it is the student’s responsibility to keep their Chromebook in working condition.

**Sharing Chromebooks** – Chromebooks should remain with the assigned student unless otherwise directed by a teacher. Students are prohibited from accessing faculty computers at all times. Do not damage the Chromebook or anyone else’s.

**Stickers** – Stickers are not allowed on the Chromebooks. Damages from any stickers will be charged a \$15 cleaning fee.

**Storage of Chromebooks** – Chromebooks are to be kept inside of the school branded work-in case. It is the responsibility of the student to secure the Chromebook before, during, and after school. Chromebooks should be in the student’s possession, zipped within a school bag or in locker at all times especially at lunch and gym.

**Carrying Chromebooks** – Chromebooks should be carried inside of the school branded work-in case and should never be removed under any circumstance. It is not safe to carry Chromebooks by the screen. Over time, the screen components will crack resulting in a \$370 replacement fee.



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**Insurance** – Students are to notify the Dean of students immediately if a Chromebook is discovered missing. Students will have to provide a police report if the Chromebook is stolen or lost --- otherwise, the students will have to pay full value for the Chromebook. If you are having a problem with the Chromebook, let the technology coordinator know so a proper diagnostic can be made. **Repairs done by a computer shop are prohibited.** After two major accidental repair claims in one year, students will be charged the repair/replacement cost and will not qualify for an insurance claim for the rest of the school year. Intentional damage will result in the student being charged the complete value of the Chromebook (**\$370.00**) no insurance claim can be made.

**Drinks/Food** – Drinks and food should not be near the Chromebook.

**Battery** – Students need to charge the Chromebook each night. When students arrive at school, the Chromebook should be fully charged. See the technology coordinator if the Chromebook appears to have battery issues.

**Cleaning the Chromebook** – Clean the screen and exterior with a soft, dry, lint-free cloth. Never spray liquid directly onto the laptop.

**Virtual Testing Procedures** – Students are expected to take all virtual (assessments) tests on a school issued chromebook only, and cameras should be on the entire duration of the test. In the event students go on forbidden websites, share answers with others, and/or Google answers without permission during the test, he/she will receive a Zero on that test (assessment) and will not be allowed to make that test (assessment) up. Habitual offenses could result in suspension and/or expulsion.

**Personal Laptops/Chromebooks** – Students are prohibited from using personal laptops or Chromebooks in the classroom to complete in-class assignments, Personal devices will be confiscated if found being used in class to complete in-class assignments.

### CHROMEBOOK REPAIR & REPLACEMENT FEES

ITEM	COST
Chromebook Screen	\$80.00
Protective Case	\$95.00
Keyboard or Palmrest Repair	\$120.00
Chromebook Ports	\$45.00
AC Charger	\$85.00
Replacement cost for Chromebooks that have been lost/not returned/or damaged beyond repair	\$370.00

*Please note these prices are subject to change.*

**CHROMEBOOKS UNDER REPAIR:** When a student's Chromebook is in for repair, they will be issued a loaner Chromebook from technology until their device is repaired. The same expectations apply to Chromebooks on loan during repair periods as for Chromebooks issued to students at the beginning of the year.





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**SOUTHERN LAB**  
SOUTHERN UNIVERSITY  
LABORATORY SCHOOL

Date: Wednesday, July 26, 2023

To: Bijoy Sahoo, Ph.D.  
Executive Vice President & Executive Vice Chancellor  
3rd Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

Re: SULS Pupil Progression Plan

We are requesting approval to submit the 2023/2024 Pupil Progression Plan to the Louisiana State Department of Education (LDOE) for Approval. According to Bulletin 1566, the Pupil Progression Plan is a comprehensive plan developed and adopted by each parish or city school board; it shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Programs and that supplement standards approved by the State Board of Elementary and Secondary Education (SBESE).

Please review the attached document, as it represents the Pupil Progression Plan for Southern University Laboratory School. The last page of the document requires the signature of the Superintendent and Board President.

Respectfully

Herman R. Brister  
Director

Bijoy Sahoo, Ph.D.  
Executive Vice President & Provost

Dennis J. Shields  
President-Chancellor

# 2023-2024 Pupil Progression Plan

Local Education Agency:

**Southern University Laboratory School**



## Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement." The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test-in mathematics, English language arts, science, and social studies-needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [\*Bulletin 1566 – Pupil Progression Policies and Procedures\*](#).

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov)

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## I. Placement of students in kindergarten and grade 1

### Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

### Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

***In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.***

Southern University Laboratory School does not provide early entrance into kindergarten.

Southern University Laboratory School does not consider first grade enrollment for students who have not attended a full-day public or private kindergarten program for a full academic year.

Southern University Laboratory School uses a foundational readiness test, Dynamic Indicators of Basic Early Literacy Skills, to assess the readiness of a child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten. Attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

## II. Promotion for students in kindergarten and grades 1, 2, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

*In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 5, 6, and 7.*

Southern University Laboratory School Promotion Policy for Kindergarten and Grades 1, 2, 5, 6, and 7.

- Meet letter grade requirements (D or above) in ELA and Math and one additional core subject.
- To satisfy promotion requirements, students must meet state attendance requirements by attending a minimum of 167 days.

Students who do not score Basic or above in ELA and Math shall be provided an individualized academic improvement plan (IAIP). See Promotion of students in grade 4

### Promotion via SBLC and/ or Retention

A meeting of the SBLC shall occur when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grades. The role of the SBLC shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held, and documentation of interventions provided before a SBLC conference. The SBLC Committee will include the guidance counselor, elementary teacher(s) or at least two core subject middle school teachers, and the parent/guardian. Once any member of the team has requested the SBLC, it shall be the responsibility of the SBLC Coordinator to notify the parent, teacher and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. No later than the beginning of the last day of **February** for any given school year, parents shall be notified in writing that their elementary or middle school child's promotion is in jeopardy. The number of times a student may be retained in each grade or level is as follows:

- A student should not be retained more than one time for failure to meet academic requirements in grades K-5. The SBLC will meet to determine if additional requirements are necessary for promotion consideration.
- A student should not be retained more than one time for failure to meet academic requirements in grades 6-8. The SBLC will meet to determine if additional requirements are necessary for promotion consideration.

### III. Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual plan.

***In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the third grade.***

Third grade students must meet the academic criteria outlined in the previous section (Kindergarten and Grades 1, 2, 5, 6, and 7) in order to be considered for promotion.

For academically struggling students, promotion decisions will be made according to a preponderance of evidence including but not limited to any of the following:

- Coursework from throughout the school year aligned with
- Previous state mandated test scores state academic achievement
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments and other progress monitoring measures

For 3rd grade students who have not met the acceptable level of performance on statewide assessments, the SBLC of that school shall make the final retention or promotion decisions based on the above criteria and shall initiate an individual academic improvement plan.

#### **IV. Promotion of students in grade 4**

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).



- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

***In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.***

Fourth grade students must meet the academic criteria outlined in the previous section (Kindergarten and Grades 1, 2, 3, 5, 6, and 7) in order to be considered for promotion.

For academically struggling students, promotion decisions will be made according to a preponderance of evidence including but not limited to any of the following:

- Coursework from throughout the school year aligned with
- Previous state mandated test scores state academic achievement
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments and other progress monitoring measures

For 4th grade students who have not met the acceptable level of performance on statewide assessments, the SBLC of that school shall make the final retention or promotion decisions based on the above criteria and shall initiate an individual academic improvement plan.

## **V. Promotion and support of students in grade 8 and high school considerations**

### **Regular Grade 8 Promotion**

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

### **Grade 8 Promotion Waivers**

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

### **Transitional 9<sup>th</sup> Grade**

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student’s parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school’s governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

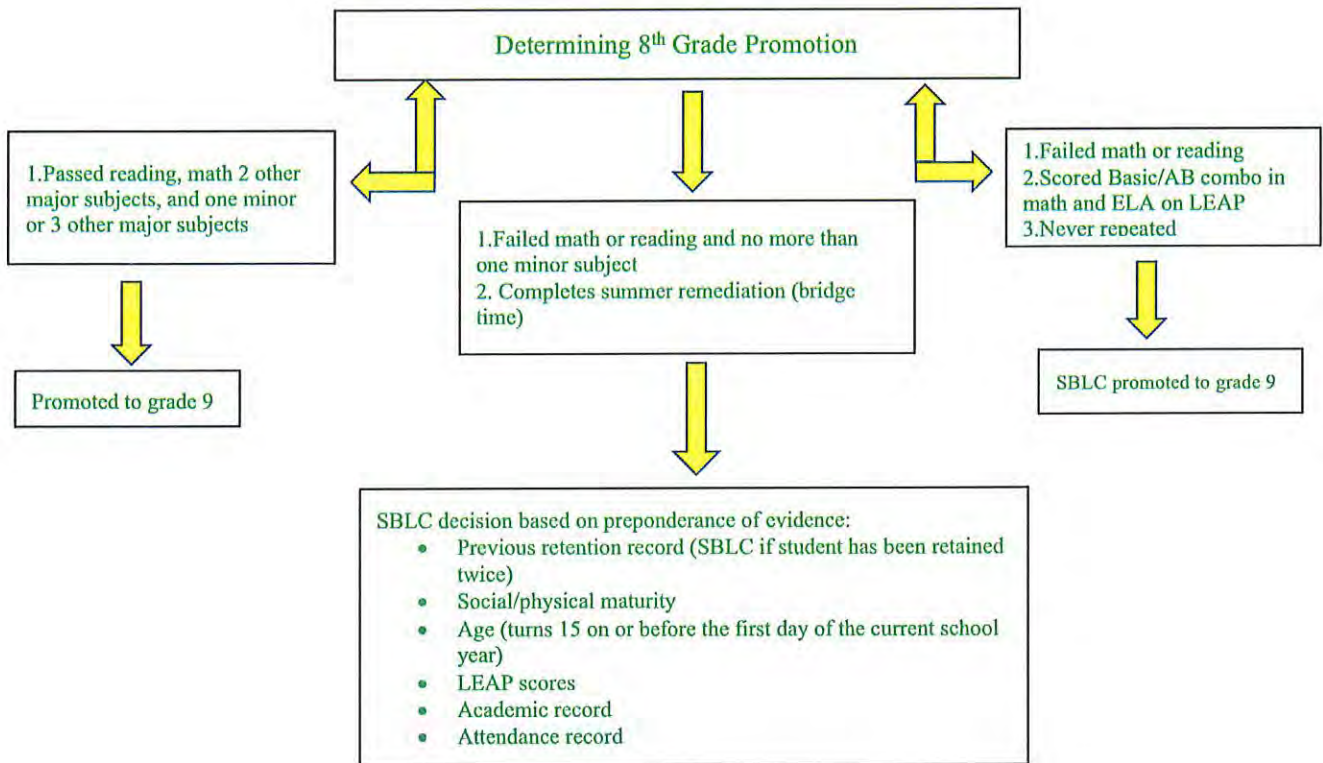
***In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.***

- Eighth grade students must meet the academic criteria outlined in the previous section in order to be considered for promotion. Students who do not meet the promotion standard after taking the 8th grade assessments may be placed in 8th grade.
- Any first time 8th grade student who does not meet the passing standard outlined above and any student not eligible for any waiver outlined in Bulletin 126, after attending mandatory summer remediation, may be placed in 9th grade.
- The LEA will use LEAP scores from 6th and/or 7th grade to determine mandatory summer remediation after the 8th grade academic year.
- School level SBLC committees should make decisions regarding promotion, retention and placement in the 9th grade. The SBLC Committee will include the guidance counselor, at least two core subject middle school teachers, and the parent/guardian. The decision to place a student in the 9th grade or to retain a student in the 8th grade shall be made by the school in which the student is enrolled in 8th grade in consultation with the student's parents.

Per BESE-approved policy, school systems determine promotion and retention for students in grades 3 through 8. Placement decisions for students entering grade 9 will be made in accordance with longstanding policy in Bulletin 1566, which includes the option for students to be enrolled in transitional grade 9. Pursuant to Bulletin 1566, Chapter 5: §503, students seeking to transfer to a public school in grades 5 or 9 from any

- in-state nonpublic school,
- approved home study program, or
- out-of-state school,

shall be required to take the English language arts and mathematics portions of the State Placement Test to inform placement decisions and design remediation for students who may need support for the next level of study.



### High school promotion and transition considerations

**Instructional Minutes:** When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

**Individual Graduation Planning:** By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan \(IGP\)](#). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post secondary plan.

**Financial Aid Planning:** Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

**Early Graduation:** Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

#### **Credit Recovery Courses and Units**

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
  - a. receiving more than two credit recovery credits annually; and/or
  - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned

post-assessment to demonstrate course proficiency for content identified as non-proficient.

7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

### **NCAA Update**

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.

- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

*Note:* See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

### **Credit recovery programs**

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school’s policy, if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

### **Information for school administrators**

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

***In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.***

LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12 are as follows:

Grade placement is to be determined only at the beginning of the school year for grades 9, 10, 11. Grade placement for seniors may be determined at any time. All students entering high school for the first time, shall be classified as 9th grade.

In Grades 9 through 12, units of credit are earned based on semester grades. An “A” through “D”

or “P” will earn whatever units are possible for the course. An “F” will not earn any units. There is no limit to the number of Carnegie units a student may earn in any given year. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript as per Bulletin 741. Courses taken through outside agencies (i.e universities, colleges, DukeTip, homeschool) must be pre-approved by an SBLC prior to enrollment in the course. Credit will be applied to the transcript as a Pass/Fail elective from completed courses based on assigned grade. (100-66.5% Pass- 66.4%-0% Fail)

## **VI. Placement of transfer students**

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

***In the space below, please describe any additional considerations or local policies related to placement of transfer students.***

### **Before Southern University Lab School admission is granted to a transfer student:**

Students that transfer to Southern University Laboratory School from an approved school within the state (public/nonpublic), approved school out-of-state (public/nonpublic) or from a Home Study Program or unapproved school (public/nonpublic) must meet the promotion requirements from the transferring school. Once the student completes the enrollment application, the admissions committee, administrator or administrative designee will review the records to determine if Southern University Laboratory School will be able to provide appropriate placement. Records review includes but is not limited to immunization, attendance, behavior, teacher



recommendations, certified transcripts, report cards, state or nationally recognized assessment results, and diagnostics assessment performance results.

Information derived from the certified transcript and report card received from the previous school through an official record request will determine the number of Carnegie units awarded and grade placement. Previous credits are accepted only from accredited schools if grade-level and/or course descriptions provided by the previous school match those of Southern University Laboratory School.

The student's performance results on the LEAP 2025 assessments, state or nationally recognized assessments are reviewed to ensure the student has met the minimum requirements for admission.

For Kindergarten:

Southern University Laboratory School uses a foundational readiness test, Dynamic Indicators of Basic Early Literacy Skills to assess the readiness of a child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten.

Attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

## **VII. Support for students**

### **School year support**

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
  - The student is placed in the classroom of a teacher who has been rated "Highly Effective" pursuant to his/her most recent evaluation or has achieved a value-added rating of "Highly Effective" pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
  - The student completes summer remediation.
  - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.

- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

### **Summer remediation**

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

## **VIII. Support Standard for Grades Kindergarten-3**

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
  - Provide information on activities that can be done at home to support the student’s literacy proficiency.
  - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.

- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

## **IX. Literacy Support Standard for Grades 3 and 4**

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

## **X. Promotion and placement of certain student populations**

### **Students with disabilities**

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

### **English learners**

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
  - Establish procedures to monitor former Limited English Proficient students for two years.
  - Ensure that no LEP student shall be retained solely because of limited English proficiency.

***In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.***

Southern University Laboratory School will administer the ELPT assessment.

## **XI. Alternative education placements**

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

*In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.*

Southern University Laboratory School does not offer an alternative educational program; therefore, students in need of an alternative school program must enroll in their FAPE school district.

## **XII. Due process related to student placement and promotion**

*In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.*

### **Appeal and Due Process for Student placement and promotion decisions:**

- Appeals may only be submitted if the student or parent believes a grading or computational error has been made which has affected the student's placement/promotion.
- In those cases, the student or parent/guardian of the student must submit an appeal letter within 5 days to the Director (designee). The letter must state the specific reason for the appeal.
- After receiving the appeal letter, the Director (designee) will schedule a conference within 5 days. Attendees must include the student's teacher(s) and the school counselor to review and verify the accuracy of the placement/promotion decision.
- Within 5 days after the meeting, the school counselor will submit a written summary and any relevant attachments to the Director (designee).
- Within 5 days, the Director (designee) will review the case and respond in writing to all parties to grant or deny the appeal.

### **Appeals for Students with Disabilities**

- The same policy listed above applies. The Lab School offers accommodations to level the playing field for qualifying students as determined necessary by SBLC input, psychoeducational evaluations, and/or psychological evaluations with an appropriate IQ assessment component. The Lab School does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.

### **Appeals for Section 504 students**

- The same policy listed above applies. The Lab School offers accommodations for qualifying students as determined necessary by SBLC input, psycho-educational evaluations, and/or psychological evaluations with an appropriate IQ assessment component. The Lab School does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.

## **XIII. Additional LEA policies related to student placement and promotion**

*In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.*

Southern University Laboratory School does not offer a Transitional 9th Grade (T9).

Students who fail a required course either first or second semester must attend summer school in order to be promoted to the next grade. Only students in 12th grade under extenuating circumstances and with prior approval may enroll in any course, summer school or otherwise, while also being concurrently enrolled in the same course at SULS. Secondary Summer School or Approved Credit Recovery Program must be approved beforehand by the secondary principal or his/her designee. A maximum of two units of summer school credit is accepted.

Eighth grade students, currently enrolled in high school courses, will have those grades transferred to their high school transcript. In the event they fail a course, they may repeat the course(s).

**XIV. LEA assurances and submission information**

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) **Southern University Laboratory School** 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: 07/23/2023

  
\_\_\_\_\_  
Superintendent

  
\_\_\_\_\_  
Southern University System President

  
\_\_\_\_\_  
Executive Vice Chancellor & Provost

\_\_\_\_\_  
Board President/Chairman



**SOUTHERN LAB<sup>®</sup>**  
SOUTHERN UNIVERSITY  
LABORATORY SCHOOL

Date: Wednesday, July 26, 2023

To: Bijoy Sahoo, Ph.D.  
Executive Vice President & Executive Vice Chancellor  
3rd Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

Re: SULS Pupil Progression Plan

We are requesting approval to submit the 2023/2024 Pupil Progression Plan to the Louisiana State Department of Education (LDOE) for Approval. According to Bulletin 1566, the Pupil Progression Plan is a comprehensive plan developed and adopted by each parish or city school board; it shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Programs and that supplement standards approved by the State Board of Elementary and Secondary Education (SBESE).

Please review the attached document, as it represents the Pupil Progression Plan for Southern University Laboratory School. The last page of the document requires the signature of the Superintendent and Board President.

Respectfully

Herman R. Brister  
Director

Bijoy Sahoo, Ph.D.  
Executive Vice President & Provost

Dennis J. Shields  
President-Chancellor





**SOUTHERN LAB<sup>®</sup>**  
SOUTHERN UNIVERSITY  
LABORATORY SCHOOL

Date: Thursday, July 20, 2023

To: Bijoy Sahoo, Ph.D.  
Executive Vice President & Executive Vice Chancellor  
3rd Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

**Re: SULS & SULVS Literacy Plan**

We are requesting approval to submit the 2023/2024 Literacy Plan to the Louisiana State Department of Education (LDOE) for Approval. According to Act 438, Bulletin 741 the SULS Literacy Plan is a comprehensive document developed and adopted by each parish or city school board;

The Louisiana Department of Education (LDOE) offers a Literacy Plan Development Guide and Literacy Plan Framework for Local Education Agencies (LEAs) and individual campuses to support student success. Every LEA and campus is to develop a Literacy Plan. The planning framework is organized by Louisiana's Literacy Pillars and is used to set goals for improving literacy outcomes for students. The Louisiana Literacy Pillars are designed to facilitate the implementation of local education agencies' and schools' programs, practices, and policies.

Each foundational literacy skills plan shall include:

1. the amount of time to be devoted daily to foundational literacy skills and a description of how the instructional time will be utilized;
2. a list of English language arts textbooks and instructional materials adopted by the school;
3. a description of the interventions and supports available to students identified as having literacy skills below grade level; and
4. a description of the professional development in foundational literacy skills instruction provided to teachers who teach kindergarten through third grade.

**Page 2 of 2**

**Re: SULS & SULVS Literacy Plan**

Please review the attached document, as it represents the Literacy Plan for Southern University Laboratory School & the Southern University Laboratory Virtual School. The last page of the document requires the signature of the Superintendent and Board President.

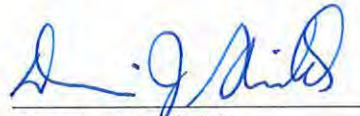
Respectfully,



Herman R. Brister  
Director



Bijoy Sahoo, Ph.D.  
Executive Vice President & Provost



Dennis J. Shields  
President-Chancellor



*"Linking Citizens of Louisiana with Opportunities for Success"*

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Southern University and A & M College System  
AGRICULTURAL RESEARCH AND EXTENSION CENTER  
and the COLLEGE OF AGRICULTURAL, FAMILY AND CONSUMER SCIENCES  
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(225) 771-2861 Fax  
[www.suagcenter.com](http://www.suagcenter.com)

**OFFICE OF THE CHANCELLOR-DEAN**

August 1, 2023

President-Chancellor Dennis J. Shields  
Southern University and A&M College System  
J.S. Clark Administration Building, 4<sup>th</sup> Floor  
Baton Rouge, LA 70813

**Re: Request approval for a name change from the College of Agricultural, Family and Consumer Sciences to the College of Agricultural, Human and Environmental Sciences, from the Department of Agricultural Sciences to the Department of Agricultural Sciences and Technology, from the Department of Family and Consumer Sciences to the Department of Human Sciences, from Department of Urban Forestry and Natural Resources to the Department of Urban Forestry, Environment and Natural Resources, from Apparel Merchandising and Textiles to Fashion Merchandising and Design, and from Child Development to Child and Family Studies. (SUAREC)**

Dear President-Chancellor Shields,

On behalf of the College of Agricultural, Family and Consumer Sciences (CAFCS). As you may be aware, our College has been actively engaged in a transformative journey over the past three years, focused on restoring and prioritizing our programs to better align with the goals and mission of Southern University Baton Rouge.

During this period, our College has undertaken comprehensive self-evaluation, academic program assessment, and strategic planning for 2020-2025. We have made significant strides in organizational restructuring, rebranding, and revamping curricula to ensure that our students receive the highest agricultural-quality education and that our programs are competitive in the ever-evolving landscape of agricultural and environmental sciences.

The College of Agricultural, Family and Consumer Sciences has evolved beyond its historical boundaries and now encompasses a broader spectrum of disciplines and research areas. As such, the current name no longer fully represents the diversity and scope of our offerings. In consultation with our College's administrative team, including the Department Chairs and Program Leaders, and after careful consideration by our esteemed faculty body, we Request Approval for a name change from the College of Agricultural, Family and Consumer Sciences to the College of Agricultural, Human and Environmental Sciences, from the Department of Agricultural Sciences to the Department of Agricultural Sciences and Technology, from the Department of Family and Consumer Sciences to the Department of Human Sciences, from Department of Urban Forestry and Natural Resources to the Department of Urban Forestry, Environment and Natural Resources, from Apparel Merchandising

and Textiles to Fashion Merchandising and Design, and from Child Development to Child and Family Studies. (SUAREC)

These proposed name changes to the college, departments, and programs, reflect the new agricultural-related terminology and nomenclature for colleges of agriculture and are necessary to more accurately reflect the true nature and complexity of our departments, courses of study and concentrations offered at Southern University.

We humbly request your support in approving the proposed name change. We are confident that this change will solidify our commitment to excellence and innovation in the fields of agriculture and environmental sciences while embracing the diverse and interconnected aspects of human well-being.

Thank you for your attention to this matter. We look forward to your positive response and to continuing our collective efforts in advancing the mission of Southern University Baton Rouge.

Sincerely,



Orlando F. McMeans, PhD  
Chancellor-Dean

Approval: \_\_\_\_\_ Date  
Dennis J. Shields  
President-Chancellor

**The Rationale for CAFCS Name Changes**  
**College of Agricultural, Human and Environmental Sciences**

As you know, the College of Agricultural, Family and Consumer Sciences (CAFCS) has been going through a period of restoring and prioritizing our programs for over three years now. This includes self-evaluation, academic program assessment, strategic planning for 2020-2025, organizational restructuring, rebranding, revamping curriculums and the acquiring of the Environmental Toxicology PhD program from the College of Sciences and Engineering. We have made some changes but there are more that have to be made to facilitate better implementation of our programs and fulfillment of the Southern University Baton Rouge mission. The College administrative team, inclusive of the Department Chairs and Program Leaders as well as the entire faculty body, have reviewed the College and program names and proposed the following name changes.

**Department of Family and Consumer Sciences**

The proposed name change from the Department of Family and Consumer Sciences to **Human Sciences** would enhance the Department's focus on issues relevant to today's individuals and families and skills critical to successful living and working in the 21st-century global society. The human sciences bachelor's degree will enhance our student recruitment efforts to prepare graduates for expanding employment areas including health and wellness, apparel and design, human development and family relationships.

Both public and private colleges and universities as well as land-grant and non-land-grant universities have made the name change transition to Human Sciences as shown below.

Baylor University - Human Sciences and Design  
Florida State University – College of Human Sciences  
Iowa State University - College of Human Sciences  
Louisiana State University - School of Human Sciences  
Middle Tennessee State University - Department of Human Sciences  
Mississippi State University - School of Human Sciences  
Oklahoma State University - College of Human Sciences  
Purdue – College of Health and Human Sciences  
Stephen F. Austin State University - School of Human Sciences  
Tennessee State Univ - Human Sciences Department  
Texas Tech University – College of Human Sciences  
University of Arkansas at Pine Bluff - Department of Human Sciences  
Southeastern Louisiana University: Department of Health and Human Sciences  
Ohio State University: Department of Human Sciences  
Colorado State University: College of Health and Human Sciences  
Texas Tech University: College of Human Sciences

Texas A&M University: Department of Human Sciences  
Prairie View A&M University: College of Agriculture and Human Sciences

The name changes proposed for two of the department program areas are in keeping with the rationale for the change of the name of the department;

**Fashion Merchandising and Design:** Adding the terms 'Fashion and Design' emphasizes existing courses grounded in visual and creative engagement. The name change will assist to broaden recruitment by attracting diverse student career interests.

**Child and Family Studies:** This new name will provide clarity to the substance and validity of the course offerings, and is in keeping with global branding in the area of study. The new name will elevate this field of study focused on science and the art of living in this global environment.

### **Department of Urban Forestry and Natural Resources**

The Department proposes to change its name to **Urban Forestry, Environment, and Natural Resources** because its B.S., M.S., and Ph.D. curricula focus not just on urban forestry and natural resources, but also on the environment. Since the fall of 2020, the Department enhanced its curricula by establishing three new concentrations: Environmental Studies, Geospatial Technologies, and Natural Resources Sustainability. The Department created twelve new technical electives for the three new concentrations. Adding "Environment" to the department's name is one of the results of this enhancement that enable the department to offer more contemporary educational opportunities under the same mother CIP Code 03 with urban forestry as the non-duplicate program in Louisiana; elevate our students to 4-5 Star Louisiana workforce in Forest Sciences, Environment and Natural Resource; better reflect the current B.S., M.S, and Ph.D. Degree Programs in Urban Forestry; and enhance departmental branding, recruitment, graduation rate, and placement. This inclusion will increase the program's marketability and broaden recruitment, diversify students' career interests, and enhance student employment opportunities.

### **Department of Agricultural Sciences**

Senate Concurrent Resolution Number 81 of the 2019 Regular Session, created the Postsecondary Education Agriculture Technology Study Commission. The Commission, under the direction of the Board of Regents Commissioner of Higher Education, Dr. Kim Hunter Reed, has been studying and making recommendations regarding the needs and opportunities related to the creation of Agriculture Technology Training Programs and Agriculture Technology Education Programs.

The Department proposing to change its name to **Agriculture Sciences and Technology** is one of many steps in improving and advancing our Agricultural

Sciences Degree using modern technology. This is where technologies such as satellite imagery, big data and impact models are uniquely positioned to rapidly accelerate investments into the measurement and monitoring of global food systems, which in turn will lead to the more targeted implementation of programs, improving the resiliency of global food systems. Our Agricultural Sciences program provides teaching and experiential learning experiences to our students in the areas of hydroponics, aquaponics, drone technology and more. In the majority of our courses, the lab component includes technology training. It is just not packaged and delivered as an Agricultural Technology Program. Through the Southern University Agricultural Research & Extension Center, our students are provided opportunities to help develop innovative affordable climate-smart farming technology with an emphasis in training Extension professionals, farmers and landowners. With the appropriate training, education, and investment in our students and the communities we serve, the adoption of climate-smart practices and technology, and agricultural production systems will gain greater resilience which is vital in times of changing climate and disrupted food supply.

The proposed name changes within the College of Agricultural Family and Consumer Sciences are necessary to more accurately reflect the true nature and complexity of our departments, courses of study and concentrations offered. Therefore, leading us to the overall College name change to the **College of Agricultural, Human and Environmental Sciences**

**College of Agricultural, Family and Consumer Sciences  
Proposed Name Changes in Response to Program Prioritization**

**College Name Change**

**Current College Name:** College of Agricultural, Family and Consumer Sciences

**New College Name:** **College of Agricultural, Human and Environmental Sciences**

**Department Name Changes**

**Current Department Name:** Agriculture Sciences

**New Department Name:** **Agricultural Sciences and Technology**

**Current Department Name:** Family and Consumer Sciences

**New Department Name:** **Human Sciences**

**Current Department Name:** Urban Forestry and Natural Resources

**New Department Name:** **Urban Forestry, Environment and Natural Resources**

**Program Name Changes**

**Current Program Name:** Apparel Merchandising and Textiles

**New Program Name:** **Fashion Merchandising and Design**

**Current Program Name:** Child Development and Family Life

**New Program Name:** **Child and Family Studies**



# **FACILITIES AND PROPERTY COMMITTEE**

**(Following Academic Affairs Committee)**

Board of Supervisors' Meeting Room  
J. S. Clark Administration Bldg. 2nd Floor  
Baton Rouge, LA.

## **AGENDA**

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s)
  - A. Request Approval of Preliminary FY 2024-25 Capital Outlay (eCORTS) Submission Recommendation (SUS)
6. Informational Item(s)
  - A. Facilities Update (SUS)
7. Other Business
8. Adjournment

## **MEMBERS**

Atty Edwin Shorty - Chairman, Atty Domoine Rutledge – Vice-Chair,  
Mr. Paul Matthews, Mrs. Ann Smith, Dr. Leon Tarver, II and Dr. Rani Whitfield  
Mr. Myron K. Lawson - Ex Officio



**Preliminary FY 2024-25 Capital Outlay (eCORTS) Submission Recommendation**  
 Office of Facilities Planning  
 August 2023

**Southern University and A&M College – Baton Rouge**

Project Title	Project Cost Estimate	Current Funding*	FY 2024-25 Request	FY 26-29 Request
Ravine, Bluff and Riverbank Stabilization	\$27,600,000	\$7,600,000	\$20,000,000	\$0
New STEM Science Complex	\$66,500,000	\$14,700,000	\$15,000,000	\$36,800,000
School of Business/Professional Accountancy	\$45,500,000	\$1,000,000	\$5,000,000	\$39,500,000
JK Haynes Hall (School of Nursing) Renovation and Addition	\$39,900,000	\$1,000,000	\$1,000,000	\$37,900,000
New Southern University Laboratory School Complex	\$55,000,000	\$1,800,000	\$2,000,000	\$52,200,000
Chilled Water Loop – Campuswide	\$30,000,000	\$0	\$2,000,000	\$28,000,000
<b>CAMPUS TOTALS</b>	<b>\$264,500,000</b>	<b>\$26,100,000</b>	<b>\$45,000,000</b>	<b>\$194,400,000</b>

**Southern University and A&M College – New Orleans**

Project Title	Project Cost Estimate	Current Funding*	FY 2024-25 Request	FY 26-29 Request
University Cafeteria	\$10,500,000	\$600,000	\$9,900,000	\$0
ADA Compliant Restrooms & Public Accommodations	\$4,150,000	\$1,000,000	\$3,650,000	\$0
Campus Exterior Lighting Upgrades	\$2,000,000	\$1,000,000	\$1,000,000	\$0
Student Success Building	\$23,000,000	\$0	\$1,500,000	\$21,500,000
University Housing Renovations	\$28,000,000	\$0	\$1,500,000	\$26,500,000
<b>CAMPUS TOTALS</b>	<b>\$67,650,000</b>	<b>\$2,600,000</b>	<b>\$17,550,000</b>	<b>\$48,000,000</b>

\*Current Funding assumes full lines of credit will be received for Priority 1 and Priority 5 General Obligation Bond appropriations in the 2023 Capital Outlay Act for projects.

## FY 2024-25 Capital Outlay (eCORTS) Submissions

Page 2

### Southern University – Shreveport

	Project Title	Project Cost Estimate	Current Funding*	FY 2024-25 Request	FY 26-29 Request
	New Health, Physical Education, and Recreation (HPE&R) Complex - New Gymnasium	\$9,450,000	\$750,000	\$8,700,000	\$0
	New Health, Physical Education, and Recreation (HPE&R) Complex - New Classroom and Office Building	\$10,200,000	\$0	\$650,000	\$9,550,000
	Data Science and Analytics Workforce Training Center	\$19,176,000	\$1,676,000	\$12,300,000	\$5,200,000
	Louis Collier Hall Science Building Renovation	\$16,700,000	\$750,000	\$2,000,000	\$13,950,000
	Domestic Water Loop, Hot Water Loop, and Drainage Improvements	\$8,000,000	\$0	\$520,000	\$7,480,000
	HVAC Renovations at Metro Building	\$8,000,000	\$0	\$520,000	\$7,480,000
	<b>CAMPUS TOTALS</b>	<b>\$71,526,000</b>	<b>\$3,176,000</b>	<b>\$24,690,000</b>	<b>\$43,660,000</b>

### Southern University Law Center

	Project Title	Project Cost Estimate	Current Funding*	FY 2024-25 Request	FY 26-29 Request
	Renovation of and Addition to Existing Law Library	\$11,400,000	\$5,650,000	\$5,750,000	\$0
	Career Learning Center	\$15,480,000	\$0	\$800,000	\$14,680,000
	<b>CAMPUS TOTALS</b>	<b>\$26,880,000</b>	<b>\$5,650,000</b>	<b>\$6,550,000</b>	<b>\$14,680,000</b>

### Southern University Agricultural Center

	Project Title	Project Cost Estimate	Current Funding*	FY 2024-25 Request	FY 26-29 Request
	Disaster Mega Shelter	\$28,600,000	\$1,250,000	\$9,200,000	\$0
	Hi-Tech Meat Processing Facility Expansion	\$3,020,000	\$0	\$200,000	\$2,820,000
	Experimental Station, Street, Drainage, and Canal Soil Erosion Improvements	\$4,080,000	\$0	\$225,000	\$3,855,000
	New Multi-Institutional Research Teaching Facility	\$8,480,000	\$0	\$435,000	\$8,045,000
	<b>CAMPUS TOTALS</b>	<b>\$44,180,000</b>	<b>\$1,250,000</b>	<b>\$10,060,000</b>	<b>\$14,720,000</b>

	Existing or Proposed Projects	Project Cost Estimate	Current Funding*	FY 2024-25 Request	FY 26-29 Request
	Existing Projects	\$366,476,000	\$38,776,000	\$97,500,000	\$213,550,000
	Proposed ("New") Projects	\$108,260,000	\$0	\$6,350,000	\$101,910,000
	<b>SYSTEM TOTALS</b>	<b>\$474,736,000</b>	<b>\$38,776,000</b>	<b>\$103,850,000</b>	<b>\$315,460,000</b>

\*Current Funding assumes full lines of credit will be received for Priority 1 and Priority 5 General Obligation Bond appropriations in the 2023 Capital Outlay Act for projects.

# Southern University System

## Active Capital Improvement Project Tracking

**Key**



**Capital Outlay Funded Projects**

Project Title		FY2023-24				FY2024-25				FY2025-26				FY2026-27			
		1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
SUBR	Ravine, Bluff and Riverbank Stabilization	Planning	Bidding	Construction	Construction	Construction	Construction	Construction	Construction								
	New STEM Science Complex	Planning	Planning	Planning	Construction	Construction	Construction	Construction	Construction								
	School of Business/Professional Accountancy	Planning	Planning	Planning	Construction	Bidding	Construction	Construction	Construction	Construction	Construction	Construction	Construction				
	JK Haynes Hall (School of Nursing) Renovation and Addition	Planning	Planning	Planning	Construction	Bidding	Construction	Construction	Construction	Construction	Construction	Construction	Construction				
	Stewart Hall - Wall Mount HVAC Units, 1st, 2nd, and 3rd floors		Bidding	Construction	Construction	Construction	Construction	Construction	Construction	Construction							
SUNO	University Caferia		Planning	Planning	Planning	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction
	ADA Compliant Restrooms and Public Accommodations in the Cafeteria, University		Construction	Construction	Construction	Construction	Construction	Construction	Construction								
	Campus Exterior Lighting Upgrades	Planning	Bidding	Construction	Construction	Construction	Construction	Construction	Construction								
SUSLA	New Health, Physical Education and Recreation (HPE&R) Complex including New Gymnasium	Planning	Planning	Planning	Construction	Bidding	Construction	Construction	Construction	Construction	Construction	Construction					
	Louis Collier Hall Science Building Renovation	Planning	Planning	Planning	Construction	Bidding	Construction	Construction	Construction	Construction	Construction	Construction					
	Data Science and Analytics Center	Planning	Planning	Planning	Construction	Bidding	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction
SULC	Renovations and Additions to Existing Law Library	Planning	Bidding	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction					
SUAG	Disaster Relief Mega Shelter	Planning	Bidding	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction	Construction					

# Southern University System

## Active Capital Improvement Project Tracking

**Key**

Planning and Design
CMAR Selection

Bidding and Contracting
Construction

**Self-Funded Projects**

Project Title	FY2023-24				FY2024-25				FY2025-26				FY2026-27			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
SUBR	New Student Union															
	Honors Dorm															
	Global Innovation and Welcome Center															
	Public Safety Building															
	TH Harris Learning Lobby															
	Outdoor Classroom/Amphitheatre															

# Southern University System

## Active Capital Improvement Project Tracking

### New FY24 Projects in the Capital Outlay Act (Act 465/2023)

**Key**

Planning and Design	Bidding and Contracting	Multiple SubProjects - Design & Construction
CMAR Selection	Construction	

**New FY24 Capital Outlay Projects**

Project Title		FY2023-24				FY2024-25				FY2025-26				FY2026-27				FY2027-2028			
		1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
SUBR	New Southern University Laboratory School Complex																				
	Replace Chilled Water Lines																				

**Self-Funded Projects**

Project Title		FY2023-24				FY2024-25				FY2025-26				FY2026-27				FY2027-2028			
		1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
SUBR	Global Innovation and Welcome Center, Phase II																				
	Center for Innovation, Entrepreneurship and Community Engagement																				
SUNO	Nursing and Allied Health Building																				
SUSLA	HVAC Renovations																				
SUAG	High Tech Meat Processing Facility Expansion																				

**FINANCE COMMITTEE**  
**(Following Facilities and Property Committee)**  
Board of Supervisors' Meeting Room  
J. S. Clark Administration Bldg. 2nd Floor  
Baton Rouge, LA.

**AGENDA**

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s)
  - A. Request Approval of FY 2023-2024 Operating Budgets (SUS)
    1. Southern University System Budget Narrative
    2. Southern University System Employee Schedule
    3. Southern University Board and System Administration Operating Budget
    4. Southern University Board and System Inter-Institutional Cost Transfer Budget
    5. Southern University Board and System Administration Inter-Institutional Transfers  
Direct Charges Budget
    6. Southern University Board and System Special Meals and Miscellaneous Travel  
Budget
    7. Southern University Baton Rouge Campus Operating Budget
    8. Southern University Law Center Operating Budget
    9. Southern University New Orleans Campus Operating Budget
    10. Southern University Shreveport Campus Operating Budget
    11. Southern University Agricultural Research and Extension Center Operating Budget
    12. SUBR Athletics Intercollegiate Budget
    13. SUNO Athletics Budget
    14. SUSLA Athletics Budget

6. Other Business

7. Adjournment

**MEMBERS**

Dr. Arlanda Williams- Chairman, Ms. Ann Smith – Vice-Chair,  
Mr. Sam Gilliam, Mrs. Christy Reeves, Atty. Domoine Rutledge, and Dr. Leon Tarver, II  
Mr. Myron K. Lawson - Ex Officio



**ATTACHED SEPARATELY**

# **GOVERNANCE COMMITTEE**

**(Following Finance Committee)**

Board of Supervisors' Meeting Room  
J. S. Clark Administration Bldg. 2nd Floor  
Baton Rouge, LA.

## **AGENDA**

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s)
  - A. Request Approval of Power-Based Violence/Sexual Misconduct Policy - Policy Number 6-001 (SUS)  
*This policy update will bring the Southern University System into greater uniformity with the best practices set out by the Board of Regents as well as bring us into compliance with the Student Due Process and Protection Act.*
  - B. Title IX Formal Grievance Procedure Policy - Policy Number 6-002 (SUS)  
*This policy update will bring the Southern University System into greater uniformity with the best practices set out by the Board of Regents as well as bring us into compliance with the Student Due Process and Protection Act.*
6. Other Business
7. Adjournment

## **MEMBERS**

Rev. Dr. Samuel Tolbert - Chairman, Dr. Rani Whitfield – Vice-Chair,  
Dr. Leon Tarver, Ms. Christy Reeves, Mr. Jyron Young, Atty. Edwin Shorty  
Mr. Myron K. Lawson - Ex Officio



**POLICY TITLE**  
***POWER-BASED VIOLENCE/SEXUAL MISCONDUCT***

**POLICY NUMBER**  
***6-001***

<b>Responsible Unit:</b> <i>System Office for Compliance</i>	<b>Effective Date:</b> <i>08/19/2023</i>
<b>Responsible Official:</b> <i>System Director for Compliance</i>	<b>Last Reviewed Date:</b> <i>08/19/2023</i>
<b>Policy Classification:</b> <i>Safety and Security Policies</i>	<b>Origination Date:</b> <i>08/2015</i>

**I. POLICY STATEMENT AND RATIONALE**

The Southern University System (System) is committed to the highest quality and most impactful educational experiences for all students in its institutions. These experiences are key to Louisiana's prosperity and growth, and rely on campus environments that are safe, inclusive, and protective for the entire postsecondary education community. Leadership at all levels must collaborate on policy development and take all necessary steps to prevent discrimination, harassment, misconduct, and psychological and physical violence. Ultimately, we must fully commit to building and sustaining a strong culture of respect across the System and its institutions.

Additionally, the System is committed to ensuring all students are guaranteed their due process rights as guaranteed by the U.S. Constitution, the Louisiana Constitution, and the Student Due Process and Protection Act.

This Policy on Power-Based Violence/Sexual Misconduct, promulgated pursuant to Act 472 of the 2021 Regular Legislative Session of the Louisiana Legislature, sets forth processes and procedures to guide the stakeholders of the System and its institutions in maintaining safety and protection for students and employees. Power-based violence is defined as any form of interpersonal violence intended to control or intimidate another person through the assertion of power over the person. It includes but is more expansive than sexual misconduct and Title IX misconduct. (See defined terms in Policy Definitions.)

Upon the effective date of this Policy, all institutions of the System shall immediately begin

complying with this Policy. This Policy and all related processes shall be posted on the website of each institution of the System.

The Board of Supervisors of the Southern University System prohibits discrimination on the basis of sex in any of its institutions. This Policy applies to all institutions of the System in accordance with federal and state law, including Act 472 of the 2021 Legislative Session of the Louisiana Legislature (Act 472), as amended, Title IX of the Education Amendments of 1972 (Title IX), Title VII of the Civil Rights Act of 1964 (Title VII), the Violence Against Women Act (VAWA), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and other applicable laws.

*The comprehensive scope of this Policy includes procedures to address both power-based violence (which includes sexual misconduct) and Title IX misconduct (see Title IX Formal Grievance Procedure, Policy Number 6-002). The Title IX Formal Grievance Procedure (Policy Number 6-002) shall supplement this Policy. All institutions of the System shall implement this Policy and related procedures, practices, and educational programs to prevent, respond to, and redress incidents involving acts of power-based violence including sexual misconduct and Title IX misconduct. This Policy is designed to help the institutions of the System create and maintain safe learning, working, and living environments for all individuals who participate in the institutions' activities and programs, including online instruction. It reflects the System's strong commitment to promoting an environment that is free from power-based violence, which includes sexual misconduct and Title IX misconduct.*

The System Office for Compliance may develop supplementary procedures to further support the implementation of this Policy among the institutions of the System. However, this Policy establishes various mandatory obligations with which all supplementary procedures must comply.

Inquiries about the application of this Policy should be directed to the respective Title IX Coordinator for each institution of the System. The Title IX Coordinator's contact information shall be available on each Institution's Title IX website. Each Institution shall provide additional information about Title IX on their respective Title IX websites and provide additional information about the U.S. Department of Education's Office for Civil Rights.

This Policy is not intended to infringe upon or restrict rights guaranteed by the United States Constitution, including the right to free speech under the First Amendment or the due process clauses of the Fifth and Fourteenth Amendments.

## **II. NOTICE OF NON-DISCRIMINATION**

The following Notice of Non-Discrimination must be distributed to all students, employees, applicants for admission and employment, and other relevant individuals. The notice must be prominently displayed on the website of each institution of the System and included in publications of general distribution that provide information to students and employees.

*Title IX is a federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Title IX prohibits use of federal money to support sex discrimination in education programs and provides individuals protection against such*

practices.

*In compliance with federal law and USDOE federal guidance, including provisions of Title VII of the Civil Rights Act of 1964 (Title VII), Title IX of the Education Amendments of 1972 (Title IX), Section 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, the Age Discrimination in Employment Act of 1967 (ADEA), Executive Order 11246, Executive Order 13988, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, an institution of the Southern University System shall not discriminate against individuals on the basis of their race, sex, sexual orientation, gender identity, gender expression, religion, color, nation or ethnic origin, age, disability, military service, covered veteran's status, or genetic information in its administration of education policies, programs, or activities; admission policies; scholarship and loan programs; athletic or other institution-administered programs; or employment.*

*As part of their commitment to maintaining a community free of discrimination, and in compliance with Title IX's mandate, institutions of the Southern University System shall address allegations of power-based violence and sexual misconduct, including sexual harassment and sexual assault, in a timely and effective manner. Further, institutions of the Southern University System will provide resources as needed for affected persons (Reporters, Complainants, Respondents, and third parties within the institution's community) and will not tolerate retaliation against any person who reports or participates in the investigation of alleged power-based violence or sex/gender discrimination.*

### **III. POLICY SCOPE AND AUDIENCE**

This Policy serves as the System's overarching policy against power-based violence in all of its forms. It outlines procedures mandated by state law and identifies best practices that address both Title IX misconduct and power-based violence, which includes sexual misconduct.

This Policy is intended to address individuals who have been affected by power-based violence, whether as a Complainant, a Respondent, or a witness, and to provide fair and equitable procedures for all parties. It is applicable to all institutions of the Southern University System with respect to conduct that occurs both on and off campus.

Power-based violence, which is addressed in this overarching Policy, is a broader term that covers gender/sex-based misconduct beyond the Title IX Regulations' "sexual harassment" definition. Power-based violence prohibited by this Policy includes conduct defined in Act 472. (See defined terms in Policy Definitions.)

The Title IX Formal Grievance Procedure (Policy Number 6-002) cover a narrower sub-set of misconduct (i.e., Title IX misconduct) that must be addressed under a defined formal grievance process as required by the U.S. Department of Education under new Title IX Regulations, effective August 14, 2020. When power-based violence meets the criteria

specified in the Title IX Regulations, it must be addressed under the Title IX Formal Grievances Procedures, and not this overarching Power-Based Violence/Sexual Misconduct Policy, to the extent the processes differ between the two policies. (See 34 C.F.R. §106.44-.45.)

“Sexual harassment” is defined in the Title IX Regulations (§106.30) as conduct on the basis of sex that satisfies one or more of the following:

1. An Institution’s faculty or staff member/employee conditioning the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct (Quid Pro Quo);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking. (See defined terms in Policy Definitions.)

The Title IX Formal Grievance Procedure (Policy Number 6-002) applies to an Institution’s education program activity, which is defined by the Title IX Regulations to include locations, events, or circumstances in which an Institution exercises substantial control over both the Respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the Institution. Under the Title IX Regulations, the Title IX Formal Grievance Procedure do not apply to any education program or activity that does not occur in the United States (§106.44(a)).

However, power-based violence that is not covered by the Title IX Formal Grievance Procedure (Policy Number 6-002), such as off-campus power-based violence alleged to have an on-campus effect or occurring during a study abroad program, may be addressed under this broader Policy.

This Policy and its related procedures are intended to ensure that all students and employees impacted by an incident or Formal Complaint of power-based violence receive appropriate support and fair treatment, and that allegations of power-based violence are handled in a prompt, thorough, and equitable manner.

#### **IV. POLICY COMPLIANCE**

The System and its institutions are subject to this Policy and all related procedures. Each Institution’s Title IX Coordinator is the responsible official for implementation of this policy on the institutional level.

#### **V. POLICY DEFINITION**

1. **Advisor:** In a Title IX misconduct case or other power-based violence case involving a student, a person chosen by a party or appointed by the Institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if any.

2. **Chancellor:** The chief executive officer of a public postsecondary education Institution.
3. **Coercion:** The use of express or implied threats, intimidation, or physical force, which places an individual in fear of immediate harm or physical injury or causes a person to engage in unwelcome sexual activity. Coercion also includes administering a drug, intoxicant, or similar substance with the intent to impair that person's ability to consent prior to engaging in sexual activity.
4. **Complainant:** An individual who is alleged to be the victim of behavior that could constitute power-based violence under this Policy (or an individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX) irrespective of whether a Formal Complaint has been filed.
5. **Confidential Advisor:** In a Title IX misconduct case or other power-based violence case involving a student, a person designated by an Institution to provide emergency and ongoing support to students who are alleged victims of power-based violence.
6. **Consent:** Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Silence alone, without actions evidencing permission, does not demonstrate Consent. Consent must be knowing and voluntary. To give Consent, a person must be of legal age. Assent does not constitute Consent if obtained through coercion or from an individual whom the Alleged Offender knows or reasonably should know is incapacitated. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one's responsibility to obtain Consent. Consent to engage in sexual activity may be withdrawn by any person at any time. Once withdrawal of Consent has been expressed, the sexual activity must cease. Consent is automatically withdrawn by a person who is no longer capable of giving Consent. A current or previous consensual dating or sexual relationship between the parties does not itself imply Consent or preclude a finding of responsibility.
7. **Decision Maker:** An individual or group of individuals selected by the Institution and charged with determining responsibility for an allegation of power-based violence.
8. **Employee:** An employee is defined as:
  - a. An administrative officer, official, or employee of the System or its institutions;
  - b. Anyone appointed to the Board of Supervisors of the Southern University System;
  - c. Anyone employed by or through the System or its institutions; or
  - d. Anyone employed by a foundation or association related to the System or its institutions.

The employee category does not include a student enrolled at a public postsecondary institution whose employment is contingent upon enrollment as a student unless the

student works for the institution in a position such as a teaching assistant or residential advisor.

9. **Formal Complaint:** A signed document filed by a Complainant or signed by the Title IX Coordinator alleging power-based violence or retaliation and requesting the Institution investigate and possibly adjudicate the alleged issue. A third party who knows of or witnessed an incident of power-based violence but who did not suffer such conduct themselves may request that the University treat their third-party Report as a Formal Complaint. The Institution can convert a Report to a Formal Complaint if it determines that, in order to meet its state or federal obligations to provide a safe and nondiscriminatory environment for the broader institutional community, it must take further steps to address and resolve the matter.

For purposes of alleged misconduct that satisfies the jurisdictional requirements of Title IX, see Formal Complaint in the Title IX Formal Grievance Procedure (Policy Number 6-002).

10. **Fully Participate:** includes the opportunity to make opening and closing statements, to examine and cross-examine witnesses, and to provide the Complainant or the Respondent with support, guidance, and advice.
11. **Institution:** The Southern University System or its institutions.
12. **Informal Resolution:** A voluntary process that is separate and distinct from an Institution's investigation and adjudication processes that allows the parties (i.e., Complainant and Respondent) to reach a mutually agreeable resolution.
13. **Incapacitation:** An individual is considered to be incapacitated if, by reason of mental or physical condition, the individual is manifestly unable to make a knowing and deliberate choice to engage in sexual activity. Individuals who are asleep, unresponsive, or unconscious are incapacitated. Other indicators that an individual may be incapacitated include, but are not limited to, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, vomiting, or inability to perform other physical or cognitive tasks without assistance.
14. **Investigators:** Individuals designated by the System Director for Compliance or the Title IX Coordinator to conduct an investigation of alleged power-based violence. The Investigators will be trained individuals who objectively collect and examine the facts and circumstances of potential violations of this Policy and document them for review. The Investigators will be neutral and will not have a conflict of interest or bias against the Complainant or the Respondent, or Complainants and Respondents generally.
15. **Mandatory Reporter:** An individual who is obligated by law to report any knowledge they may have of power-based violence. For the purposes of this Policy, mandatory reporters include Responsible Employees. (See definition of Responsible Employee.)
16. **Power-based Violence:** Any form of interpersonal violence intended to control



or intimidate another person through the assertion of power over the person, to include the following:

- a. Dating violence (R.S. 46:2151(C)).
- b. Domestic abuse and family violence (R.S. 46:2121.1(2) and 2132(3)). For the purpose of this Part, domestic abuse shall also include any act or threat to act that is intended to coerce, control, punish, intimidate, or exact revenge on the other party, for the purpose of preventing the victim from reporting to law enforcement or requesting medical assistance or emergency victim services, or for the purpose of depriving the victim of the means or ability to resist the abuse or escape the relationship.
- c. Nonconsensual observation of another person's sexuality without the other person's consent, including voyeurism (R.S. 14:283.1), video voyeurism (R.S. 14:283), nonconsensual disclosure of a private image (R.S. 14:283.2), and peeping tom activities (R.S. 14:284).
- d. Sexual assault (R.S. 14:41, 42 through 43.5, 89, 89.1, and 106).
  - i. Sexual Battery (14:43.1)
  - ii. Misdemeanor sexual battery (14:43.1.1)
  - iii. Second degree sexual battery (14:43.2)
  - iv. Oral sexual battery (14:43.3)
  - v. Female genital mutilation (14:43.4)
  - vi. Intentional exposure to HIV (14:43.5)
  - vii. Crime against nature (14:89)
  - viii. Aggravated Crime against nature (14:89.1)
  - ix. Obscenity (14:106)
- e. Sexual exploitation means an act attempted or committed by a person for sexual gratification, financial gain, or other advancement through the abuse of another person's sexuality including prostituting another person (R.S. 14:46.2 and 82 through 86).
  - i. Human Trafficking (14:46.2)
  - ii. Prostitution (14:82)
  - iii. Prostitution of person under 18 (14:82.1)
  - iv. Purchase of commercial sexual activity (14:82.2)
  - v. Solicitation for prostitutes (14:83)
  - vi. Inciting prostitution (14:83.1)
  - vii. Promoting prostitution (14:83.2)
  - viii. Prostitution by massage (14:83.3)
  - ix. Sexual massages (14:83.4)
  - x. Pandering (sexual) (14:84)
  - xi. Letting premises for prostitution (14:85)
  - xii. Enticing persons into prostitution (14:86)
- f. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or inappropriate conduct of a sexual nature when the conduct explicitly or implicitly affects an individual's employment or education, unreasonably interferes with an individual's work or educational performance, or creates an intimidating, hostile, or offensive work or educational environment and has no legitimate relationship to the subject

- matter of a course or academic research.
  - g. Stalking (R.S. 14:40.2) and cyberstalking (R.S. 14:40.3).
  - h. Unlawful communications (R.S. 14:285).
  - i. Unwelcome sexual or sex- or gender-based conduct that is objectively offensive and has a discriminatory intent.
17. **President:** The president of the Southern University System.
  18. **Respondent:** An individual who has been accused in a Report or Formal Complaint of misconduct that could constitute power-based violence prohibited under this Policy (or, under the Title IX Formal Grievance Procedure (Policy Number 6-002), an individual alleged to be the perpetrator of conduct that could constitute sexual harassment under Title IX).
  19. **Responsible Employee:** An employee who receives a direct statement regarding or witnesses an incident of power-based violence. Responsible Employee does not include an employee designated as a Confidential Advisor pursuant to R.S. 17:3399.15(B) or an employee who has privileged communications with a student as provided by law.
  20. **System:** The Southern University System/Southern University and A&M College System.
  21. **Supportive Measures:** Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the Institution's educational environment, or deter sexual harassment. Supportive Measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus, and other similar measures.
  22. **Title IX Coordinator:** The individual designated by the System Director for Compliance or the Institution as the official for coordinating the Institution's efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 and Act 472 the 2021 Regular Legislative Session of the Louisiana Legislature.
  23. **Title IX Formal Grievance Procedure:** A process for addressing and resolving a "Formal Complaint" that satisfies requirements set forth in 34 C.F.R. §106.30. See System Policy Number 6-002, Title IX Formal Grievance Procedure.
  24. **Title IX Sexual Harassment:** For the purposes of determining whether power-

based violence will be treated as a potential violation of Title IX in accordance with the Title IX Formal Grievance Procedure (Policy Number 6-002). Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of the Institution conditioning the provision of an aid, benefit, or service of the Institution on an individual's participation in unwelcome sexual conduct;
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- c. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

## **VI. POLICY IMPLEMENTATION PROCEDURES**

### **I. SAFETY EDUCATION**

A healthy and prevention-minded campus culture allows students to learn to the best of their abilities on a safe and nurturing campus. Robust education and training programs for both students and employees are the cornerstone of these efforts and essential to building a culture in which sexual misconduct is rare and both Complainants and Respondents are well supported. Prevention depends on clear and well-communicated guidelines, underpinned by regular education on understanding of sexual misconduct and power-based violence, positive versus harassing behaviors, tools for reporting harassment and adjudicating disputes, and sanctions for violations.

Based on System policy, each Institution's Title IX Coordinator shall develop and distribute information to students regarding power-based violence, campus safety, and internet and cell phone safety and online content that is a potential threat to school safety.

The information shall include the following:

- A. Instruction on how to identify and prevent power-based violence and how to detect potential threats to school safety exhibited online, including on any social media platform;
- B. How to report incidents of power-based violence, crimes on campus, violations of the student code of conduct, and possible threats to campus safety (i.e., through online Maxient Incident Reporting Forms/Links); and
- C. Where to find reports regarding campus safety.

The information shall be distributed as part of new student orientation and shall be posted on an easily accessible page of each Institution's website.

The reporting process for possible threats to the campus shall, at a minimum, include:

- A. A standardized form through an online reporting platform (i.e., Maxient) to be used by students, faculty, other personnel, and the public to report potential threats. The form shall request, at a minimum, the following information:
  - a. Name of Institution, person, or group being threatened;
  - b. Name of student, individual, or group threatening violence;
  - c. Date and time the threat was made; and
  - d. Method by which the threat was made, including the social media outlet or website where the threat was posted, a screenshot or recording of the threat, if available, and any printed evidence of the threat.
  
- B. A process for allowing anonymous reporting and for safeguarding the identity of a person who reports an incident of power-based violence or a safety threat.

## 2. RETALIATION PROHIBITION

Retaliation is expressly prohibited under this Policy. Retaliation includes, but is not limited to, intimidation, harassment, threats, or other adverse action or speech against the person who reported the misconduct, the parties, and their witnesses.

The System prohibits retaliation against anyone who: 1) in good faith reports what they believe is power-based violence, 2) cooperates with an investigation or proceeding under this Policy, or 3) opposes conduct that they believe to violate this Policy. However, an individual who reports an incident of power-based violence or participates in an investigation or proceeding and has perpetrated or assisted in the perpetration of committing the power-based violence reported, is still subjected to an investigation for a potential violation of this Policy and may be subject to disciplinary action.

Institutions will not only take steps to prevent retaliation but will also take strong corrective action if it occurs. Anyone who believes they have been retaliated against shall immediately report it to the Title IX Coordinator, who will treat it as a Report. Any individual found to have retaliated against another individual will be in violation of this Policy and will be subject to disciplinary action. Employees who are Mandatory Reporters (i.e., Responsible Employees) under this Policy are required to report retaliation.

Anyone who knowingly makes a false accusation of unlawful discrimination, harassment, or retaliation of any form will be subject to an investigation, under the student code of conduct or the disciplinary procedures set forth by Human Resources, for a potential violation of this Policy and may be subject to disciplinary action, up to and potentially including termination for employees and expulsion for students.

## 3. REPORTING POWER-BASED VIOLENCE

Anyone can report an incident of power-based violence (to include sexual misconduct and Title IX misconduct).

A Report can be made by any individual who has:

- A. Experienced or been affected by power-based violence (i.e., First-Party Reporter);  
or
- B. Knowledge of or witnessed power-based violence happening to or affecting someone else (i.e., Third-Party Reporter).

All individuals are strongly encouraged to report incidents of power-based violence even if the individual does not **intend** to pursue a Formal Complaint. In addition, the Institution should take prompt action to provide Supportive Measures for the safety and well-being of any affected person as well as the campus community.

Every report of an incident of power-based violence or a safety threat received shall be documented along with the actions taken by the Institution and the Institution's law enforcement agency. These threats shall be immediately forwarded to the respective campus law enforcement agency upon receipt.

#### i. REPORTING PROCEDURE

To make a Report, a reporting individual should report the incident to the Title IX Coordinator. Reports may also be made to any Responsible Employee, including Human Resources staff. Responsible Employees must send all reports of alleged Power-Based Violence to the appropriate Title IX Coordinator for the Institution.

Reports may be made in-person, mail, email, or through an online reporting platform (i.e., Maxient Incident Reporting Forms).

The name and contact information for each Institution's Title IX Coordinator is located on its website.

The alleged victim shall have a right to obtain a copy of any Report made that pertains to the alleged victim.

After making a Report, an individual may choose to file or request a Formal Complaint and pursue resolution (under this Policy or the Title IX Formal Grievance Procedure (Policy Number 6-002), as applicable) or, if applicable, an Informal Resolution involving the Respondent; may choose to be involved or not be involved in an Institution's investigation and any related proceedings; or may choose to end involvement in the process.

#### a. ONLINE REPORTING

Each Institution has an online reporting system (i.e., Maxient) to collect anonymous disclosures of incidents of power-based violence and crimes and to track patterns of power-based violence and crimes on campus. The online system shall include information regarding how to report an incident of power-based violence or crime to a Responsible Employee and law enforcement and how to contact a Confidential Advisor.

#### ii. MANDATORY REPORTING FOR EMPLOYEES

An employee who receives a direct statement regarding or witnesses an incident of power-based violence committed by or against a student is a Responsible Employee (unless they are designated specifically as a Confidential Advisor). A Responsible Employee shall promptly report the incident to the Institution's Title IX Coordinator. (See definition of Responsible Employee.)

A Responsible Employee must report the following to the Title IX Coordinator:

1. The identity of the alleged victim;
2. The identity of the alleged perpetrator;
3. The type of power-based violence or retaliation alleged to have been committed;
4. Any other information about witnesses, location, date, and time that the incident occurred; and
5. Any other relevant information.

However, according to state law, a Responsible Employee is not required to make a Report if information involving power-based violence was received in the following circumstances:

1. During a public forum or awareness event in which an individual discloses an incident of power-based violence as part of educating others;
2. Disclosure made in the course of academic work consistent with the assignment; or
3. Disclosure made indirectly, such as during the overhearing of a conversation.

If an individual chooses to make an initial report to an employee other than the Title IX Coordinator, that employee must refer the information to the Title IX Coordinator because the Title IX Coordinator bears responsibility for responding to reports of power-based violence. Once the information is received by the Title IX Coordinator, it shall constitute a Report.

The System recommends as a best practice that, if an employee believes an individual may intend to share any information regarding an instance of power-based violence, the employee should seek to confirm that the reporting party understands the employee's obligations as a mandatory reporter. If the reporting party would prefer to speak with a confidential resource, the employee shall direct the reporting party to a confidential resource. Each Institution's list of confidential resources is on their websites.

### iii. CONFIDENTIAL AND ANONYMOUS REPORTING

In accordance with state law, unless waived in writing by the alleged victim, the identity of an alleged victim of an incident reported under R.S. 17:3399.13 is confidential and not subject to disclosure except to:

- A. A person employed by or under contract with the Institution to which the Report is made, if the disclosure is necessary to conduct the investigation

- of the Report or any related hearings;
- B. A law enforcement officer as necessary to conduct a criminal investigation of the Report;
- C. A person alleged to have perpetrated the incident, to the extent required by law; or
- D. A potential witness to the incident as necessary to conduct an investigation of the Report.

**Note:** Consistent with FERPA's prohibition on re-disclosure of confidential information, any person who receives another person's confidential information solely as a result of participation in any investigation or proceeding under this Policy is prohibited from using or disclosing such confidential information outside of such forums without express consent or for any improper purpose. This provision only applies to other people's confidential information, as a party is never restricted from discussing their own experience. This provision does not apply to any information learned outside of an investigation or proceeding under this Policy.

An alleged victim shall be advised of the right to seek a Confidential Advisor. (See additional information pertaining to Confidential Advisors.)

#### iv. ADMINISTRATIVE REPORTING

In accordance with state law, an Institution's Title IX Coordinator, the Institution's Chancellor, the President, and the System are required to submit summarized reports on power-based violence incidents and to publish those reports on their respective websites.

- A. **Title IX Coordinator:** Not later than October Tenth (10) and April Tenth (10) of each year, the Title IX Coordinator of an Institution shall submit to the Chancellor and the System Director for Compliance a written report on the Reports received in accordance with the information required by the Board of Regents and La. R.S. 17:3399.13.1. The Title IX Coordinator of an Institution shall immediately report to the Chancellor and the System Director for Compliance an incident reported to the Title IX Coordinator if the Title IX Coordinator has cause to believe as a result of the incident that the safety of any person is in imminent danger.
- B. **Chancellor:** The Chancellor of each Institution shall submit a report to the Board of Supervisors, President, and System Director for Compliance within fourteen (14) days of receiving the report from the Title IX Coordinator in accordance with the information required by the Board of Regents and La. R.S. 17:3399.13.1. The Title IX Coordinator shall ensure the Chancellor's report is posted on the Institution's website.
- C. **President:** The President shall submit a system-wide summary report within fourteen (14) days of receiving the reports from the Chancellors to the Board of Supervisors in accordance with the information required by the Board of Regents and La. R.S. 17:3399.13.1. The System Director for Compliance shall ensure the President's report shall be published on the System's website.

D. **System:** The System shall annually send an annual system-wide summary report to the Board of Regents by December Thirty-First (31) in accordance with the information required by the Board of Regents and La. R.S. 17:3399.13.1. The System Director for Compliance shall ensure the System's report is sent to the Board of Regents.

v. **EMPLOYEE'S FAILURE TO REPORT OR FALSE REPORTING**

A Responsible Employee who is determined by the disciplinary procedures set forth by Human Resources to have knowingly failed to make a Report or, with the intent to harm or deceive, made a Report that is knowingly false shall be terminated.

vi. **STUDENT'S FALSE REPORTING**

Any student who knowingly and in bad faith makes a false accusation of power-based violence or retaliation of any form will be subject to an investigation under the code of student conduct for a potential violation of this Policy and may be subject to disciplinary action.

vii. **IMMUNITIES AND AMNESTY**

An individual acting in good faith who reports or assists in the investigation of a report of an incident of power-based violence, or who testifies or otherwise participates in a disciplinary process or judicial proceeding arising from a report of such an incident may not be subjected to any disciplinary action by the Institution in which the individual is enrolled or employed for any violation of the code of conduct reasonably related to the incident for which suspension or expulsion from the campus is not a possible punishment.

Immunity shall not apply to an individual who perpetrates or assists in the perpetration of power-based violence.

Each Institution shall provide an amnesty policy for any student who reports, in good faith, power-based violence to the Institution. Such student shall not be sanctioned by the Institution for a nonviolent student conduct violation, such as underage drinking, which is revealed in the course of making such a report.

4. **POWER-BASED VIOLENCE GRIEVANCE PROCEDURE**

*This Section describes the investigation and resolution process for cases in which the Respondent is a student and in which the conduct alleged does not fall within the scope of the Title IX misconduct.*

In addition to compliance with federal and state laws and regulations, the System has prescribed and identified a set of best practices, in accordance with Act 472, which Institutions should implement to address the resolving of power-based violence.

Institutions should investigate all Reports of power-based violence reported to the Title IX



Coordinator regardless of whether the Report becomes a Formal Complaint. The investigation and adjudication procedures (if needed) will be prompt, fair, and impartial.

The Complainant and the Respondent shall have the right to an Advisor, who at the Complainant or the Respondent's expense, may be an attorney or a non-attorney advocate who may fully participate during any stage of this power-based violence grievance procedure.

#### i. INITIAL STEPS & DETERMINATION OF APPROPRIATE PROCEDURES

Once the Title IX Coordinator learns of any Report of alleged power-based violence or sex/gender discrimination, the Title IX Coordinator should perform an initial assessment prior to moving forward with an investigation (if one is required/requested) to determine the proper procedure in which the power-based violence matter should be handled.

*If the alleged violence satisfies the USDOE's definition of Title IX sexual harassment (Title IX misconduct), the Title IX Coordinator should ensure investigation and adjudication of the allegation pursuant to the Title IX Formal Grievance Procedure (Policy Number 6-002).*

*Non-Title IX misconduct cases involving employees as Respondents shall be transferred to and handled by Human Resources pursuant to the System's Discrimination, Harassment, Sexual Harassment, and Sexual Violence Policy. Human Resources shall provide the Title IX Coordinator with the information required to satisfy the reporting requirements mandated by La. R.S. 17:3399.13.1.*

#### a. INITIAL CONTACT WITH POTENTIAL COMPLAINANT

As soon as is practicable (but no later than five working days following actual notice), the Title IX Coordinator shall contact the potential Complainant and schedule an initial meeting. The Complainant will be notified that they are entitled to have an Advisor accompany them to any meeting or interview related to the power-based violence process. At the initial meeting, the Title IX Coordinator will:

- 1) Give the potential Complainant a copy of the relevant policies;
- 2) Provide the Complainant with a copy of the Student Due Process and Protection Act;
- 3) Explain the process for filing a Formal Complaint with the Title IX Coordinator;
- 4) Provide the potential Complainant with information regarding the rights/responsibilities as a party in this matter;
- 5) Explain the process for investigating and resolving a power-based violence Formal Complaint (including the available appeal procedures);
- 6) Explain the procedural differences based on Title IX v. power-based violence conduct;
- 7) Instruct the potential Complainant not to destroy any potentially

- relevant documentation in any format;
- 8) Inform the individual of the availability of Supportive Measures with or without the filing of a Formal Complaint;
  - 9) Discuss the potential Complainant's expressed preference for manner of resolution and any barriers to proceeding (e.g., confidentiality concerns);
  - 10) Explain the prohibition against retaliation;
  - 11) Explain the options for reporting to law enforcement authorities (whether on campus or local police);
  - 12) Discuss the formal and informal resolution process;
  - 13) Inform the Complainant that they have the right to utilize a Confidential Advisor or any other Advisor of their choosing throughout the process;
  - 14) Request additional information regarding the reported incident; and
  - 15) Communicate necessary details of the Report to the campus police department for entry into the Institution's daily crime log.

b. SUPPORTIVE MEASURES

If the Title IX Coordinator receives notice of alleged power-based violence, whether through online reporting or other reporting methods, the Title IX Coordinator shall contact the Complainant to discuss the availability of Supportive Measures with or without the filing of a Formal Complaint and consider the Complainant's wishes with respect to Supportive Measures. Supportive Measures shall also be made available to the Respondent.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent regardless of whether a Formal Complaint has been filed. Such measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, and increased security and monitoring of certain areas of the campus, and other similar measures.

Supportive Measures shall be designed to restore or preserve access to the Institution's education program or activity, including measures designed to protect the safety of all parties and the Institution's educational environment.

If supportive measures are issued that have a negative effect on the Respondent, who is a student, and a Formal Complaint is filed, the Title IX Coordinator must issue written notice explaining the reasons for enacting the measures to the Respondent within seventy-two hours of the supportive measures being issued or a Formal Complaint is filed, whichever is later. Within seven business days of the written notice, unless otherwise waived by the Respondent, a supportive measures hearing must be conducted to determine whether there is substantial evidence that the Respondent poses a risk to the physical safety of the Complainant or a member of the campus community and that the supportive

measure is appropriate to mitigate that risk. The Title IX Coordinator must send a supportive measures hearing notice to the Complainant and the Respondent.

The supportive measures hearing is heard by the Decision Maker in the same manner in which resolution hearings are conducted. At the conclusion of the supportive measures hearing, the supportive measures that have a negative effect on the Respondent are either UPHeld, DENIED, or MODIFIED. In the event that any supportive measures are MODIFIED, any original measures can be lessened; however, the measures cannot be increased. The Title IX Coordinator shall send the Complainant and the Respondent a written notice of decision of the supportive measures hearing within twenty-hour (24) hours of the supportive measures hearing.

A Respondent's waiver of the right to a supportive measures hearing shall not constitute an admission of guilt or waiver of any additional rights.

#### e. FILING A FORMAL COMPLAINT

If a potential Complainant wishes to pursue an incident of power-based violence beyond simply reporting it, they may file a Formal Complaint. The filing of a Formal Complaint means that the individual is asking an Institution to take further steps, such as a full investigation and possibly an adjudication to resolve the alleged issue. Any Complainant (i.e., an alleged victim or survivor or someone who has otherwise been directly affected by power-based violence) may file a Formal Complaint, and the Institution will treat it as such.

An individual who is alleged to have been subjected to an incident of power-based violence (i.e., a victim or a person who has been directly affected by power-based violence) and subsequently files a Formal Complaint will be referred to as the Complainant.

Any Third-Party Reporter (i.e., someone who has knowledge of or witnessed power-based violence) may request an Institution to treat their Report as a Formal Complaint, but that request would not make the Third-Party Reporter the Complainant.

Similarly, the fact that the Title IX Coordinator converts a Report to a Formal Complaint does not make the Title IX Coordinator the Complainant. However, the Title IX Coordinator reserves the right to initiate a Formal Complaint in order to meet an Institution's Title IX obligations to provide a safe and nondiscriminatory environment and if the Institution determines that it must take additional steps to protect the campus community. Depending on the conduct alleged and the location of the incident, a Formal Complaint and subsequent investigation will be governed by either this Policy or the Title IX Formal Grievance Procedure (Policy Number 6-002).

#### a. HOW TO FILE A FORMAL COMPLAINT

Individuals seeking to file a Formal Complaint may do so with the Title IX Coordinator. Formal Complaints shall be in writing, signed and include all information the individual believes to be relevant (e.g., time, location, nature of incident, names of individuals involved, witnesses to the incident, names of other persons affected by the incident, etc.).

Individuals seeking to file a Report shall be allowed to submit in electronic form (i.e., Maxient Incident Reporting Form), or in person, whereby the individual can file a Formal Complaint by meeting with the Title IX Coordinator to provide a verbal description of the power-based violence which the Title IX Coordinator will use to draft a written document that the individual will review, verify, and sign to constitute a Formal Complaint.

*Note: If the Formal Complaint filed satisfies the requirements of a Title IX Formal Complaint as defined by 34 CFR §106.30, the Title IX Coordinator shall proceed under the Title IX Formal Grievance Procedure (Policy Number 6-002).*

#### b. WITHDRAWAL OF FORMAL COMPLAINT

Institutions shall allow a Complainant to withdraw their Formal Complaint. If a Formal Complaint is withdrawn, the Title IX Coordinator shall assess the information provided and proceed accordingly. Withdrawal of the Formal Complaint shall ordinarily end the Formal Complaint and resolution process. However, the Title IX Office shall reserve the right to proceed with the Formal Complaint, even after the Complainant withdraws it, in order to protect the interests and safety of the Institution's community. In such cases, the Complainant shall be notified immediately of the Institution's decision to proceed.

#### ii. NOTICE TO RESPONDENT

The person alleged to have committed power-based violence is called the Respondent. The Respondent should be notified in writing that a Formal Complaint alleging power-based violence has been filed against them. The Respondent should be advised that they may have an Advisor accompany them to any meeting or interview related to the investigation and resolution process.

Within seven (7) days of receiving notice of the Formal Complaint, the Respondent should arrange to meet with the Title IX Coordinator to review the Formal Complaint. The Title IX Coordinator is required to provide the same information that was presented to the Complainant during their initial contact.

After reviewing the Formal Complaint and meeting with the Title IX Coordinator, the Respondent may choose to end the resolution process by accepting responsibility for the conduct alleged in the Formal Complaint. If the Respondent

accepts responsibility for the conduct alleged in the Formal Complaint, the Decision Maker shall determine the appropriate sanction for the Respondent. If the Respondent disputes the allegations in the Formal Complaint, the matter will proceed to an investigation.

iii. INVESTIGATION PROCESS

The Institution shall designate Investigators specifically trained in power-based violence investigations to conduct a prompt, thorough, and fair investigation. Assigned Investigators shall not be the Decision Makers.

The process shall begin with intake meetings conducted by the Title IX Coordinator. The investigation phase shall include interviewing the Complainant or Reporter, the Respondent, and any witnesses; reviewing law enforcement investigation documents if applicable; reviewing relevant student or employment files; and gathering and examining other relevant documents and evidence.

As a part of the investigation, the Institution shall provide an opportunity for all parties to present written statements, identify witnesses, and submit other evidence.

Both Complainants and Respondents shall be advised of the utilization of Advisors throughout the investigation process.

viii. FINDINGS & INVESTIGATIVE REPORT

At the conclusion of the investigation, Investigators shall prepare a report (Investigative Report) summarizing and analyzing the relevant facts determined through the investigation, with reference to any supporting documentation or statements. The report shall be delivered to the Title IX Coordinator, who shall analyze the report to ensure that the investigation was prompt, impartial, thorough, and consistent with this Policy. Before the Investigative Report is finalized, the Complainant and Respondent shall be given the opportunity to review one another's statements and may also be provided with a written summary of other information collected during the investigation if the information is requested and the Title IX Coordinator deems it appropriate to disclose.

A Complainant or Respondent shall submit any comments about their own statement, or on any investigation summary that might be provided, to the Investigators within five (5) calendar days after the statement or summary was provided. Following receipt of any comments submitted, or after the five-day comment period has lapsed without comment, the Investigator shall address any identified factual inaccuracies or misunderstandings, as appropriate.

The final Investigative Report shall provide a summary of the Investigators' impressions, including context for the evidence collected, but shall not make a

final determination as to whether a violation of the Policy occurred, reserving that decision (and any sanctions) for the appropriate decision maker(s). The parties shall be provided with a copy of the final Investigative Report simultaneously.

ix. RESOLUTION

a. INFORMAL RESOLUTION

For Formal Complaints with a student Respondent, at the discretion of the Title IX Coordinator, the parties shall be advised of their option to pursue an Informal Resolution as an alternative to a Formal Resolution. An Informal Resolution shall involve a remedies-based, non-judicial process designed to eliminate or address potential power-based violence. This process shall aim to assure fairness, to facilitate communication, and to maintain an equitable balance of power between the parties. Institutions shall not compel face-to-face confrontation between the parties or participation in any particular form of Informal Resolution.

The Title IX Coordinator shall make an initial decision about whether a case qualifies for an Informal Resolution. If both parties then agree to pursue that path, the Institution will halt any investigation or scheduled resolution hearing so that the parties can explore the possibility of Informal Resolution. Participation in an Informal Resolution is voluntary, and either party can request to end the Informal Resolution process at any time and commence or resume the investigation process. If the parties agree to a resolution during an Informal Resolution process, the Title IX Coordinator shall oversee its implementation, the Formal Complaint shall be deemed withdrawn, and the matter shall be terminated. An appeal of the process and its result shall not be permitted. The resolution shall be considered binding, and its breach would give rise to a new Formal Complaint.

b. FORMAL RESOLUTION

The Decision Maker is typically a hearing panel of three (3) trained members. However, the System Director for Compliance may approve a deviation.

The Title IX Coordinator or Investigator shall not be a Decision Maker.

The Title IX Coordinator shall select a chair for the hearing panel.

A resolution hearing shall be convened no earlier than ten (10) days and no later than thirty (30) days after the final report has been submitted to both parties unless there are documented circumstances approved by the System Director for Compliance.

The Decision Maker shall receive a copy of the final Investigative Report at least seven (7) days before the resolution hearing.

The Title IX Coordinator shall send notice of the resolution hearing to the Complainant and Respondent. The date of the resolution hearing shall be no less than seven (7) business days from receipt of the notice of the resolution hearing by the Complainant and Respondent.

The resolution hearing may be conducted in-person or remotely.

The parties will have the right to written notice of allegations, the right to an Advisor, and the right to submit, cross-examine, and challenge the evidence and witnesses at the resolution hearing.

Complainants will not have to come face-to-face with the Respondent during a hearing and will not have to answer questions posed personally by the Respondent. An Advisor will ask the Complainant questions on the Respondent's behalf, likewise an advisor will ask the Respondent questions on the Complainant's behalf. If a party does not have an Advisor present at the live hearing, the Institution must provide, without fee or charge to that party, an Advisor of the Institution's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

Institutions will provide "rape shield" protections and ensure that Complainants are not required to divulge any medical, psychological, or similar privileged records.

The parties are entitled to be accompanied to the resolution hearing by an Advisor or support person of their choice provided the involvement of such Advisor or support person does not result in the postponement or delay of the resolution hearing.

The Decision Maker shall deliberate in a closed session. The Decision Maker shall make a finding of responsible or not responsible. In making a determination of responsibility, the Decision Maker shall use the preponderance of the evidence standard.

If the Decision Maker makes a finding of responsibility, there should also be a determination of sanctions.

The Decision Maker shall issue written findings to the Title IX Coordinator with any sanctions, if applicable, within fourteen (14) days of the resolution hearing.

The Title IX Coordinator shall notify the Complainant and Respondent simultaneously of the written findings and any sanctions, if applicable, within two (2) business days of receiving the written findings from the Decision Maker.

Institutions must create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

### c. SANCTIONS

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- 1) The nature, severity of, and circumstances surrounding the violation(s);
- 2) The Respondent's disciplinary history;
- 3) Previous allegations or allegations involving similar conduct;
- 4) The need for sanctions/responsive actions to bring an end to the discrimination, harassment, or retaliation;
- 5) The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, or retaliation;
- 6) The need to remedy the effects of the discrimination, harassment, or retaliation on the Complainant and the community;
- 7) The impact on the parties; and
- 8) Any other information deemed relevant by the Decision Maker.

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested. Within 24 hours of the outcome of any appeal or the expiration of the window of appeal without an appeal being requested, the later of the two, the Title IX Coordinator shall notify Student Affairs of the Respondent's sanctions for implementation, monitoring, and execution.

The sanctions described in this Policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

The following are the usual sanctions that may be imposed upon a Respondent found Responsible of power-based violence:

- 1) **Community Service:** An assigned number of hours of service to an on or off-campus organization.
- 2) **Eviction from Facilities:** Removal from resident facilities or other campus facilities as designated in the written notification. Fees will not be refunded to a student who is evicted from residence facilities.
- 3) **Expulsion:** Permanent termination of student status and revocation of right to be on campus for any reason or to attend the System or its institutions' sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript. An expelled student may not apply for (re)admission to any institution in the System.
- 4) **Mandatory Withdrawal:** Forced removal from an academic course in which an offense occurred without credit for the course. Forced removal from a campus club/organization, University Royal Court, or position of student leadership.
- 5) **Probation:** A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the Respondent is found in violation of any institutional policy, procedure, or directive within a specific period of time. Terms of the probation will be articulated and may include denial of specified social privileges,



exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, or other measures deemed appropriate.

- 6) **Required Counseling:** A mandate to meet with an engage in either the System or its institutions' sponsored or external counseling to better comprehend the misconduct and its effects.
- 7) **Suspension:** Termination of student status for a definite period of time not to exceed two years or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at the System or its institutions.
- 8) **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any of the System or its institutions' policies, procedures, or directives will result in more severe sanctions/responsive actions.

#### x. GRIEVANCE PROCEDURE APPEALS

Appeals should only be raised on one or more of the following grounds:

- a. A procedural irregularity that affected the outcome of the matter;
- b. To consider new facts or information that were not known or knowable to the appealing party before or during the time of the resolution and that are sufficient to alter the decision; or
- c. The decision reached was not supported by a preponderance of evidence.

The Complainant or the Respondent may appeal a finding from the Decision Maker. A written notice of appeal outlining the reasons for appeal shall be filed with the Title IX Coordinator within ten (10) days after receiving the written findings and any sanctions, if applicable, from the Title IX Coordinator.

Upon receiving a written notice of appeal, the Title IX Coordinator shall provide a copy to the other party giving the other party five (5) days to provide a written response to the appeal. After the lapse of the response time, the Title IX Coordinator shall forward the appeal, appellate response, and case file to appellate adjudicator for adjudication of the appeal.

The appellate adjudicator shall be the System Director for Compliance or his or her designee. The appellate adjudicator may GRANT THE APPEAL or DENY THE APPEAL. If the appeal is granted, the appellate adjudicator may ORDER A NEW HEARING or REDUCE or MODIFY THE SANCTIONS.

Upon receipt of the appeal, appellate response, and case file, the appellate adjudicator shall have fourteen (14) days to issue a written decision with rationale to Title IX Coordinator. Upon receipt of the written decision from the appellate adjudicator, the Title IX Coordinator shall notify the Complainant and Respondent simultaneously of the written decision within two (2) business days.

If the appeal results in the reversal of a decision or a lessening of the sanction, the Institution shall reimburse the student for any tuition and fees paid for the period of

suspension, including a deferred suspension, or expulsion which had not been previously refunded, if applicable.

In the event that a New Hearing is ordered, the appellate Decision Maker shall not have been part of the initial resolution hearing decision. The notice of the New Hearing shall be sent by the Title IX Coordinator and comply with the requirements of the resolution hearing.

It should be noted that all previous and new information regarding the power-based violence matter may be used during the New Hearing. New sanctions, which may be lesser or greater than the original sanctions, may be imposed by the appellate Decision Maker if the Respondent is found responsible. The appellate decision is the final authority on the matter.

## 5. TRANSCRIPT WITHHOLDING, NOTATION, & COMMUNICATION

In accordance with state law, the System has implemented the following uniform transcript notation and communication procedures to effectuate communication regarding the transfer of a student who is the subject of a power-based violence Formal Complaint or who has been found responsible for an incident of power-based violence pursuant to an Institution's investigative and adjudication process.

For any student who is the subject of a power-based violence Formal Complaint and who attempts to transfer to another postsecondary institution, the Institution from which the student seeks to transfer (Sending Institution) shall either (1) withhold the transcript of the student or (2) place a notation on the student's transcript. If the Sending Institution does not know whether the student seeks to transfer to another institution, the student's transcript shall either be withheld or notated.

The Sending Institution shall notify the student that their transcript has been withheld or notated, and of the appeals process to have the hold or notation removed. Either the transcript is withheld or the notation remains on the transferring student's transcript until the Institution makes a determination that the transferring student is not responsible for power-based violence or the transferring student prevails in a request to appeal the withholding of a transcript or notation pursuant to Section VI.5.iii (Transcript Withholding and Notation Appeals), whichever occurs first.

### i. WITHHOLDING STUDENT TRANSCRIPTS

Upon the filing of a Formal Complaint, the Sending Institution shall place an administrative hold on the transcript of a student who is the subject of the Formal Complaint. For any student who is the subject of a power-based violence Formal Complaint that also constitutes sexual harassment under Title IX, the Institution should commence an investigation and place a notation on the student's transcript, rather than withholding the transcript.

When a student transcript is withheld, the institution to which the student seeks to transfer (Receiving Institution) must make a timely inquiry directed to the Sending

Institution regarding the purpose of the transcript hold. Upon such an inquiry, the Sending Institution must timely disclose appropriate and factual information, consistent with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

## ii. NOTATING STUDENT TRANSCRIPTS

Upon the filing of a Formal Complaint, the Institution may place a notation on the transcript of a student attempting to transfer to another postsecondary institution. For any student who is the subject of a power-based violence Formal Complaint that also constitutes sexual harassment under Title IX, the Sending Institution should commence an investigation and place a notation on the student's transcript, rather than withhold the transcript.

For a transferring student who the subject of a pending investigation, the notation on the transcript shall read: "**ADMINISTRATIVE MATTER PENDING**" or other notation sufficient to place the Receiving Institution on notice and trigger an inquiry regarding the notation directed to the Sending Institution.

For a transferring student for whom a final decision has been rendered, and the student has been found to be responsible for power-based violence, the notation on the transcript shall read: "**STUDENT FOUND RESPONSIBLE IN VIOLATION OF CODE OF CONDUCT**" or other notation sufficient to place the Receiving Institution on notice and trigger an inquiry regarding the notation directed to the Sending Institution.

When a student transcript is notated as described above, the Receiving Institution must make a timely inquiry directed to the Sending Institution regarding the purpose of the transcript notation. Upon such an inquiry, the Sending Institution must timely disclose appropriate and factual information, consistent with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

For a transferring student found to be responsible for power-based violence, the Sending Institution will maintain the notation on the student's transcript.

If a student is not found responsible, the Sending Institution must remove the notation and must send an updated version of the student's transcript to the Receiving Institution (if known).

## iii. TRANSCRIPT WITHHOLDING AND NOTATION APPEALS

A student whose transcript has been withheld or notated as described above may request a release of the hold or an expungement of the notation for good cause shown. Cause may include, but is not limited to, when (1) a student who transferred while under investigation was found not responsible or (2) a student was initially found responsible and later evidence showed that the student was in fact not responsible. In the second instance, an Institution must send an updated version

of the student's transcript.

Such requests shall be submitted in writing to the System Director for Compliance for his or her designee. The System Director for Compliance his or her designee shall notify the requesting student of his or her decision no later than seven (7) business days from the date that the appeal request is made. Decisions made by the System Director for Compliance or his or her designee are final.

#### iv. APPLICABILITY

State law requires that all Louisiana public postsecondary institutions implement these transcript notation and communication procedures. Nothing in these procedures shall prohibit or prevent a Sending Institution from withholding or notating the transcript of a student who is the subject of a power-based violence Formal Complaint, or who has been found responsible for a power-based violence, when such student seeks to transfer to a non-public postsecondary or out-of-state institution. The System recognizes an obligation to ensure investigation and adjudication of all complainants of power-based violence, regardless of the type or location of the postsecondary institution where they occur.

#### 6. VICTIMS' RIGHTS POLICY

State law requires that Institutions adopt a victims' rights policy, which, at a minimum, shall provide for a process by which a victim may petition and be granted the right to have a perpetrator of an incident of power-based violence against the victim barred from attending a class in which the victim is enrolled.

Prior to the resolution of any Formal Complaint or criminal proceeding, a victim may petition the Title IX Coordinator to have a perpetrator of an incident of power-based violence against the victim barred from attending a class in which the victim is enrolled. The petition shall be in writing and contain the reasons for the barring. The Title IX Coordinator shall provide a copy of the petition to the perpetrator, who shall have seventy-two (72) hours to issue a rebuttal to the petition to the Title IX Coordinator. The Title IX Coordinator shall issue a decision to the parties within seven (7) days of receipt of the petition. Either party may appeal to the System Director for Compliance or his or her designee within forty-eight (48) hours of receiving the decision from the Title IX Coordinator. The decisions of the System Director for Compliance or his or her designee are final.

#### 7. STATEMENT OF THE RIGHTS OF THE PARTIES

- i. The rights to an equitable investigation and resolution of all credible allegations of prohibited harassment or discrimination made in good faith to the System or its Institutions' officials.
- ii. The right to timely written notice of all alleged violations, including the identity of the parties involved (if known), the precise misconduct being alleged, the date and location of the alleged misconduct (if known), the implicated policies and procedures, and

- possible sanctions.
- iii. The right to timely written notice of any material adjustments to the allegations (e.g., additional incidents or allegations, additional Complainants, unsubstantiated allegations) and any attendant adjustments needed to clarify potentially implicated policy violations.
  - iv. The right to be informed in advance of any public release of information regarding the allegation(s) or underlying incidents, whenever possible.
  - v. The right not to have any personally identifiable information released to the public without consent provided, except to the extent permitted by law.
  - vi. The right to be treated with respect by the System and its college officials.
  - vii. The right to have the System or its institutions' policies and procedures followed without material deviation.
  - viii. The right not to be pressured to mediate or otherwise informally resolve any reported misconduct involving violence, including sexual violence.
  - ix. The right not to be discouraged by the System or its institutions' officials from reporting sexual misconduct or discrimination to both on-campus and off-campus authorities.
  - x. The right to be informed by the System and its institutions' officials of options to notify proper law enforcement authorities, including on-campus and local police, and the option(s) to be assisted by the System or its institutions' authorities in notifying such authorities, if the party so chooses. This also includes the right not to be pressured to report, as well.
  - xi. The right to have allegations of violations of this Policy responded to promptly with sensitivity by the System or its institutions' law enforcement or other System officials.
  - xii. The right to be informed of available interim actions and supportive measures, such as counseling; advocacy; health care; legal, student financial aid, visa, and immigration assistance; or other services, both on campus and in the community.
  - xiii. The right to be informed of available assistance in changing academic, living, or working situations after an alleged incident of discrimination, harassment, or retaliation, if such changes are reasonably available. No formal report, or investigation, either campus or criminal, needs to occur before this option is available. Such actions may include, but are not limited to:
    - a. Relocating an on-campus student's housing to a different on-campus location,
    - b. Assistance from the System or its institutions' staff in completing the relocation,
    - c. Changing an employee's work environment (e.g., reporting structure, office/workplace relocation),
    - d. Transportation accommodations,
    - e. Visa/immigration assistance,
    - f. Arranging to dissolve a housing contract and a pro-rated refund,
    - g. Exam, paper, or assignment rescheduling or adjustment,
    - h. Receiving an incomplete in, or a withdrawal from, a class (may be retroactive),
    - i. Transferring class sections,
    - j. Temporary withdrawal/leave of absence (may be retroactive),
    - k. Campus safety escorts, or
    - l. Alternative course completion options.

- xiv. The right to have the System or its institutions maintain such actions for as long as necessary and for support to remain private, provided privacy does not impair the System or its institutions' ability to provide the supportive measures.
- xv. The right to receive sufficiently advanced, written notice of any meeting or interview, when possible.
- xvi. The right to ask the Investigator(s)/Decision Maker(s) to identify and question relevant witnesses, including expert witnesses.
- xvii. The right to provide the Investigator(s)/Decision Maker(s) with a list of questions that, if deemed relevant by the Investigator(s)/Chair, may be asked of any party or witness.
- xviii. The right not to have irrelevant prior sexual history or character admitted as evidence.
- xix. The right to fair opportunity to provide the Investigator(s) with their account of the alleged misconduct and have that account be on the record.
- xx. The right to receive a copy of the investigation report, including all factual, policy, and credibility analyses performed, and all relevant and directly related evidence available and used to produce the investigation report, subject to the privacy limitations imposed by state and federal law, prior to the hearing, and the right to have at least ten (10) business days to review the report prior to the hearing.
- xxi. The right to respond to the Investigative Report, including comments providing any additional relevant evidence after the opportunity to review the Investigative Report, and to have the response on the record.
- xxii. The right to be informed of the names of all witnesses whose information will be used to make a finding, in advance of that finding, when relevant.
- xxiii. The right to regular updates on the status of the investigation and resolution.
- xxiv. The right to have reports of alleged Policy violations addressed by Investigators, Title IX Coordinators, and Decision Maker(s) who have received relevant annual training.
- xxv. The right to a Hearing Panel that is not single sex in its composition, if a panel is used.
- xxvi. The right to preservation of privacy, to the extent possible and permitted by law.
- xxvii. The right to meetings, interviews, and hearings that are closed to the public.
- xxviii. The right to petition that any System or its institutions' representative in the process be recused on the basis of disqualifying bias or conflict of interest.
- xxix. The right to have an Advisor of their choice to accompany and assist the party in all meetings and interviews associated with the resolution process.
- xxx. The right to the use of the appropriate standard of evidence, preponderance of evidence, to make a finding after an objective evaluation of all relevant evidence.
- xxxi. The right to be present, including presence via remote technology, during all testimony given and evidence presented during any formal grievance hearing.
- xxxii. The right to be promptly informed in a written Notice of Outcome letter of the finding(s) and sanction(s) of the resolution process and a detailed rationale therefor (including an explanation of how credibility was assessed), delivered simultaneously (without undue delay) to the parties.
- xxxiii. The right to be informed in writing of when a decision by the System or its institutions is considered final and any changes to the sanction(s) that occur before the decision is finalized.
- xxxiv. The right to be informed of the opportunity to appeal the finding(s) and sanction(s) of the resolution process, and the procedures for doing so in accordance with the standards for appeal established by the System or its institutions.

xxxv. The right to a fundamentally fair resolution as defined in these procedures.

## 8. TRAINING

### i. EMPLOYEES

Each Institution shall require annual training for each of its (i) employees; (ii) individuals who are involved in implementing the Institution's student grievance procedures, including each individual responsible for resolving Formal Complaints of power-based violence or power-based violence policy violations; (iii) Title IX Coordinators; and (iv) employees who have responsibility for interview any alleged victims of power-based violence.

The Title IX Coordinator shall ensure compliance with the training.

### ii. CONFIDENTIAL ADVISORS

Each Institution shall designate individuals who shall serve as Confidential Advisors, such as health care staff, clergy, staff of a women's center, or other such categories. Such designation shall not preclude the Institution from partnering with national, state, or local victim services organizations to serve as Confidential Advisors or in other confidential roles.

Prior to designating a person as a Confidential Advisor, the person shall complete a training program that includes information on power-based violence (including "sexual harassment" under Title IX, as well as other types of power-based violence falling outside Title IX's jurisdictional requirements), trauma-informed interactions, Title IX requirements, state law on power-based violence, and resources for victims. The Confidential Advisor shall also complete annual training relative to power-based violence and Title IX developed by the Attorney General in collaboration with the Board of Regents.

Each Institution's website shall provide contact information for obtaining a Confidential Advisor.

The Confidential Advisor to an alleged victim of power-based violence shall inform the alleged victim of the following:

- a. The rights of the alleged victim under federal and state law and the policies of the Institution;
- b. The alleged victim's reporting options, including the option to notify the Institution, the option to notify local law enforcement, and any other reporting options.
- c. If reasonably known, the potential consequences of those reporting options;
- d. The process of investigation and disciplinary proceedings of the Institution;
- e. The process of investigation and adjudication of the criminal justice system;
- f. The limited jurisdiction, scope, and available sanctions of the institutional student disciplinary proceeding, and that it should not be considered a substitute for the criminal justice process;

- g. Potential reasonable accommodations that the Institution may provide to an alleged victim; and
- h. The name and location of the nearest medical facility where an alleged victim may have a rape kit administered by an individual trained in sexual assault forensic medical examination and evidence collection, and information on transportation options and available reimbursement for a visit to such facility.

The Confidential Advisor may, as appropriate, serve as a liaison between an alleged victim and the Institution or local law enforcement, when directed to do so in writing by an alleged victim who has been fully and accurately informed about what procedures shall occur if information is shared, and assist an alleged victim in contacting and reporting to a Responsible Employee or local law enforcement.

The Confidential Advisor shall:

- a. Be authorized by the Institution to liaise with appropriate staff at the Institution to arrange reasonable accommodations through the Institution to allow the alleged victim to change living arrangements or class schedules, obtain accessibility services, or arrange other accommodations;
- b. Be authorized to accompany the alleged victim, when requested to do so by the alleged victim, to interviews and other proceedings of a campus investigation and institutional disciplinary proceedings;
- c. Advise the alleged victim of, and provide written information regarding, both the alleged victim's rights and the Institution's responsibilities regarding orders of protection, no-contact orders, restraining orders, or similar lawful orders issued by a court of competent jurisdiction or by the Institution;
- d. Not be obligated to report crimes to the Institution or law enforcement in a way that identifies an alleged victim or an accused individual, unless otherwise required to do so by law; and
- e. To the extent authorized under law, provide confidential services to students. Any requests for accommodations made by a Confidential Advisor, as provided in this Section, shall not trigger an investigation by the Institution.

The Institution shall appoint an adequate number of Confidential Advisors, which number shall be determined by the Board of Regents.

Each Institution that enrolls fewer than five thousand students may partner with another Institution in the System or region to provide the services described in this Section. However, this provision shall not absolve the Institution of its obligations under this Section.

The Title IX Coordinator shall ensure compliance with this Section.

### iii. SEXUAL HARASSMENT

Pursuant to La. R.S. 42:343, each employee shall receive a minimum of one hour of education and training on preventing sexual harassment during each full calendar year of the employee's public employment. Additionally, supervisors and any persons



designated by the System to accept or investigate a complaint of sexual harassment shall receive an additional education and training.

The education and training required pursuant to this Section may be received either in person or via the internet through training and education materials approved by the System Director for Compliance.

The Title IX Coordinator shall ensure compliance with this section and maintain records of the compliance of each employee with the mandatory training requirement.

The Title IX Coordinator shall compile an annual report by January Tenth (10) of each year for the previous calendar year of the Institution's number and percentage of employees who have completed the training requirements, the number of sexual harassment complaints received by the Institution, the number of complaints which resulted in a finding that sexual harassment occurred, the number of complaints in which the finding of sexual harassment occurred, the number of complaints in which the finding of sexual harassment resulted in discipline or corrective action, and the amount of time it took to resolve each complaint. This report shall be submitted to the System Director for Compliance by January Fifteenth (15).

The System Director for Compliance shall compile an annual report by February First (1) of each year for the previous calendar year of the System's number and percentage of employees who have completed the training requirements, the number of sexual harassment complaints received by the System, the number of complaints which resulted in a finding that sexual harassment occurred, the number of complaints in which the finding of sexual harassment occurred, the number of complaints in which the finding of sexual harassment resulted in discipline or corrective action, and the amount of time it took to resolve each complaint. This report shall be submitted to the Division of Administration by February Fifteenth (15).

## 9. DATA PUBLICATIONS

### i. POWER-BASED VIOLENCE CLIMATE SURVEY

Each Institution shall administer an anonymous power-based violence climate survey to its students. If an Institution administers other surveys with regard to campus safety, the power-based violence climate survey may be included as a separate component of any such survey provided that the power-based violence component is clearly identified as such.

Participation in the power-based violence climate survey shall be voluntary. No student shall be required or coerced to participate in the survey, nor shall any student face retribution or negative consequences of any kind for declining to participate.

Subject to the foregoing paragraph, each Institution shall make every effort to maximize student participation in the Survey.

Institutions must:

- a. Administer a survey during the 2022-2023 academic year and every third year thereafter.
- b. Report survey results to the System and the Board of Supervisors.
- c. Publish the survey results in a prominent, easy to access location on the Institution's website.

The System Director for Compliance in conjunction with the Title IX Coordinator shall be responsible for compliance with this section.

## ii. CAMPUS SECURITY REPORT

In accordance with La. R.S. 17:3399.19, each Institution shall publish on its website a semiannual security report to contain updated campus security and campus crime statistics.

The reports shall be updated and posted by April Tenth (10) and October Tenth (10) of each academic year. The report must include, at a minimum, all information relative to such policies and statistics specified in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (Clery Act).

The System recommends as a best practice to include information related to statistics of incidents of power-based violence.

The report shall be posted in a prominent location that is readily accessible from the main landing page of the Institution's website.

**Pursuant to La. R.S. 17:3399.19(B)(1), Institutions that fail to comply with this section shall not be authorized by the State Bond Commission to incur any debt that is subject to the commission's approval for a period of two years following notification by the Board of Regents to the House Committee on Education, the Senate Committee on Education, and the State Bond Commission of the Institutions' failure.**

The Title IX Coordinator shall ensure compliance with this section.

## iii. SEX CRIME DATA REPORT

Each Institution's police department shall submit a sex crime data report to the Louisiana Commission on Law Enforcement and the Administration of Criminal Justice, the President, the Chancellor, the System Director for Compliance, and the Title IX Coordinator by February Fifteenth (15) of year.

The sex crime data report shall include the information required pursuant to La. R.S. 15:624.

The Title IX Coordinator shall ensure the sex crime data report is posted to the Institution's website.

#### iv. CLERY ACT REPORTING

Each Institution's police department must comply with the reporting requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (Clery Act).

The Clery Act reporting is due every October First (1).

#### 10. MEMORANDA OF UNDERSTANDING

Each Institution must enter into a memorandum of understanding as required by La. R.S. 17:3399.14. Said memoranda of understanding shall be reviewed annually.

The Title IX Coordinator shall ensure compliance with this section.

#### 11. WEBSITE COMPLIANCE

In addition to publishing the specific reports outlined in this Policy, Institutions shall list on their websites:

- i. Contact information for obtaining a Confidential Advisor;
- ii. Reporting options for alleged victims of power-based violence;
- iii. The process of investigation and disciplinary proceedings of the Institution;
- iv. The process of investigation and adjudication of the criminal justice system;
- v. Potential reasonable accommodations that the Institution may provide to an alleged victim;
- vi. The telephone number and website address for a local, state, or national hotline providing information to victims of power-based violence, which shall be updated at least on an annual basis;
- vii. The name and location of the nearest medical facility where an individual may have a rap kit administered by an individual trained in sexual assault forensic medical examination and evidence collection, and information on transportation options and available reimbursement for a visit to such facility;
- viii. Each current memorandum of understanding entered into by the Institution pursuant to La. R.S. 17:3399.14; and
- ix. Data publications as specified in Section VI.9 of this Policy.

#### 12. MISCELLANEOUS PROVISIONS

##### i. CONFLICTS OF INTEREST

Any conflicts of interest regarding the Title IX Coordinator, Investigator, Decision Maker, etc. shall be resolved by the System Director for Compliance or his or her designee. Any conflicts of interest regarding the System Director for Compliance shall be resolved by the General Counsel or his or her designee.

##### ii. RECORD-KEEPING

Records created or received under this Policy shall be maintained for seven (7) years

from the date of final closure of each matter.

## **VI. POLICY RELATED INFORMATION**

- Louisiana Campus Accountability and Safety Act (La. R.S. 17:3399.11, et seq.)
- Louisiana Student Due Process and Protection Act (La. R.S. 17:3394)
- La. R.S. 15:624
- La. R.S. 42:343 and 344
- Title VII of the Civil Rights Act of 1964
- Title IX of the 1972 Education Amendments
- Section 304 of the Violence Against Women Reauthorization Act of 2013
- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (Clery Act)

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

The System Office for Compliance in conjunction with the Title IX Coordinators for each institution of the Southern University System will be charged with implementing this Policy.

This Policy replaces any current System or Institution's power-based violence and is subject to a five-year policy review cycle.

## **VIII. POLICY URL**

The information regarding the Power-Based Violence/Sexual Misconduct Policy will be posted to the System Board's website under Board Policies at [www.sus.edu](http://www.sus.edu) and on each of the Institution's websites.

## **IX. POLICY APPROVAL**

The effective date of this Policy is determined by the approval date of the President-Chancellor of the Southern University and A&M College System and the Board of Supervisors of the Southern University and A&M College System.

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*Dennis J. Shields*

*President-Chancellor, Southern University and A&M College System*

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*Effective Date of Policy*

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*The Honorable Myron K. Lawson*

*Chair – Southern University System Board of Supervisors*

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*Effective Date of Policy*



**POLICY TITLE**  
***TITLE IX FORMAL GRIEVANCE PROCEDURE***

**POLICY NUMBER:**  
***6-002***

<b>Responsible Unit:</b> <i>System Office for Compliance</i>	<b>Effective Date:</b> <i>08/19/2023</i>
<b>Responsible Official:</b> <i>System Director for Compliance</i>	<b>Last Reviewed Date:</b> <i>08/19/2023</i>
<b>Policy Classification:</b> <i>Safety and Security Policies</i>	<b>Origination Date:</b> <i>08/2015</i>

**I. POLICY STATEMENT AND RATIONALE**

The Title IX Formal Grievance Procedure supplements the Power-Based Violence/Sexual Misconduct Policy (Policy Number 6-001). 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 (Policy Number 6-001) 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.

Upon the effective date of this Policy, all institutions of the System shall immediately begin complying with this Policy. This Policy and all related processes shall be posted on the website of each institution of the System.

The System Office for Compliance may develop supplementary procedures to further support the implementation of this Policy among the institutions of the System. However, this Policy establishes various mandatory obligations with which all supplementary procedures must comply.

**II. POLICY SCOPE AND AUDIENCE**

The USDOE's Title IX Regulations apply to both:

1. Conduct on the basis of sex that constitutes "sexual harassment" (§106.30); and

2. Conduct that relates to an Institution's "education program or activity" against a person in the United States on or after August 14, 2020.

#### A. SEXUAL HARASSMENT (§106.30)

Sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following criteria:

1. An employee of the Institution conditioning the provision of an aid, benefit, or service of the Institution on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Institution's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

#### B. EDUCATION PROGRAM OR ACTIVITY

An education program or activity includes locations, events, or circumstances in which an Institution exercise substantial control over both the Respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by an Institution. The Title IX Regulations exclude any education program or activity that does not occur in the United States. (§106.44(a).)

Conduct that does not satisfy the USDOE's jurisdictional requirement, such as off-campus behavior alleged to have an on-campus effect, may be addressed under alternative procedures such as the overarching Power-Based Violence/Sexual Misconduct Policy (Policy No. 6-001) or the appropriate Human Resources policy.

This Policy is intended to address individuals who have been affected by Title IX misconduct, whether as a Complainant, a Respondent, or a witness, and to provide fair and equitable procedures for all parties. It is applicable to all institutions of the Southern University System.

### III. POLICY COMPLIANCE

The System and its institutions are subject to this Policy and all related procedures. Each Institution's Title IX Coordinator is the responsible official for implementation of this policy on the institutional level.

### IV. POLICY DEFINITIONS

- A. **Actual Knowledge:** Notice of sexual harassment or allegations of sexual harassment to an Institution's Title IX Coordinator or any official of an Institution who has authority to institute corrective measures on behalf of the Institution.

- B. **Complainant:** An individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- C. **Formal Complaint:** Under this Policy, a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the Institution investigate the allegation. At the time of the filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the Institution with which the Formal Complaint is filed. A Formal Complaint may be filed with the Title Coordinator in person, by mail, by e-mail, or by any additional method designed by the Institution.
- D. **Respondent:** An individual alleged to be the perpetrator of misconduct that could constitute sexual harassment under Title IX.
- E. **Sexual Harassment:** Misconduct on the basis of sex that satisfies one or more of the following criteria:
  - a. An employee of the Institution conditioning the provision of an aid, benefit, or service of the Institution on an individual's participation in unwelcome sexual conduct;
  - b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Institution's education program or activity; or
  - c. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

**Supportive Measures:** Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the Institution's educational environment, or deter sexual harassment. Supportive Measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus, and other similar measures. The Institution must maintain as confidential any Supportive Measures provided to the Complainant or the Respondent, to the extent that maintaining such confidentiality would not impair the ability of the Institution to provide the Supportive Measures. The Title IX Coordinator is responsible for coordinating the effective implementation of Supportive Measures.

## V. POLICY IMPLEMENTATION PROCEDURES

### A. EQUITABLE TREATMENT

As required by the Title IX Regulations, Institutions are to treat Complainants and

Respondents equitably by: (1) offering Supportive Measures to a Complainant, and (2) following a grievance process that complies with the procedural requirements of the Title Regulations before the imposition of any disciplinary sanctions against a Respondent. (§106.44(a); §106.45(b)(1)(i).) Supportive Measures also may be offered as needed to Respondents and other individuals who belong to an Institution's community and who may be affected by sexual harassment.

An individual's status as a Respondent shall not be considered a negative factor during any process under this Procedure. Respondents are entitled to, and will receive the benefit of, a presumption that they are not responsible for the alleged misconduct unless and until the process concludes and a determination regarding responsibility is issued. Similarly, a person's status as a Complainant, a Respondent, or a witness will not determine whether that person is deemed credible. (§106.45(b)(1)(ii-iv).)

Remedies are to be provided to a Complainant only if the grievance process described in this Policy results in a determination that the Respondent is responsible for sexual harassment. Remedies are designed to restore or preserve equal access to an Institution's education program or activity and may include the same individualized services as Supportive Measures. Remedies may be disciplinary and punitive and may burden a Respondent. (§106.45(b)(1)(i).)

Title IX Coordinators, Investigators, Decision Makers, and any person who facilitates an informal resolution process (collectively, Title IX Administrators) will not have a conflict of interest or bias in favor of or against any party or participant in sexual misconduct (i.e., Complainants, Respondents, or witnesses).

## B. TIME FRAME TO RESOLVE GRIEVANCE

Under normal circumstances, most grievance processes will conclude within sixty (60) days. For good cause, a temporary delay in the grievance process or the limited extension of time frames may be allowed with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's Advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. Any delay or extension must be approved by the System Director for Compliance.

## C. TITLE IX FORMAL GRIEVANCE PROCEDURE

This section outlines the steps taken to initiate a grievance and the procedural requirements for investigation and adjudications of Formal Complaints in accordance with federal regulations. The Title IX Coordinator will report all power-based violence and Title IX cases involving employees to the appropriate Human Resources Director.

### I. FILING A FORMAL COMPLAINT

A Formal Complaint is a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment as defined by the Title IX



Regulations against a Respondent and requesting an Institution investigate the allegation of sexual harassment. The submission of a Formal Complaint and its receipt by the Title IX Coordinator triggers the Title IX Formal Grievance Procedure.

A Formal Complaint must be in writing and may be filed with the Title IX Coordinator in person, by mail, or by e-mail. The Formal Complaint must contain that the Complainant is the person filing it. (§106.30) At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the education program or activity.

When an Institution receives an allegation of misconduct that falls within the scope of this Policy, whereby it meets both the Title IX Regulations' definition of "sexual harassment" and their jurisdictional requirements, but no Formal Complaint is filed, then the Title IX Regulations prevent an Institution from administering a formal grievance process (including any informal or early resolution) that permits the imposition of any disciplinary sanctions or other actions against a Respondent. Supportive Measures, however, may still be offered.

a. TITLE IX COORDINATOR FILING COMPLAINT

A Title IX Coordinator may sign a Formal Complaint to initiate or continue the Title IX Formal Grievance Procedure process, if necessary, to fulfill an Institution's duty to not be deliberately indifferent to actual knowledge of sexual misconduct.

Signing a Formal Complaint does not make a Title IX Coordinator a Complainant or otherwise a party.

b. WITHDRAWAL

After filing a Formal Complaint, a Complainant may withdraw their Formal Complaint at any time by providing written notice to the Title IX Coordinator. That withdrawal concludes the Title IX Formal Grievance Procedure process unless the Title IX Coordinator takes action under Subsection a (Title IX Coordinator Filing Complaint).

c. CONSOLIDATION

Institutions, at their discretion, may consolidate Formal Complaints alleging harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

d. MANDATORY DISMISSAL

If the misconduct alleged in the Formal Complaint does not satisfy the requirements of sexual harassment as defined by §106.30, an Institution must dismiss the Formal Complaint under the Title IX Formal Grievance Procedure. However, the Title IX Coordinator will transfer the Formal Complaint to the Power-Based Violence/Sexual Misconduct Policy (Policy Number 6-001) for review and possible investigation and resolution.

The Institution will notify the parties simultaneously and in writing that the Formal Complaint is being dismissed for the purposes of the Title IX Formal Grievance Procedure process, and of the transfer if applicable. Each party may appeal this dismissal to the System Director for Compliance or his or her designee in accordance with the appeals process in this Policy.

c. PERMISSIVE DISMISSAL.

An Institution may dismiss a Formal Complaint or any allegations therein, if at any time during the investigation or hearing:

- i. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- ii. The Respondent is no longer enrolled in or employed by the Institution, or
- iii. Specific circumstances prevent the Institution from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein. (These specific circumstances must be outlined in detail and approved by the System Director for Compliance.)

Upon dismissal, the Institution must promptly send written notice of the dismissal and reason(s) simultaneously to the parties.

2. INITIAL STEPS AND DETERMINATION OF APPROPRIATE PROCEDURES

Upon Actual Knowledge of a Report of alleged misconduct, the Title IX Coordinator should perform an initial assessment consistent with information outlined in Section VI.4.i.a (Initial Contact with Potential Complainant) of the Power-Based Violence/Sexual Misconduct Policy (Policy Number 6-001), which includes making initial contact with the potential Complainant of the Report and offering information to include Supportive Measures. The Title IX Coordinator will report all Power-Based Violence and Title IX cases involving employees to the appropriate Human Resources Director.

If the initial assessment reveals that the alleged misconduct does meet the definition of sexual harassment as contained within the USDOD's Title IX Regulations, the investigations must proceed pursuant to the Title IX Formal Grievance Procedure. If the alleged conduct does not meet USDOD's definition of sexual harassment, the investigation will proceed pursuant to the Power-Based Violence/Sexual Misconduct Policy (Policy Number 6-001) or the appropriate Human Resources policy.

### 3. INVESTIGATION

#### a. NOTICE

Upon receipt of a Formal Complaint, the Institution must provide written notice to the following to known parties:

- i. The investigation and adjudication process, including any informal process;
- ii. Allegations of sexual harassment, including sufficient details known at the time. Sufficient details include the identities of parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
- iii. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- iv. The parties may have an Advisor of their choice, who may be, but is not required to be, an attorney;
- v. The parties may inspect and review evidence;
- vi. The parties are prohibited from knowingly making false statements or knowingly submitting false information during the investigation and adjudication process; and
- vii. If the Institution decides to investigate additional allegations not included in the original notice, it must provide notice of the additional allegations to the parties whose identities are known.

#### b. INVESTIGATION PROCEDURE

The Title IX Coordinator shall appoint an Investigator to investigate the allegations documented in the Formal Complaint. The investigation may include, among other steps, interviewing the Complainant, the Respondent, and any witnesses; reviewing law enforcement investigation documents if applicable; reviewing relevant student or employment files; and gathering and examining other relevant documents, social media posts, and other evidence.

The Investigator will attempt to collect all relevant information and evidence. Following the investigation, the Investigator will draft an investigative report succinctly describing all collected information. The

Investigator will not make any determination as to whether a policy violation has occurred or recommend potential sanctions.

While investigating the allegations of any Formal Complaint of sexual harassment, the Investigator will conduct an objective evaluation of all relevant evidence. Relevant evidence is any evidence that may tend to make the allegations at issue more or less likely to be true. (See §106.45(b)(1)(ii).)

When investigating a Formal Complaint and throughout the investigation and adjudication process, the Institution must:

- i. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the Institution and not on the parties;
- ii. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- iii. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- iv. Provide the parties shall have the right to an Advisor, who at the Complainant or the Respondent's expense, may be an attorney or a non-attorney advocate who may fully participate during any stage of this Title IX Formal Grievance Procedure;
- v. Provide written notice to each party of the date, time, location, participants, and purposes of each Title IX Formal Grievance Procedure meeting and why they are invited to participate, with sufficient time for the party to prepare to participate;
- vi. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a Formal Complaint, including the evidence upon which the Institution does not intend to rely on in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.
  - 1) Prior to completion of the investigative report, the Institution must send the report to each party and party's Advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.
  - 2) The Institution must make available at any hearing all such evidence subject to the parties' inspection and review, to give each party equal opportunity to refer to such evidence during the hearing, including for purposes

- of cross-examination; and
- vii. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the hearing, send to each party and each party's Advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.
  - viii. The Title IX Coordinator shall send notice of the hearing to the parties. The date of the hearing shall be no less than seven (7) business days from receipt of the notice of the hearing by the parties.
  - ix. The Decision Maker shall receive a copy of the final investigative report at least seven (7) days before the hearing.

#### 4. HEARINGS

In assessing allegations of sexual harassment, the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard, and the same standard applies for Formal Complaints against students as for Formal Complaints against employees, including faculty. Additionally, the same standard of evidence applies to all Formal Complaints of sexual harassment.

Institutions must provide for a live hearing. A Decision Maker will consider all of the evidence presented and determine whether a Respondent is responsible for a violation of this protocol. The Decision Maker will not be the same person as the Title IX Coordinator or the Investigator. Cases will be adjudicated by a trained Decision Maker. The Decision Maker is typically a hearing panel of three (3) trained members. However, the System Director for Compliance may approve a deviation. The Title IX Coordinator shall select a chair for the hearing panel.

At the request of either party, an Institution must provide for the live hearing to occur with the parties located in separate rooms, with technology enabling the Decision Maker and parties to simultaneously see and hear the party or the witness answering questions. Institutions will create a transcript or recording (audio or audiovisual) of any adjudicative hearing to be made available to the parties for inspection and review pursuant to FERPA.

At the live hearing, the Decision Maker must permit each party's Advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's Advisor of choice and never by a party personally. (§106.45(b)(6)(i).) Only relevant cross-examination and other questions may be asked of a party or witness.

Before a Complainant, Respondent, or witness answers a cross-examination or other question, the Decision Maker (or chair, if the Decision Maker is a hearing panel) must first determine whether the question is relevant and explain any

decision to exclude a question as not relevant. If a party does not have an Advisor present at the live hearing, the Institution must provide, without fee or charge to that party, an Advisor of the Institution's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

A Decision Maker may consider statements made by parties or witnesses that are otherwise permitted under the Title IX Regulations, even if those parties or witnesses do not participate in cross-examination at the live hearing, in reaching a determination regarding responsibility in Title IX Formal Grievance Procedure.

Live hearings may be conducted with all parties physically present in the same geographic location or, at the Institution's discretion, any or all parties, witnesses, and other participants appearing at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.

Institutions must create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

#### a. DETERMINATION REGARDING RESPONSIBILITY

The Decision Maker shall issue a written determination to the Title IX Coordinator with any sanctions, if applicable, within fifteen (15) days regarding responsibility, which must include:

- i. Identification of the allegations potentially constituting sexual harassment;
- ii. A description of the procedural steps taken from receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- iii. Findings of fact supporting the determination;
- iv. Conclusions regarding the application of the Policy to the facts;
- v. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any sanctions the Institution will impose on the Respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the Complainant; and

- vi. Procedures and permissible bases for parties to appeal.

The Decision Maker shall determine the sanctions for students while Human Resources shall determine sanctions for employees. Therefore, for employees, the Decision Maker must consult with Human Resources for a determination of sanctions before issuing their written determination when applicable.

The Title IX Coordinator shall notify the parties simultaneously of the written determination and any sanctions, if applicable, within two (2) business days of receiving the written findings from the Decision Maker.

The determination regarding responsibility becomes final either on the date that the Title IX Coordinator provides the parties with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## 5. SANCTIONS

Factors considered when determining a sanction may include, but are not limited to:

- i. The nature, severity of, and circumstances surrounding the violation(s);
- ii. The Respondent's disciplinary history;
- iii. Previous allegations or allegations involving similar misconduct;
- iv. The need for sanctions to bring an end to the discrimination, harassment, or retaliation;
- v. The need for sanctions to prevent the future recurrence of discrimination, harassment, or retaliation;
- vi. The need to remedy the effects of the discrimination, harassment, or retaliation on the Complainant and the community;
- vii. The impact on the parties; and
- viii. Any other information deemed relevant by the Decision Maker.

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested. Within 24 hours of the outcome of any appeal or the expiration of the window of appeal without an appeal being requested, the later of the two, the Title IX Coordinator shall notify Student Affairs or Human Resources respectively of the Respondent's sanctions for implementation, monitoring, and execution.

The sanctions described in this Policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

### a. STUDENT

The following are the usual sanctions that may be imposed upon a student Respondent found Responsible of Title IX misconduct:

- i. **Community Service:** An assigned number of hours of service to an on or off-campus organization.
- ii. **Eviction from Facilities:** Removal from resident facilities or other campus facilities as designated in the written notification. Fees will not be refunded to a student who is evicted from residence facilities.
- iii. **Expulsion:** Permanent termination of student status and revocation of right to be on campus for any reason or to attend the System or its institutions' sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript. An expelled student may not apply for (re)admission to any institution in the System.
- iv. **Mandatory Withdrawal:** Forced removal from an academic course in which an offense occurred without credit for the course. Forced removal from a campus club/organization, University Royal Court, or position of student leadership.
- v. **Probation:** A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the Respondent is found in violation of any institutional policy, procedure, or directive within a specific period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, or other measures deemed appropriate.
- vi. **Required Counseling:** A mandate to meet with an engage in either the System or its institutions' sponsored or external counseling to better comprehend the misconduct and its effects.
- vii. **Suspension:** Termination of student status for a definite period of time not to exceed two years or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at the System or its institutions.
- viii. **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any of the System or its institutions' policies, procedures, or directives will result in more severe sanctions/responsive actions.

b. EMPLOYEE

The following are the usual sanctions that may be imposed upon an employee Respondent found Responsible of Title IX misconduct:

- i. Warning – Verbal or Written
- ii. Performance Improvement/Management Process
- iii. Required Counseling



- iv. Required Training or Education
- v. Probation
- vi. Loss of Annual Pay Increase
- vii. Loss of Oversight or Supervisory Responsibility
- viii. Demotion
- ix. Suspension with pay
- x. Suspension without pay
- xi. Termination

## 6. APPEALS

Appeals should only be raised on one or more of the following grounds:

- a. A procedural irregularity that affected the outcome of the matter;
- b. To consider new facts or information that were not known or knowable to the appealing party before or during the time of the resolution and that are sufficient to alter the decision;
- c. The decision reached was not supported by a preponderance of evidence; or

The parties may appeal a determination from the Decision Maker. A written notice of appeal outlining the reasons for the appeal shall be filed with the Title IX Coordinator within ten (10) days after receiving the written determination from the Title IX Coordinator.

Upon receiving a written notice of appeal, the Title IX Coordinator shall provide a copy to the other party giving the other party five (5) days to provide a written response to the appeal. After the lapse of the response time, the Title IX Coordinator shall forward the appeal, appellate response, and case file to appellate adjudicator for adjudication of the appeal.

The appellate adjudicator shall be the System Director for Compliance or his or her designee. The appellate adjudicator may GRANT THE APPEAL or DENY THE APPEAL. If the appeal is granted, the appellate adjudicator may ORDER A NEW HEARING or REDUCE or MODIFY THE SANCTIONS.

Upon receipt of the appeal, appellate response, and case file, the appellate adjudicator shall have fourteen (14) days to issue a written decision with rationale to Title IX Coordinator. Upon receipt of the written decision from the appellate adjudicator, the Title IX Coordinator shall notify the parties simultaneously of the written decision within two (2) business days.

If the appeal results in the reversal of a decision or a lessening of the sanction, the Institution shall reimburse the student for any tuition and fees paid for the period of suspension, including a deferred suspension, or expulsion which had not been previously refunded, if applicable.

In the event that a New Hearing is ordered, the appellate Decision Maker shall not have been part of the initial resolution hearing decision. The notice of the

New Hearing shall be sent by the Title IX Coordinator and comply with the requirements of the original hearing.

It should be noted that all previous and new information regarding the Title IX misconduct matter may be used during the New Hearing. New sanctions, which may be lesser or greater than the original sanctions, may be imposed by the appellate Decision Maker if the Respondent is found responsible. The appellate decision is the final authority on the matter.

#### **D. INFORMAL RESOLUTION**

At any time prior to reaching a determination regarding responsibility, the Institution may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. An Institution may not offer an informal resolution process unless a Formal Complaint is filed. An Institution may not require the parties to participate in an informal resolution process and will not require them to waive their rights to a Title IX Formal Grievance Procedure. (§106.45(b)(9).)

#### **E. RECORD-KEEPING**

Records created or received under this Policy shall be maintained for seven (7) years from the date of final closure of each matter.

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

- Louisiana Campus Accountability and Safety Act (La. R.S. 17:3399.11, et seq.)
- Louisiana Student Due Process and Protection Act (La. R.S. 17:3394)
- Title VII of the Civil Rights Act of 1964
- Title IX of the 1972 Education Amendments
- Section 304 of the Violence Against Women Reauthorization Act of 2013

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

The System Office for Compliance in conjunction with the Title IX Coordinators for each institution of the Southern University System will be charged with implementing this Policy.

This Policy replaces any current System or Institution's power-based violence and is subject to a five-year policy review cycle.

#### **VIII. POLICY URL**

The information regarding the Title IX Formal Grievance Procedure Policy will be posted to the System Board's website under Board Policies at [www.sus.edu](http://www.sus.edu) and on each of the Institution's websites.

#### **IX. POLICY APPROVAL**

The effective date of this Policy is determined by the approval date of the President-Chancellor

of the Southern University and A&M College System and the Board of Supervisors of the Southern University and A&M College System.

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*Dennis J. Shields*

*President-Chancellor, Southern University and A&M College System*

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*Effective Date of Policy*

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*The Honorable Myron K. Lawson*

*Chair – Southern University System Board of Supervisors*

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*Effective Date of Policy*

# PERSONNEL AFFAIRS COMMITTEE

(Following Governance Committee)

Board of Supervisors' Meeting Room

J. S. Clark Administration Bldg. 2nd Floor

Baton Rouge, LA.

## AGENDA

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

### A. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000 (SUSLA)

Name	Position/Campus	Description	Waived/Search	Salary	Funding Source
1. Devoyne Brown	Director of Outcomes Assessment and Quality Mgt <b>Salary Increase</b>	Additional duties related to Planning Assessments and Research	<i>N/A</i>	\$72,400.00	Federal

### B. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000 (SUAREC)

Name	Position/Campus	Description	Waived/Search	Salary	Funding Source
1. Raquel Ayles	Specialist, Youth Development (STEAM) <b>New Appointment</b>	Responsible for educational programming in Science, Technology, Engineering, Agriculture & Math in support of 4-H youth development	<i>Search</i>	\$80,000.00	State

### C. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000 (SUBR)

Name	Position/Campus	Description	Waived/Search	Salary	Funding Source
1. Stephone Addison	Assistant Professor Criminal Justice <b>Appointment Only</b>	Five Year Renewable Appointment	<i>N/A</i>	\$63,111.00	State
2. Raven Dunlap	Student Counselor <b>New Appointment</b>	Assist students of the Southern University Lab School in achieving academic and personal goals	<i>Search</i>	\$65,000.00	State
3. Revathi Hines	Chair/ Professor of Public Administration/ Public Policy <b>New Appointment</b>	Responsible for assisting Dean in administration of Public Policy Department	<i>Waived</i>	\$124,000.00	State
4. Laramie Immel	Strength & Conditioning Head Coach <b>Salary Increase</b>	Responsible for prescribing specific training programs for advanced skills, sports performance, and athlete records.	<i>N/A</i>	\$65,000.00	State

5. Lynette Jackson	Tenure and Promotion to Associate Professor Computer Science <b>Salary Increase</b>	N/A	N/A	\$68,715.00	State
6. Albertha Lawson	Interim Dean Graduate School <b>New Appointment</b>	Responsible for curricular development, faculty and budgetary affairs for the Graduate School	N/A	\$160,000.00	State
7. Deadria Mackie	Interim Dean of Honors College <b>New Appointment</b>	Responsible for curricular development, faculty and budgetary affairs for the Honors College	N/A	\$90,000.00	State
8. Lealon Martin	Dean of College of Science and Engineering <b>New Appointment</b>	Responsible for curricular development, faculty and budgetary affairs for the College of Sciences and Engineering	Search	\$205,000.00	State
9. Yolander Smith	Interim Online Director <b>New Appointment</b>	Provide collaborative academic leadership in developing and supporting online teaching and learning	N/A	\$117,000.00	Federal/State/Other
10. Jalona Turner	Interim Registrar <b>New Appointment</b>	Manage records of student information, including academic results, financial accounts, and class enrollment.	N/A	\$73,800.00	State
11. Kelwin Williams	Director of Student Conduct <b>New Appointment</b>	Administer, coordinate, and uphold the student conduct system through the Student Rights and Responsibilities Code (Student Code)	Search	\$60,000.00	State
12. Luria Young	Interim VC for Academic Affairs <b>New Appointment</b>	Serves as the Chief Academic Officer for SUBR	N/A	\$177,000.00	State
13. William Young	Associate Director of Bands <b>New Appointment</b>	Coordinate band logistics and assist students with academic growth and development	Waived	\$75,000.00	State
14. Ashagre Yigletu	Associate Dean College of Business <b>New Appointment</b>	Responsible for assisting Dean in curricular development, faculty and budgetary affairs for the College of Sciences and Engineering	Waived	\$160,000.00	State

**D. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000 (SUNO)**

Name	Position/Campus	Description	Waived/Search	Salary	Funding Source
1. Patricia Johnson	Comptroller <b>New Appointment</b>	New hire of a university comptroller to improve administration and finance controls	Search	\$100,000.00	State
2. Zackeus Johnson	VC for Enrollment Management & Student Success <b>Title Change Only</b>	Title change to support new initiatives and the reorganization in Enrollment Management and Student Success	N/A	\$140,000.	State

**E. Request Approval of Leave Dr. Bijoy Sahoo through December 2023 (SUBR)**

**F. Request Approval for Faculty Salary Increases**

**1. SUNO**

2. SUSLA
3. SUAREC (all eligible employees)
4. SUBR
  
6. Other Business
  
7. Adjournment

**MEMBERS**

Mr. Sam Gilliam - Chairman, Mrs. Christy Reeves-Vice-Chair,  
Atty. Jody Amedee, Ms. Zazell Dudley, Dr. Leon Tarver, II, and Dr. Arlanda Williams,  
Mr. Myron K. Lawson - Ex Officio



Aubra Gantt, Ed.D.  
Chancellor



July 26, 2023


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

Dear President-Chancellor Shields:

Dr. Devonye Brown, Director of Outcomes Assessment and Quality Management, began working at Southern University at Shreveport in 2003. She has been instrumental in the continuation of the work of our Planning, Assessment and Research division since the retirement of the Vice Chancellor of Research, Sponsored Programs and Institutional Effectiveness in January, 2021. I am pleased to submit her name and recommend her for a \$9,972 increase for taking on additional duties related to Planning Assessments and Research. Dr. Brown also serves as our university liaison/expert in matters related to SACSCOC accreditation. With approval, her annual salary will be \$72,400 and the effective date will be August 01, 2023.

Thank you for considering this request and submitting it for ratification at the Board meeting of the Southern University and A&M College System Board of Supervisors.

Respectfully Submitted,

  
Aubra Gantt Ed.D.  
Chancellor

Approved Dennis Shields, President/Chancellor Date

Disapproved Dennis Shields, President/Chancellor Date

Attachment

3050 MARTIN LUTHER KING, JR. DRIVE, \* SHREVEPORT, LOUISIANA 71107  
PHONE: (318) 670-9312 \* FAX (318) 670-6374  
TOLL FREE: 1-800-458-1472, EXT 6312  
[WWW.SUSLA.EDU](http://WWW.SUSLA.EDU)

Southern University at Shreveport does not discriminate on the basis of race, color, national origin, gender, age, disability, or any other protected class. For Title IX inquiries, contact Michael Taylor, Interim Vice Chancellor of Student Affairs and Enrollment Management, Leonard C. Barnes Administration Building, Room A-34, (318) 670-9302 or TitleIX@susla.edu. Section 504 Coordinator: Dr. Anjelica Hart, NCR Building, Room 125, (318) 670-9367.ayable sections.

**SOUTHERN UNIVERSITY SYSTEM**

JOB CLASS				
JOB CODE				
CAL ID				

Personnel Action Form

POSITION NUMBER							
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CAMPUS: SUS \_\_\_\_\_ SUBR \_\_\_\_\_ SULAC \_\_\_\_\_ SUAREC \_\_\_\_\_ SUNO \_\_\_\_\_ SUSLA x

EMPLOYMENT CATEGORY: 9-MONTH \_\_\_\_\_ 12-MONTH x OTHER \_\_\_\_\_ (Specify) \_\_\_\_\_

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Academic              | <input type="checkbox"/> Non-Academic                      | <input type="checkbox"/> Civil Service    |
| <input type="checkbox"/> Temporary             | <input type="checkbox"/> Part-time ( _____ % of Full Time) | <input type="checkbox"/> Restricted       |
| <input type="checkbox"/> Tenured               | <input type="checkbox"/> Undergraduate Student             | <input type="checkbox"/> Job Appointment  |
| <input type="checkbox"/> Tenured Track         | <input type="checkbox"/> Graduate Assistant                | <input type="checkbox"/> Probationary     |
| <input type="checkbox"/> Other (Specify) _____ | <input type="checkbox"/> Retiree Return To Work            | <input type="checkbox"/> Permanent Status |

Previous Employee \_\_\_\_\_ Reason Left \_\_\_\_\_  
 Date Left \_\_\_\_\_ Salary Paid \_\_\_\_\_

**Profile of Person Recommended**

Length of Employment 11/17/2003 To Present  
 Effective Date 08/01/2023

Name Devonye Brown SS# xxx-xx-1834 Sex F Race\* B  
(Last 4 digits only)

Position Title: Director, Outcomes, Assessment & Quality Management Department: Planning Assessment and Research

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

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

Years Experience 33 Southern University Experience 19  
 Degree(s):  
 Type/Discipline (BA-Education): BS- Business Administration Institution/Location (SU-Baton Rouge): LSU Baton Rouge Year: 1994  
MA- Science National- Louis University 2000  
PhD- Education in Leadership Studies Louisiana State University Shreveport 2021

Current Employer \_\_\_\_\_

**Personnel Action**

Check One \_\_\_\_\_ New Appointment \_\_\_\_\_ Continuation \_\_\_\_\_ Sabbatical \_\_\_\_\_ Leave of Absence \_\_\_\_\_  
 \_\_\_\_\_ Transfer \_\_\_\_\_ Replacement x Other (Specify) \_\_\_\_\_ Salary Adjustment \_\_\_\_\_

Recommended Salary \$72,400 Salary Budgeted \_\_\_\_\_

Source of Funds \_\_\_\_\_

Identify Budget: Title III \_\_\_\_\_ Location \_\_\_\_\_  
 Form Code: \_\_\_\_\_ Page \_\_\_\_\_ Item # \_\_\_\_\_

Change of: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Position \_\_\_\_\_  
 Status \_\_\_\_\_  
 Salary Adjustment \_\_\_\_\_

Financial Aid signature (if applicable): \_\_\_\_\_

List total funds currently paid this employee by Southern University:

Source of Funds	Amount
Title III	\$72,400

\*See Reverse Side

Comments: (Use back of form)

\*See Reverse Side

Graduate School signature (if applicable): \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Dean/Unit Head \_\_\_\_\_ Date \_\_\_\_\_

Vice Chancellor \_\_\_\_\_ Date \_\_\_\_\_

Chancellor \_\_\_\_\_ Date \_\_\_\_\_

Director/Personnel \_\_\_\_\_ Date 7/16/23

Vice President/Finance \_\_\_\_\_ Date \_\_\_\_\_

Business Affairs/Comptroller \_\_\_\_\_

President \_\_\_\_\_ Date \_\_\_\_\_

Chairman/S.U. Board \_\_\_\_\_ Date \_\_\_\_\_

of Supervisors \_\_\_\_\_



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

**ETHNIC ORIGIN (Please check one):**

Hispanic or Latino  Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

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

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

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

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

**COMMENTS:**

**EMPLOYEE REGULAR WORK SCHEDULE:**

**EMPLOYEE DIRECT SUPERVISOR:**

**SUPERVISOR/DEPARTMENT CONTACT NUMBER**

**NUMBER OF EMPLOYEES SUPERVISED, (if any)**

**HR USE ONLY:** STATUS (circle one): EXEMPT NON-EXEMPT

**GUIDELINES:** All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

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

**Do Not Write Below This Area**

**For Human Resource and Budgetary Control Use Only!**

**PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):**

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form Admin/Fac/Uncl Positions(Civil Service Application for classified employees)
- Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check form)
- Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment
- Proposed Employee Clearance
- Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

Devonye Brown, Ed.D.  
7266 Winder Drive,  
Shreveport, LA 71129  
(318) 773-6924  
devonyebrown@gmail.com

#### EDUCATION

Louisiana State University, Shreveport, LA  
**Doctor of Education in Leadership Studies** **2021**  
**Concentration: Higher Education Leadership (HEDL)**  
**Dissertation Topic: *Exploring Ethical Decision-Making Through the Lived Experiences of Title IX Coordinators in Higher Education***

National-Louis University, McLean, VA  
**Master of Science in Human Resource Management and Development** **2000**

Louisiana State University, Baton Rouge, LA  
**Bachelor of Science in Business Administration / Pre-Law**  
With concentrated studies in Spanish **1994**

#### ADMINISTRATIVE EXPERIENCE

**Southern University at Shreveport, LA**  
**Director of Outcomes Assessment and Quality Management**  
**SACSCOC Liaison** **2016 to Present**

Provide strategic direction and management of institutional planning, assessment, and research. Guide the institution's efforts to satisfy the requirements of SACSCOC, including the preparation for, and follow-up to, the process of reaffirmation of accreditation. Oversee the institution's plan for assessment, including the determination of a common timetable for assessment stages, and the advisement of all assessment activities.

Design data collection instruments and administer surveys to assess both institution-wide and departmental goals and objectives. Provide direct support to thirty administrative units in developing, measuring, and analyzing operational outcomes. Consult with thirty-six academic units in developing, measuring, and analyzing learning outcomes. Analyze and present data as needed to encourage informed decision-making.

**Assessment Coordinator**

**2013 -2016**

Assisted in the management of university-wide assessment, including data collection and reporting. Collaborated with university stakeholders in assessment efforts, trained faculty and staff on outcome development and assessment. Coordinated institutional quality management and assurance of continual compliance with all external accrediting agencies. Chaired the Accreditation Compliance Certification committee.

**Retention Coordinator**

**2006-2008**

Developed and implemented strategies to reduce student drop-out rates, monitored retention plans and strategies for at-risk students, gathered and formatted statistical data on student body. Assisted Director of Recruitment with freshman orientation programs, conducted workshops designed to assist all students in maintaining social, academic and financial well-being.

**Admissions / Recruitment Officer**

**2004-2006**

Received and processed admissions applications, maintained student files and electronic records in Banner system. Evaluated transcripts and advised students as needed. Attended recruiting events and conferences. Visited area high schools and made presentations to students on preparing for college. Conducted campus tours. Trained and supervised student workers as needed. Promoted to Retention Coordinator position.

**Educational Advocate- Trio Programs**

**2003**

Managed a caseload of approximately 400 junior high and high school students. Presented age-appropriate workshops on anger management, study skills, career interests, financial aid, and college preparation.

**University of Maryland University College, Adelphi MD**

**Graduate Academic Coordinator / Minority Faculty Recruiter**

**2000-2003**

Served as Dean's liaison. Investigated plagiarism cases, adjudicated grade appeals and processed student petitions. Monitored online courses and provided administrative support to graduate faculty. Developed diversity initiatives, and monitored and evaluated diversity efforts. Planned advertisements and recruitment strategies for critical and short-supply faculty positions.

**National-Louis University, McLean, VA****Enrollment Representative****1998-2000**

Recruited students for various degree programs. Generated and responded to inquiries from prospective students. Conducted information seminars at corporations, educational fairs, and local campuses. Assisted applicants and students with admissions, registration, and degree planning. Trained incoming enrollment representatives as needed.

**ACADEMIC / TEACHING EXPERIENCE****Southern University at Shreveport, LA****Program Coordinator / Assistant Professor – Division of Business Studies****2008 – 2013**

Planned semester course offerings. Instructed students in various business courses. Developed online classes in compliance with Quality Matters Standards. Managed adjunct faculty. Advised students and completed reports as necessary. Reinstated, revitalized, and led hospitality student organization. Recruited organizations to provide student internships. Assessed four academic programs to ensure quality and compliance with external accreditation agencies. Promoted to Assessment Coordinator in the Division of Research, Sponsored Programs and Institutional Effectiveness.

**Adjunct Instructor**, Grambling State University Department of Home Economics  
Grambling, Louisiana

**2003-2005**

**Adjunct Instructor**, College of Southern Maryland, La Plata, Maryland

**2001-2003****COURSES TAUGHT**

College Success, Consumer Education, Introduction to Business, Operations Management, Principles of Supervision, Marketing, American Hotel & Lodging Association (AHLA) courses

**PROFESSIONAL DEVELOPMENT**

Online Teaching Certification

Online Facilitator Certification

Learning Through Interactivity Course – Florida State College

Softchalk Lesson Builder for Quality Matters Workshop

**LEARNING MANAGEMENT SYSTEMS (LMS)**

BlackBoard

Moodle

**OTHER PROFESSIONAL EXPERIENCE**

**Aerotek / Maxim Group - Richardson, TX, Irving, TX, and Baltimore, MD 1995-1998**

TECHNICAL RECRUITER  
MANAGER OF BRANCH RECRUITING  
NATIONAL RECRUITING COORDINATOR  
COLLEGE RELATIONS COORDINATOR

**AWARDS**

National Institute for Staff and Organizational Development (NISOD)  
Excellence Award **2009**

**AFFILIATIONS**

Member – Chancellor’s Executive Team  
Member – Chancellor’s Cabinet  
Member – Academic Appeals Committee  
Member - Institutional Review Board

**TRAINING**

Network for Teaching Entrepreneurship (NFTE) – Manhattan, New York  
Apple Certified Teacher

**LANGUAGES**

Spanish



*"Linking Citizens of Louisiana with Opportunities for Success"*

Southern University and A & M College System  
**AGRICULTURAL RESEARCH AND EXTENSION CENTER**  
and the **COLLEGE OF AGRICULTURAL, FAMILY AND CONSUMER SCIENCES**

Ashford O. Williams Hall  
P. O. Box 10010  
Baton Rouge, LA 70813  
(225) 771-2242  
(225) 771-2861 Fax  
www.suagcenter.com

**OFFICE OF THE CHANCELLOR-DEAN**

August 1, 2023

President-Chancellor Dennis J. Shields  
Southern University and A&M College System  
J.S. Clark Administration Building, 4<sup>th</sup> Floor  
Baton Rouge, LA 70813

**Re: Selection of a Specialist, Youth Development (STEAM) for the Southern University Agricultural Research and Extension Center**

Dear President-Chancellor Shields:

This communication comes seeking your support relative to the appointment of Dr. Raquel Square Ayles as the Specialist, Youth Development (STEAM) for the Southern University Agricultural Research and Extension Center. Dr. Ayles has a proven track record of success in initiating child and family programs to foster success for students, parents, and the community. She is a committed administrator with strong interpersonal and communication skills necessary for maintaining working relationships.

Dr. Ayles has participated in an extensive search process and is the selected candidate by the committee, which in turn has made a written recommendation for her employment.

Therefore, I am recommending the appointment of Dr. Ayles as the Specialist, Youth Development (STEAM) at an annual salary of \$80,000, effective September 1, 2023. I solicit your approval and consideration during the convening of the next scheduled Board of Supervisors Meeting.

Should you have any questions or require clarification, please do not hesitate to contact me.

Sincerely,

Orlando F. McMeans, PhD  
Chancellor-Dean

Approval: \_\_\_\_\_  
Dennis J. Shields                      Date  
President-Chancellor

JOB CLASS				
JOB CODE				
CAL ID				

**SOUTHERN UNIVERSITY SYSTEM**

**Personnel Action Form**

POSITION NUMBER							
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CAMPUS: SUS  SUBR  SULAC  SUAREC  SUNO  SUSLA

EMPLOYMENT CATEGORY: 9-MONTH  12-MONTH  OTHER  (Specify) \_\_\_\_\_

Academic  Non-Academic  Civil Service  
 Temporary  Part-time ( \_\_\_\_\_ % of Full Time)  Restricted  
 Tenured  Undergraduate Student  Job Appointment  
 Tenured Track  Graduate Assistant  Probationary  
 Other (Specify)  Retiree Return To Work  Permanent Status

Previous Employee Tiffany Franklin Reason Left Resigned  
 Date Left February 25, 2022 Salary Paid \$67,925

**Profile of Person Recommended**

Length of Employment September 1, 2023 To \_\_\_\_\_

Effective Date September 1, 2023

Name Raquel Square Ayles SS# \_\_\_\_\_ Sex F Race\* AA  
 (Last 4 digits only)

Position Title: Specialist, Youth Development - STEAM Department: Cooperative Extension/ANR

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

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

Years Experience 22 Southern University Experience 0

Degree(s): Type/Discipline (BA-Education): PhD - Public Policy Institution/Location (SU-Baton Rouge): Southern University Year: \_\_\_\_\_  
M.A. - Admin and Supervision Southern University  
B.S. - Elem. Education Southern University

Current Employer \_\_\_\_\_

**Personnel Action**

Check One  New Appointment  Continuation  Sabbatical  Leave of Absence  
 Transfer  Replacement  Other (Specify) \_\_\_\_\_

Recommended Salary \$80,000.00 Salary Budgeted \$80,000.00

Source of Funds Federal

Identify Budget: \_\_\_\_\_ Location \_\_\_\_\_  
 Form Code: \_\_\_\_\_ Page \_\_\_\_\_ Item # \_\_\_\_\_

Change of: \_\_\_\_\_  
 From \_\_\_\_\_ To \_\_\_\_\_

Position \_\_\_\_\_  
 Status \_\_\_\_\_  
 Salary Adjustment \_\_\_\_\_

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:

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

Source of Funds	Amount
622313-62300-63000	\$80,000.00

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

DeSho A. Yo 7/10/23  
 Supervisor Date  
DeSho A. Yo 7/10/23  
 Vice Chancellor Date  
Yvette Lewis 8/10/2023  
 Director/Personnel Date

DeSho A. Yo 7/10/23  
 Dean/Unit Head Date  
[Signature] 7/10/2023  
 Chancellor Date  
[Signature]  
 Vice President/Finance Date  
 Business Affairs/Comptroller

President Date

Chairman/S.U. Board of Supervisors Date

[Signature]  
 8.1.2023

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

**ETHNIC ORIGIN (Please check one):**

Hispanic or Latino  Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

**COMMENTS:**

**EMPLOYEE REGULAR WORK SCHEDULE:** 8am-5pm Monday through Friday

**EMPLOYEE DIRECT SUPERVISOR:** Dr. De'Shoin A. York

**NUMBER OF EMPLOYEES SUPERVISED, (if any)** 4

**HR USE ONLY: STATUS (circle one):** EXEMPT  NON-EXEMPT

**GUIDELINES:** All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

<u>TYPE</u>	<u>CODE</u>	<u>EXPIRES</u>
United States Citizen/Certificate of Naturalization	US	<b>FUNDS AVAILABLE</b> OFFICE OF THE AGRICULTURAL RESEARCH AND EXTENSION SOUTHERN UNIVERSITY SYSTEM <i>B. Gambrell</i> 8.1.2023 FINANCE & ADMINISTRATION SECTION
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	F0	

**Do Not Write Below This Area**  
**For Human Resource and Budgetary Control Use Only!**

**PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):**

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



SUS  SUBR  SULAC  SUAREC  SUNO  SUSLA

\*\*\*\*\*

**POSITION VACANCY AUTHORIZATION**

\*\*\*\*\*

REQUEST THAT THE POSITION TITLE Assistant/Associate/Specialist - Youth Development (STEAM) / Program Leader, Youth Development AS DESCRIBED BELOW

BE AUTHORIZED AS A VACANCY FOR Cooperative Extension  
(Department or Unit)

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

RECEIVED  
 FEB 01 2023  
 Office of the Chancellor  
 SUAREC/CAEDS

**VACANCY DESCRIPTION AND JUSTIFICATION**

(Include rank (for faculty) and approximate salary; initiator of form must have prior approval of salary/salary range with the appropriate Vice-Chancellor, Chancellor and/or President. Salaries for classified positions must be approved through Human Resources). The Extension Specialist 4-H Youth Development (STEAM) will be responsible for educational programming in Science, Technology, Engineering, Agriculture & Math (STEAM) education in support of 4-H youth development; inclusive of the training of Extension agents and the development of program resources in support of 4-H youth development in this area. The position conducts research-based inquiry related to STEAM, youth development, environmental issues and curriculum development, resulting in the delivery of STEAM, environmental science education, artificial intelligence (AI) and outreach programs that collectively promote and increase educational/career awareness and environmental consciousness. The position requires collaboration with external agencies, civic organizations, schools, communities and businesses. The incumbent will also provide overall leadership for the YD unit and its programming efforts and supervision of YD agents.

Salary/Range: \$75,000 - \$80,000 Previous Incumbent (if replacement): Tiffany Franklin

Approved  Disapproved De'Sha'ya Yo 1/26/23  
 Department Head Date  
 Approved  Disapproved De'Sha'ya Yo 1/26/23  
 Dean/Director/Supervisor of Budget Unit Date

FINANCE/BUDGET OFFICE ONLY	
Funds Available	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<u>SS</u>	<u>2/15/2023</u>
Signature	Date
Budget Number	<u>622321-62300-63000</u>
<u>g. 422313</u>	

HUMAN RESOURCES OFFICE ONLY	
Existing/Approved Position	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Employee Class: <u>MU</u>	Job Class: <u>62000</u>
<u>Michale William</u>	<u>02/22/23</u>
Verified By:	Date:

Approved  Disapproved De'Sha'ya Yo 1/26/23  
 Vice Chancellor Date  
 Approved  Disapproved DL 2/11/2023  
 Chancellor/Vice President Date  
 Approved  Disapproved Henry J. Shuck 2/2/23  
 President Date

An Equal Opportunity Employer

# vacancy Announcement System (VAS)

## Position Vacancy Announcement Request

Date: January 30, 2023 Department: Cooperative Extension

SUS  SUBR  SULC  SUAREC  SUNO  SUSLA

Application Deadline: March 31, 2023 Date position to be filled: May 1, 2023

Position Title: Assistant/Associate/Specialist – Youth Development (STEAM) / Program Leader, Youth Development Civil Service Pay Level: \_\_\_\_\_

Salary (annual): \_\_\_\_\_ or Salary Range: \$75,000 to \$80,000

**Please check all categories that apply to this position:**

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

Contact Person: Hazel Myers Telephone No: 225-771-2275

Contact Email Address: Hazel\_myers@suagcenter.com

Contact e-mail address is for:  
 Human Resources utilization only  posting to VAS website

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

The Extension Specialist 4-H Youth Development (STEAM) will be responsible for educational programming in Science, Technology, Engineering, Agriculture & Math (STEAM) education in support of 4-H youth development; inclusive of the training of Extension agents and the development of program resources in support of 4-H youth development in this area. The position conducts research-based inquiry related to STEAM, youth development, environmental issues and curriculum development; resulting in the delivery of STEAM, environmental science education, artificial intelligence (AI) and outreach programs that collectively promote and increase educational/career awareness and environmental consciousness. The position requires collaboration with external agencies, civic organizations, schools, communities and businesses. The incumbent will also provide overall leadership for the YD unit and it's programming efforts and supervision of YD agents.

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

**REQUIRED:** Overnight travel, evening, night and weekend work will be required. Candidate should hold an advanced degree in Agricultural Sciences (agricultural education, environmental science, and animal/ plant/soil sciences), Technology (agricultural/bio-systems engineering or engineering technologies) or Science/Mathematics Education or a closely related field. Experience in the design, development, implementation and evaluation of educational programs, Extension, research and/or teaching programs is strongly desired. Should have a knowledge and understanding of STEAM education with a keen interest in its application towards positive 4-H and/or youth development. Must possess excellent oral and written communication skills and demonstrated social media skills. Must also have to capability to design and implement ag technology driven programming. Evidence of scholarly works (publications, presentations, grant writing and grants) is also required.

**Remarks/How To Apply** (letter of application, curriculum vita, resume, references, etc)/Mailing Address [Maximum 12 lines @ 250 characters (including spaces) per line]:

Please submit you completed Southern University job application, transcript, resume, and cover letter to [hazel\\_myers@suagcenter.com](mailto:hazel_myers@suagcenter.com) A copy of your transcript is accepted to apply. However, the original will be required at a later date. Incomplete application packets will not be reviewed.

## ASSISTANT/ASSOCIATE/SPECIALIST – YOUTH DEVELOPMENT (STEAM)



### General Description:

The Extension Specialist 4-H Youth Development (STEAM) will be responsible for educational programming in Science, Technology, Engineering, Agriculture & Math (STEAM) education in support of 4-H youth development; inclusive of the training of Extension agents and the development of program resources in support of 4-H youth development in this area. The position conducts research-based inquiry related to STEAM, youth development, environmental issues and curriculum development; resulting in the delivery of STEAM and environmental science education and outreach programs that collectively promote and increase educational/career awareness and environmental consciousness. The position requires collaboration with external agencies, civic organizations, schools, communities and businesses.

### Specific Tasks to be performed:

- The incumbent's programs will assist youth in their exploration and understanding of STEAM related fields, while promoting the integration and interaction of science, technology, engineering, agriculture or mathematical sciences.
- The incumbent will also provide their relevant expertise, as needed, to assist other units within Cooperative Extension; i.e. urban and sustainable agriculture, small fruits and vegetables, animal science, aquaculture, agribusiness and marketing, health/wellness, children and families, family financial management, etc.
- Develop non-formal youth education programs in the areas of STEAM that support the 4-H mission to provide hands-on learning, equip youth with skills and experiences for mastery, create opportunities for related career exploration, and empower youth to use what they learn to influence and impact others.
- Develop, communicate and execute a strategic plan for STEAM program growth and program quality; includes vision for programs delivered by county 4-H staff and volunteers, as well as state events.
- Develop and implement youth leadership opportunities for 4-H members enrolled in science and engineering projects.
- Assess the need for out-of-school time science/STEAM youth programs in a systematic and analytical manner.
- The successful candidate will participate in the development and submission of proposals seeking external funds to support their areas of responsibilities as outlined in their Plan of Work.
- Additionally the ideal candidate will possess the ability to take a systems approach in designing, implementing and evaluating events that strategically positions the 4-H Youth Development Program for broader reach and enhanced engagement.

**Requirements:**

Overnight travel, evening, night and weekend work will be required.

Candidate should hold an earned doctorate degree in Agricultural Sciences (agricultural education, environmental science, and animal/ plant/soil sciences), Technology (agricultural/bio-systems engineering or engineering technologies) or Science/Mathematics Education or a closely related field. Experience in the design, development, implementation and evaluation of education programs; Extension, research and/or teaching programs is strongly desired. She/he should have a knowledge and understanding of STEAM education with a keen interest in its application towards positive 4-H and/or youth development. She/he must possess excellent oral and written communication skills and demonstrated social media skills. Evidence of scholarly works (publications, presentations, grant writing and grants (funds) acquisition) is required.

**Salary Range:** \$65,000 – \$75,000 annually (depending upon educational background and experience)

**For more information please visit the Southern University Human Resources page at [www.subr.edu](http://www.subr.edu)**

# RAQUEL SQUARE AYLES, Ph.D.

## PROFILE

**Dedicated and respected educator with 20 years of hands-on administrative and leadership expertise.** Team-oriented professional with a proven track record for increasing school ratings by aligning curriculum to state standards, delivering principal coaching, and offering constructive leadership feedback. Demonstrated talent for developing operational budgets, strategic plans, and SMART goals to successfully achieve school objectives and fulfill the mission statement. Proven ability to initiate child and family programs to foster success for students, parents and the community. Committed administrator with strong interpersonal and communication skills necessary for maintaining working relationships with board members, faculty, parents, and students.

## AREAS OF EXPERTISE

- Educational Administration
- Curriculum Planning & Development
- School Turnaround
- Program Development & Evaluation
- Program & Admissions Budgeting
- Leadership Coaching & Development
- School Finances & Operations
- Community Relations & Open Houses
- Student Recruitment & Enrolment
- Workshop & Seminar Presentations

## EDUCATION

**Doctor of Philosophy:** Public Policy  
Southern University and A&M College: Baton Rouge, LA (2015)

**Educational Specialist:** Louisiana School Turnaround Specialist  
Cohort Xavier University: New Orleans, LA (2012)

**Master of Education:** Administration & Supervision  
Southern University and A&M College: Baton Rouge, LA (2003)

**Bachelor of Arts:** Elementary Education  
Southern University and A&M College: Baton Rouge, LA (2001)

## CERTIFICATIONS

School Superintendent • Turnaround Specialist • Educational Leader 2 & 3 • Principal (K-12)  
Elementary Teacher & Principal (1-8) • Parish or City School Supervisor of Instruction (1-12)  
Supervisor of Student Teaching

## ADMINISTRATIVE EXPERIENCE

### Chief Executive Officer

R. Square Consulting, LLC: Baton Rouge, LA (9/2022- Present)

- Communicates with senior district leadership, school level administrators, departments of education and outside organizations for the purpose of developing and coordinating activities and programs, resolving complex problems, exchanging information, providing follow-up supports, and developing policies and procedures to encourage effective and efficient systems leadership.

- Develops and sustains robust partnerships with districts, community colleges and universities for the purpose of supporting the alignment and coherence of K-12 students learning experiences.
- Facilitates analyses of school and district data that addresses beliefs and practices for the purpose of determining the degree to which all students are provided equitable access in successfully preparing for college and career with an emphasis on under-represented student groups and assisting district in designing action plans to address findings.
- Interprets and explains district, state, and federal regulations for the purpose of advising administrators/future administrators on the responsibilities of managing a school site and serving as the instructional leader.
- Researches the most current leadership and instructional practices and pending legislation for the purpose of supporting improved student achievement in all curriculum areas, anticipating future areas or trends needing to be addressed, and making recommendations to ensure quality of compliance implementation.
- Supports department of education with the development of tools to support school districts and charter schools across the state.

### **Chief Academic Officer**

Algiers Charter School Association: New Orleans, LA(7/2019-9/2022)

- Supported the vision, mission, and policies of Algiers Charter Schools Association.
- Managed an approximate budget of 20 million with fiscal prudence to ensure financial sustainability aligned to core district programs and strategies.
- Secured 8 million dollars in competitive grant funding to accelerate district goals and initiatives.
- Collaborated monthly with business and industry members to determine their needs and develop courses/curriculum, cost structure to implement college and career opportunities to ensure student success.
- Supervised a portfolio that includes all academic programs, early childhood, federal programs administration, innovation, school choice, information technology, student support, and school improvement
- Ensured implementation of impactful communications system including monthly board reports, board strategic planning, director meetings, principal meetings, and system task force.
- Partnered with NIET to implement the TAP framework as a district-wide school improvement strategy.
- Developed an effective virtual learning curriculum to ensure the effective delivery of instruction while under face-to face restrictions during the pandemic.
- Successfully secured a five-year charter renewal for Martin Behrman Charter School.
- Implemented organizational development through district-wide strategic planning to support school-level decision-making based on data and research-based practices.
- Ensured all state and federal documents and reports are completed, accurate and submitted in a timely manner.
- Oversaw the integration of technology into the educational program that supports teaching and learning, teaching tools that enhance instruction such as smart boards and educational software.
- Served as a liaison between the legal department, human resources, and school leadership to advise ensure strict adherence to all school laws, policies, and local, state and federal regulations.
- Prepared and administered the research to assist the Chief Financial Officer with the development of the annual budget.
- Piloted the NIET Principal Skills Rubric to provide C-Team staff with a clear framework to help school leaders grow as they operate on a continuum of self-reflection, self-discovery, and validation of their success through quantitative and qualitative evidence.
- Provided leadership for planning, development, implementation, and evaluation of professional development for Executive Directors, Central Office Staff, School Leaders, and School Leaders in Training.
- Created articulation agreements with Xavier University and Holy Cross University to supervise student teachers and teacher residents.
- Reviewed and approved contracts/ and or consultants for professional development and student services.

## **Regional Director, Charter Schools USA**

Baton Rouge, LA, Lake Charles, LA, Lafayette, LA (2/2015- 7/2019)

- Facilitated annual strategic planning meetings with school board members using the *Marzano District Leadership That Works* framework of best practices.
- Liaised with the Board of Trustees on a regular basis to keep them apprised of school progress and district policy changes, strengthened communications with the Board of Trustees and formulated standing board committees.
- Successfully secured 6 charter school renewals across the southern region.
- Managed an approximate budget of 70 million across 8 schools with fiscal prudence to ensure financial sustainability aligned to core district programs and strategies.
- Supervised a team of federal programs specialist and enrollment specialist to ensure compliance with all state and federal programs.
- Collaborated with team of human resource business partners and recruitment specialist to support organization goals and implement effective practices across regions.
- Provided a statewide strategy for a team of curriculum specialist to align curriculum maps with state specific standards, resulting in increased school performance scores for all schools in the southern region.
- Served as a coach and mentor to school leadership teams through strategic planning sessions and improvement meetings.
- Conducted classroom observations and evaluations to evaluate instructional practices.
- Developed and implemented parent workshops, before and after-school programs, and family resource centers to assist parents and students in attaining personal and academic objectives.
- Introduced one-to-one technology within the district to ensure student access to course materials and digital textbooks.
- Created and sustained partnerships with Louisiana State University and Grand Canyon University, Greater Arts Council of Baton Rouge, A+ Schools, community businesses, parents, social service organizations, and faith-based communities.
- Served as a liaison between the legal department, human resources, and school leadership to advise management of relevant HR laws and regulations.

## **Principal, Bains Lower Elementary School**

West Feliciana Parish School System: St. Francisville, LA (7/2010-2/2015)

- Implemented the University of Virginia Turnaround Model within the school, as a member of the Louisiana Turnaround Principal Cohort through Xavier University. Subsequent results were an "A" accountability rating for school performance and a Number 1 ranking in kindergarten readiness for the state of Louisiana per a pre-literacy study conducted by Louisiana State University and Tulane University.
- Recognized as a model for Early Childhood Education by AdvancED.
- Developed and implemented a three-tiered Response to Intervention plan in reading, ensuring all students received appropriate intervention needed to increase reading skills.
- Initiated a needs assessment and constructed a professional development plan to address identified areas of instructional weakness, leading to improved use of evidence-based and student-centered instructional strategies and improved student outcomes.
- Nurtured a supportive environment by providing appropriate discipline and guidance for teachers and students, thereby promoting a climate conducive to personal, professional, and academic growth.
- Infused technology into the school culture by integrating Promethean Boards and iPads into the curriculum.
- Fostered teacher growth using professional learning communities at each grade level, thereby enhancing teacher knowledge and collaboration, improving instructional strategies, and promoting teacher leadership.
- Performed regular classroom walkthroughs, learning walks, and follow-up conferences to engage teachers in reflective dialogue about their instructional practices.
- Conducted process evaluations and program evaluations on instructional programs to determine effectiveness.

### **Principal, Scotlandville Elementary School**

East Baton Rouge Parish School System: Baton Rouge, LA (7/2007–6/2010)

- Implemented the University of Virginia Turnaround Model as a member of the Louisiana Turnaround Principal Cohort through Xavier University, resulting in an increase in school accountability ratings from 'Academically Unacceptable' in 2006–2007 to 'Academically Acceptable'. Further results included Recognized Academic Growth for 2007-2008 (9-point gain), Exemplary Academic Growth for 2008-2009 (14-point gain), and 2009-2010 (13-point gain).
- Improved student academic results by forming professional learning committees, hiring certified and highly qualified faculty and staff, and encouraging attendance at professional conferences. Employed data-driven instruction, hired certified interventionists to service Tier II and Tier III students, introduced technology into every classroom and implemented after-school and Saturday tutorials.
- Earned the *Ensuring Literacy for All* grant and used it to establish professional development opportunities for teachers and multiple reading support systems for students, contributing to a marked improvement in student reading and comprehension levels.

### **Assistant Principal, Wedgewood Elementary School**

East Baton Rouge Parish School System: Baton Rouge, LA (1/2007-6/2007)

## **TEACHING EXPERIENCE**

Instructional Specialist: LA (2006–2007)  
Mathematics and Science Specialist: TX (2005-2006)  
Fourth Grade Teacher: TX (2004-2005)  
Fourth Grade Teacher: LA (2001–2004)

## **AWARDS**

Brownfields Elementary Teacher of the Year  
Hurricane Educators Assistance Program (H.E.A.P.) Recipient  
Michelle Obama Healthier US School Challenge: Smarter Lunchroom Silver Award  
Phi Delta Kappa Emerging Leader Award  
Southern University Alumni Association 40 under 40

## **PROFESSIONAL AFFILIATIONS**

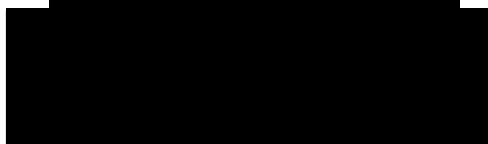
Association for Supervision and Curriculum Development  
Baton Rouge Business Report Executive Leadership Institute  
Kappa Delta Pi International Honor Society  
Phi Delta Kappa International

## **COMMUNITY INVOLVEMENT**

Girl Scouts Louisiana East Board Member  
Delta Sigma Theta Sorority, Incorporated  
The Links, Incorporated



***VITAE***  
***STEPHONE K. ADDISON***



**EDUCATION**

**SOUTHERN UNIVERSITY AT BATON ROUGE**

Baton Rouge, Louisiana – ABD, Ph.D. Program -  
Public Policy (2017 to **Present**)

**SOUTHERN UNIVERSITY AT NEW ORLEANS**

New Orleans, Louisiana  
Master of Arts in Criminal Justice, May 2010

**SOUTHERN UNIVERSITY LAW CENTER**

Baton Rouge, Louisiana  
Juris Doctor Degree, May 1990

**UNIVERSITY OF SOUTHWESTERN LOUISIANA**

Lafayette, Louisiana  
B.S. Degree, Management 1985

**TEACHING EXPERIENCE**

**SOUTHERN UNIVERSITY A & M COLLEGE**

Baton Rouge Campus  
500 Jessie Stone – Higgins Hall  
Baton Rouge, Louisiana 70813  
Department of Criminal Justice  
(1992 – 2000; 2001 - Present).

**SOUTHERN UNIVERSITY LAW CENTER**

Adjunct Professor - (2017 - Present ).

**BATON ROUGE COMMUNITY COLLEGE**

Adjunct Professor - (2010 ).

**SOUTH UNIVERSITY (Online)**

Adjunct Professor - (2006 – 2008)

**ADMINISTRATIVE:**

**Interim Chair of Criminal Justice Department  
(Undergraduate and Graduate) – (2019 – Present)**

**Director of Academic Online Initiative (2013 – 2015)**  
--A Title III Program

**Associate Chair of Criminal Justice (Undergraduate)  
Department (2015 – 2016)**

**Interim Chair of Criminal Justice Department (2015)**

**PUBLICATIONS and  
ARTICLES:**

**“Gun Control Policies And the Right to Bear Arms in  
America: A Utilitarian Perspective – Journal of Law,  
Policy and Globalization (2022).**

**“All Aboard” – Southern University Law Center (2022)**

**“An Examination of Perceived Factors of Influencing  
Mass Killings in the United States of America” - Journal  
of Law, Policy and Globalization (2020).**

Arranged a **Compilation of Cases**, entitled Social Control  
in the Criminal and Civil Courts (2015).

**Co-wrote an Online Policy and Procedure Manual (2013).**

Wrote Article as contributing scholar for the documentary  
**“Taking a Seat for Justice” (2006).**

**“Drug Testing: Avoiding a Prospective Chill on the  
Individual’s Constitutional Rights to Privacy”.**  
Southern University Law Review. (1989).

**PRESENTATIONS:**

**Guest Panelist** for Baton Rouge Gallery discussion on  
Gun Violence in connection with Cloudburst: The Work  
Of Matt Kenyon (2022).

**Panel Moderator** for Nelson Mandela College of  
Government and Social Sciences Speaker Series: Criminal  
Justice Forum (2019).

**Guest Panelist** for SUBR Open Education Resource  
Week (2016).

**A Panelist** at the Louisiana Academy of Sciences

Conference. Spoke on “**Keys to Success for College Students.**” (2007).

“**Ethical Dilemmas** for Attorneys Representing Defendants Whom They Suspect to Have Committed the Crime.” (2004)

“**The Basic Principles of the 4<sup>th</sup> Amendment** Search and Seizures.” (2003).

“The Basic Essentials of **Law Office Practice**” (1995).

## WORKSHOPS AND CONFERENCES:

Attended the Academy of Criminal Justice Sciences (**ACJS**) Annual Conference (2022).

Quality Matters Facilitator Training for Improving Your Online Course (IYOC) (received certification to train Faculty in improving their online course) – (2021).

Quality Matters Facilitator Training Applying the QM Rubric (**received certification to train faculty**) – (2020)

Attended **Open Textbook Workshop** SU Library (2017)

Completed Lodestar Training (2016)

Obtained Certificate for Moodle Training - SUBR (2016)

Obtained Certificate for Completion for MOOC Training (2016)

Attended **Instructional Technology Council E- Learning** Conferences (2013, 2014).

Attended **Quality Matters Online** Conferences (2013, 2014)

Attended **Moodle** Conference (2014).

Provided training for S.U. and S.U.S. Faculty and Staff to teach online (2013).

Received **certificate** to be a **Quality Matters** Peer Reviewer for online course design (2014).

Attended workshop and received certificate upgrading the **Applying the Quality Matters Rubric for Online** course design (2010).

Provided training for S.U. Faculty and Staff to Teach Online (2010, 2011).

Attended workshop and received certificate for **Applying the Quality Matters Rubric for Online** course design (2010).

Attended **Mentoring Workshop** at Southern University (2008).

Attended **Forum on Career Opportunities** for students, Sponsored by Nelson Mandela School of Public Policy, (2007).

Received Certificate of Attendance in an “**Electronic Proposal Preparation and Submission**” Workshop with

the S.U. Office of Sponsored Programs (2006).  
Attended conference entitled “**Developing Good Writing Skills in Your Criminal Justice Students.**” (2007).  
Attended conference entitled “**Advanced PowerPoint Techniques for use in Criminal Justice Courses**” (2007).  
Attended “**Learning Outcomes**” Workshop with Dr. Caula Beyl with Alabama A & M University (2006).

**UNIVERSITY AND OTHER COMMITTEES:**

**Chair, SUBR Distance Education Advisory Committee, (2020)**  
**SACS - General Education Committee (University) (2019 - 2020)**  
Member, SUBR Investigatory Panel Committee (2019-2022)  
**Member, LA Board of Regents Online Committee (2015 - 2020)**  
**SACS Committee Chair (CJ Department) (2017 – 2018)**  
I-STAR - Academic Advisor (Summer 2018)  
Chair, SUBR Investigatory Panel (2016)  
Chair, SUBR Investigatory Panel (2014-2015)  
Academic Appeals Committee (2010)  
SACS Compliance Certification Taskforce (2006 - Present)  
Southern University Program Review Committee (2007)  
Tenure Review Committee – Public Policy (2006)  
Advisor to The Criminal Justice Club (2003 – 2006)  
Advisor to the Criminal Justice Student Honor Society (2004 – 2006).

**COURSES TAUGHT:**

Common Law Contracts - **SULC**  
Legal Writing and Oral Advocacy - **SULC**  
Obligations – **SULC**  
Torts (Pre-Law) - **SULC**  
Social Control in the Criminal and Civil Courts - **Online**  
Legal Research Methods  
Liability and Litigation  
Civil Law-Torts – **Online (Paralegal program)**  
Domestic Law – **Online (Paralegal program)**  
Criminal Law – **Online (Paralegal program)**  
Criminal Law  
Criminal Procedure  
Criminology  
Criminal Law and Procedure - **Online**  
Black Males and the Criminal Justice System

Introduction to Law Enforcement  
Introduction to Criminal Justice  
Criminal Investigations - **Online**  
Criminal and Civil Investigations - **Online**  
Crime Prevention  
Special Police Problems  
Ethics and Ethnics  
Policing in America  
Case Preparation and Testifying – **Graduate**  
Advance Crime Scene Investigation – **Graduate**  
Legal & Ethical Issues in Criminal Justice – **Graduate**  
Constitutional and Criminal Law - **Graduate**  
Implemented new technology in classroom “**Turning Point Technology**”

### **LEGAL EXPERIENCE**

Apr 1993 - Present

#### **LAW OFFICE OF STEPHONE K. ADDISON**

Sole Practitioner  
5649 Tioga Drive  
Baton Rouge, Louisiana 70812  
...Practice - Bankruptcy, Personal Injury,  
Domestic, Administrative, and Criminal Law, etc

Mar 1992 – 2000

#### **CAPITAL AREA LEGAL SERVICES, INC. Private Attorney Involvement/ProBono Program**

P.O. Box 3273  
Baton Rouge, Louisiana 70821  
...Practice - Domestic, Administrative, Bankruptcy.

Feb 1992 - Aug 1992

#### **LAW OFFICES OF WALTER C. DUMAS**

1261 Government Street  
Baton Rouge, Louisiana 70802  
...Practice – Criminal Law, Domestic, Personal Injury.

June 1991 - Jan 1992

#### **NORTHWEST LOUISIANA LEGAL SERVICES, INC.**

619 Spring Street  
Shreveport, Louisiana 71101  
...Practice - Domestic, Bankruptcy,  
and Consumer Law.

Aug 1990 - Jan 1991

#### **JOHNSON, TAYLOR, & THOMAS**

5700 Florida Blvd., Suite 209  
Baton Rouge, Louisiana 70806

...Research, Memorandas, and  
Drafted Petitions.

June 1989 - Feb 1990

**LAW OFFICES OF MURRAY & WHITE**

1606 Scenic Highway, Suite B  
Baton Rouge, Louisiana 70802

...Research and Drafted Petitions.

Summer 1988

**HOUSE OF LEGISLATIVE SERVICES**

Louisiana State Capitol  
Baton Rouge, Louisiana 70802

...Researched Bill Proposals to  
determine constitutionality.

**HONORS**

SUBR 30 Years of Service Award (2022)

Business Cluster Award Recipient outstanding faculty (2013)

Sigma Gamma Rho Sorority , Inc.'s African American  
Man of Excellence Award (2007).

Received **public recognition** at the Manship Theatre – Shaw  
Center for the Arts for role as contributing scholar for the  
Documentary “**Taking a Seat for Justice.**” (2006).

Community Achievement Award

Member - LAW REVIEW; (1989-90)

Kappa Alpha Psi Fraternity, Inc. - Outstanding

Member of the Year Award 1984.

Most valuable player (Football) – Amite High School.

**ORGANIZATIONS**

**Academy of Criminal Justice Sciences (2022)**

**National Organization of Black Law Enforcement  
Officers (NOBLE) – 2021**

**LOUISIANA BAR ASSOCIATION - 1991 – Present**

**National Association of Blacks in Criminal Justice 2005**

**Advisor** to the Criminal Justice Student Honor Society  
2004 - present

**Advisor** to the Criminal Justice Student Club  
2004 - present

**Academy of Criminal Justice Science 1997-1999**

Indigent Defense Attorney - Clinical

Education Class 1989-1990;

Student Bar Association 1988-1990;

Black Law Students Association 1988- 1990

Kappa Alpha Psi Fraternity 1980

Chair: USL Inter-Fraternity

Scholarship Committee 1984.  
Louis A. Martinet Legal Society  
1991- 2000.

## COMMUNITY ACTIVITY

### **Project 2000**

... Made weekly visits to local elementary school and assisted “**at-risk**” students with reading, spelling, and writing.

### **Public Speaking**

...Made appearance on **Channel 2 & 9 News** regarding 10 year anniversary of Hurricane Katrina (2015)

...**Guest** for a local radio talk show regarding Policing in America relative to Ferguson Missouri Incident (2015)

...Made appearance on Channel 9 News regarding crime in Baton Rouge (2011)

...Make occasional speeches to local elementary schools, churches and Southern University Law Center. Also, made appearances on Local and National evening news and on Local Television program (**Channel 33 Morning Show**) regarding **Black on Black crime**.

### **Religious**

...Chairman of the **Board of Trustees**, acting **Treasurer**, **Superintendent** of Sunday School and **Class Leader** for Faith A.M.E. Church

### **Computers/Technology/Certifications**

... Quality Matters Certificate - Applying the Rubric (2010, 2014 to Present)

...Quality Matters Peer Reviewer (2016 to Present),

...Moodle Certificate (2017)

...Blackboard, Westlaw, Lexis Nexis, etc.

## REFERENCES

Available upon request.

JOB CLASS				
JOB CODE				
CAL ID				

**SOUTHERN UNIVERSITY SYSTEM**

**Personnel Action Form**

POSITION NUMBER	2	M	9	8	8	2
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CAMPUS: SUS  SUBR  SULAC  SUAREC  SUNO  SUSLA

EMPLOYMENT CATEGORY: 9-MONTH  12-MONTH  OTHER  (Specify) **REC'D EUG-ACAD AFFRS 2023 JUL 26 PM1:22**

Academic  Non-Academic  Civil Service  
 Temporary  Part-time % of Full Time  Restricted  
 Tenured  Undergraduate Student  Job Appointment  
 Tenured Track  Graduate Assistant  Probationary  
 Other (Specify)  Retiree Return To Work  Permanent Status

Previous Employee Crystal Franklin Reason Left Termination  
 Date Left June 17, 2023 Salary Paid \$54,000

**Profile of Person Recommended**

Length of Employment 12 month To \_\_\_\_\_  
 Effective Date August 21, 2023

Name Raven Dunlap SS# 436-81-9496 Sex F Race\* B  
 (Last 4 digits only)

Position Title: School Counselor / Academic Advisor Department: Southern Lab

Check One  Existing Position \*Visa Type (See Reverse Side):   
 New Position Expiration Date: \_\_\_\_\_  
 (Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 7 years Exp. Southern University Experience NA  
 Degree(s): Type/Discipline (BA-Education): Institution/Location (SU-Baton Rouge): Year:  
B.S. Mass Comm / Criminal Justice Southeastern University 2014  
M.S. Clinical Mental Health Southern University 2018  
Ph.D. Counselor Education/Supervision University of Holy Cross 2022

Current Employer SUBR

**Personnel Action**

Check One  New Appointment  Continuation  Sabbatical  Leave of Absence  
 Transfer  Replacement  Other (Specify) \_\_\_\_\_

Recommended Salary \$65,000 Salary Budgeted \$65,000

Source of Funds State

Identify Budget: SULS General Fund Location \_\_\_\_\_  
 Form Code: 211001-22281-24100 Page \_\_\_\_\_ Item # \_\_\_\_\_

Change of: From \_\_\_\_\_ To \_\_\_\_\_  
 Position \_\_\_\_\_  
 Status \_\_\_\_\_  
 Salary Adjustment \_\_\_\_\_

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:

\*See Reverse Side

Comments: (Use back of form)

Source of Funds	Amount
<u>211001-22281-6/002-24100</u>	<u>\$65,000</u>

\*See Reverse Side

Graduate School signature (if, applicable):

[Signature] 7/24/2023 [Signature] 7/24/2023  
 Supervisor Date Dean/Unit Head Date  
[Signature] 7/26/2023 [Signature] 7/27/23  
 Vice Chancellor Date Chancellor Date  
 Director/Personnel Date Vice President/Finance Date  
 Date [Signature] 7/27/23 Business Affairs/Comptroller Date  
 President Date Chairman/S.U. Board Date  
 Date of Supervisors



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

**ETHNIC ORIGIN (Please check one):**

Hispanic or Latino  Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

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

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

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

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

**COMMENTS:**

**EMPLOYEE REGULAR WORK SCHEDULE:** Monday - Friday 7:30 am to 4:30 pm  
**EMPLOYEE DIRECT SUPERVISOR:** Herman R. Brister  
**SUPERVISOR/DEPARTMENT CONTACT NUMBER:** 225-771-3490  
**NUMBER OF EMPLOYEES SUPERVISED, (if any):** NA  
**HR USE ONLY: STATUS (circle one):** EXEMPT NON-EXEMPT

**GUIDELINES:** All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

**TYPE**

United States Citizen/Certificate of Naturalization  
Resident Alien  
H-1 Visa (Distinguished Merit & Ability)  
J-1 Visa (Exchange Visitor Program)  
F-1 Visa (Student Emp. FT Student at S.U.)  
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")

**SOUTHERN UNIVERSITY SYSTEM**  
I certify that the above purchase(s) is (are) allowable under the terms and conditions of the appropriation, budget or award agreement and in accordance with federal, state, local, and university policies and procedures required for fiscal compliance.  
/Allowability/Compliance Verified By: [Signature] 2/21/08  
/Encumbered/Funds Available By: [Signature] 2/25/08  
Doc. I.D. # H1 Date: 2/25/08  
J1  
F1  
FO 211001-22281-61002-24100

**Do Not Write Below This Area  
For Human Resource and Budgetary Control Use Only!**

- PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):**
- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
  - Position Vacancy Announcement (position advertised before processing PAF, if applicable)
  - Application for Employment Form Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
  - Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check form)
  - Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
  - Exemptions Survey Form (signed by employee and budget head)
  - Proposed Employee Appointment
  - Proposed Employee Clearance
  - Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)



REC'D EVC-ACAD AFFRS  
2023 JUL 26 PM1:22

Date: July 25, 2023

To: Bijoy Sahoo, Ph.D.  
Executive Vice Chancellor & Provost  
3rd Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

Re: Request to approve the hire of Dr. Raven Dunlap

I hope this letter finds you well. I am writing to request approval for the hiring of Dr. Raven Dunlap as the school counselor and academic advisor for Southern University Laboratory School. Dr. Dunlap comes highly recommended, bringing with her seven years of valuable experience in mental health and academic counseling.


Dr. Dunlap's educational background is impressive, having earned a B.A. from Southeastern University, an M.S. from Southern University, and a Ph.D. from Holy Cross. Her educational journey reflects her commitment to academic excellence and professional development. Her qualifications strongly align with the requirements we seek in a school counselor and academic advisor.

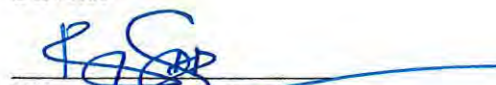
In her previous roles, Dr. Dunlap has demonstrated exceptional skills in organizing college and career fairs, conducting small group counseling sessions, and providing behavioral interventions for students. These experiences have equipped her with the necessary tools to create a holistic and supportive environment for our students. Her dedication to helping students achieve their academic and personal goals aligns perfectly with our school's mission and values.

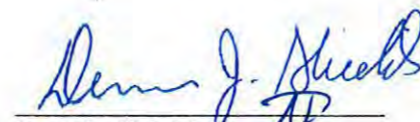
We kindly request your approval to proceed with the hiring process and bring Dr. Raven Dunlap on board as our school counselor and academic advisor. We believe that her skills, qualifications, and dedication will make her an invaluable addition to our team.

Thank you for considering our request. We look forward to your positive response.

Sincerely,

  
Herman B. Brister  
Director

  
Bijoy Sahoo, Ph.D.  
Executive Vice Chancellor & Provost

  
Dennis Shields  
President-Chancellor

**Capital Area Human Services**

Baton Rouge, LA

School Based Therapist

- Provide school based therapeutic services to 20-25 students at public school
- Provide weekly individual therapy relevant to client needs
- Develop individualized treatment plans and services to address identified problems, needs, and behavioral/emotional reactions of clients and families

**11/2017-09/2018****The Village Life Center**

Plaquemine, LA

Mental Health Specialist

- Provided school and home-based counseling services to youth and adults who suffered from emotional, mental, and behavioral issues
- Helped clients to improve problem solving skills through Person Centered Therapy, Cognitive Behavior Therapy, and Play Therapy.
- Educated parents and family members on client intervention techniques.
- Inputted client interactions and progress into database

**11/2014-04/2016****AMIkids Baton Rouge**

Baton Rouge, LA

Mental Health Specialist

- Providing crisis intervention services to patients and ensuring their safety
- Monitoring and tracking progress of patients; mental status
- Back up testing coordinator
- Educating patients and family members on de-stressing and relieving tensions

**SKILLS**

- Licensed Professional Counselor
- Master's level teaching experience
- Passing score on Professional School Counselor Exam
- Comfortable working in an environment with multi-cultural and socio-economic issues
- Success with working with violent and non-violent youth
- Therapy techniques include Person Centered Therapy, Cognitive Behavior Therapy and Play Therapy.
- Familiar with the Diagnostic and Statistical Manual of Mental Disorders 5th (DSM5).
- Group counseling experience
- Case management experience
- Clinical evaluation experience
- Testing Coordinator Experience

**REFERENCES UPON REQUEST**



# SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING  
4TH FLOOR  
BATON ROUGE, LOUISIANA 70813

OFFICE OF THE  
PRESIDENT-CHANCELLOR  
(225) 771-4680

FAX NUMBER  
(225) 771-5522

August 16, 2023

Mr. Dennis J. Shields  
President/Chancellor  
Southern University System & Baton Rouge Campus  
J. S. Clark Administration Building  
4<sup>th</sup> Floor  
Baton Rouge, LA 70813

RE: Appointment of Dr. Revathi Iyer Hines as Chair of Public Administration/Public  
Policy & Research Director at the Nelson Mandela School of Government

Dear President Shields:

After consultation with Dr. Damien Ejigiri, Dean of the Nelson Mandela School of Government, I am requesting that Dr. Revathi Iyer Hines be appointed as the Chair of the Public Administration/Public Policy Department and Research Director. Dr. Hines is an experienced tenured faculty member with 24 years of service.

I am requesting that a search be waived, and that this request be presented to the Southern University Board of Supervisors at their August 18, 2023, board meeting. Dr. Hines appointment will be effective August 1, 2023. The salary for this proposed 12-month position is \$124,000. The CV for Dr. Hines is enclosed for your review.

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

Sincerely,

A handwritten signature in blue ink that reads "John K. Pierre".

John K. Pierre, Esq.  
Interim Executive Vice-President  
Southern University and A&M College System

APPROVED: \_\_\_\_\_  
Dennis J. Shields  
President/Chancellor

## CURRICULUM VITA

Revathi I. Hines, Ph.D.

Email: Revathi hines@subr.edu

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### **EDUCATION:**

#### **Howard University**

Ph.D. in Political Science/Sub-specialization: American National Politics, Public Administration, International Relations 1998, G.P.A. 4.0

Dissertation: Welfare Reform Politics and the 104<sup>th</sup> Congress: The Legislative Process of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

#### **Southern University**

Masters of Public Administration, 1992, G.P.A. 4.0

Thesis: An Evaluation of the Louisiana's State Sales Tax System

#### **Bombay University**

Bachelors, Commerce/Accounting, 1987

#### **Certifications**

Online Instruction Quality Matter Training Certification, Southern University and A & M College, Baton Rouge, 2011/2021.

Online Facilitator Training Course Certification, Southern University and A & M College, Baton Rouge, December 2013/2021.

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### **FIELDS OF RESEARCH INTEREST:**

Environmental Politics and Policy

Gender Policy

Gender and Disaster Management Policy and Administration

Housing Policy and Homelessness

Administrative Ethics

Minority Politics

Environmental Justice Movements and Social Mobilizations

Black Politics

Interest Group and Mobilization Dynamics

## CURRICULUM VITA

International and Global Politics

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### PROFESSIONAL EXPERIENCE

1998	Present	Alphonse Jackson Endowed Professor, Southern University Baton Rouge Department of Political Science Department of Public Administration Ph.d. Program in Public Policy
2009	Present:	Full Professor
2011	Present	Alphonse Jackson Endowed Professor
2004- 2009:		Associate Professor
1999	2004:	Assistant Professor
1998	1999:	Visiting Professor
Aug. 2010	Dec. 2013	Chair, Graduate Programs of <ul style="list-style-type: none"><li>• Online Executive Masters of Public Administration (EMPA)</li><li>• Department of Public Administration (MPA)</li><li>• Ph.D. Programs in Public Policy (Ph.D.)</li></ul>
2008	2009	Strategic Planning and Coordination, Office of Research and Strategic Initiatives
1998	1999	Instructor, Capital City Religious Institute
1996	1997	Teaching Associate, Department of Political Science Howard University

## CURRICULUM VITA

### **POSITIONS HELD:**

#### **Professor, Department of Political Science/Nelson Mandela College of Government and Social Sciences, SUBR (January 1998- Present)**

- I teach and have taught a variety of courses (in-class, online, and hybrid) in the areas of Political Science, Public Administration, and Public Policy. Sample of courses taught: Introduction to Public Administration , Special Research Project, Organizational Behavior, Ethics and Public Policy, Public Policy, Conflict Management, Political Behavior and Leadership in Administration, Human Resources Management, Information Systems in Public Sector, Public Policy Analysis, American Government, Writing Seminar, Black Politics, Women in Politics, Current Issues in Political Science, Advance Seminar in Political Science, Urban Policy and Politics, Environmental Policy, and Political Theory.
- Duties include: designing course syllabus, assignments, and exams; classroom instruction, brainstorming, and analysis of scholarly materials; research and publications; and student advisement.
- I also counsel students on academic matters, registration, pre-registration, and graduation pre-requisites. Additionally, I have served on thesis committees and am currently chairing doctoral dissertations.
- Additionally, I have served in various capacities with university and departmental committees.

#### **Chair, Department of Public Administration (M.P.A. and Online Executive MPA program) and Department of Ph.D. Program in Public Policy (August 2010 – December 2013)**

- Coordinated and administered all matters relating to the three departments;
- Successfully led the department in its reaccreditation efforts. Designed assessments, conducted annual multi-level evaluations, prepared annual reports, and administered all aspects of accreditation for the Master of Public Administration program;
- Ensured that the MPA department met academic standards for NASPAA, our accrediting body;
- Successfully launched the first online program of SUBR – the Executive Master of Public Administration (EMPA). Designed curriculum, created guidelines for admissions; coordinated semester scheduling with SUBR's online partner EOSERVE; and successfully administered all relevant academic components of this online program;

## CURRICULUM VITA

- Administered all aspects of the doctoral program which included: coordination and administration of doctoral comprehensive examinations; scheduling of dissertation defenses; scheduling and advisement; and recruitment
- Prepared and executed departmental budgets; supervised an eight faculty team and one staff;
- Conducted department-based and SACS related program outcomes assessments and evaluations for all the programs;
- Recommended to the Dean consideration concerning faculty personnel actions;
- Collaborated to create partnerships with community organizations; supervised administrative and instructional activities;
- Encouraged pedagogical innovativeness in the instructional programs; launched the first online degree program for the University.

### **Strategic Planning and Coordination, Office of Research and Strategic Initiatives, SUHR (June 2008 – December 2009)**

- Assisted the Office of Research in its initial planning and coordination of the Louisiana Center for Equitable Development (L-CED).
- Worked with the Office in established international ventures and MOUs with universities in China, Brazil, and Ghana. Assisted the Center in writing grants geared toward sustainable development communities and a Green Louisiana.

### **Instructor, Capital City Religious Institute, Baton Rouge, Louisiana (1998 – 1999)**

Taught one of the pre-requisites for the Institute: Introduction to Political Science

### **Teaching Associate, Department of Political Science, Howard University, Washington D.C. (1996 – 1997)**

As the Preparing for Future Faculty (PFF) Fellow at Howard University, I taught an introductory course at the undergraduate level and managed all aspects of the classroom. Designed syllabus assignments, and exams, Advised students and administered exams, quizzes, etc.

### **Zaire Program Participant Training Coordinator, Center for International Programs, SUHR, (1992 – 1993)**

- Coordinated and administered the USAID funded Zaire Project Participant Training Program. Recruited and placed international students at American universities. Served as the main liaison between USAID and the center.



## CURRICULUM VITA

Implemented guidelines required for the proper and effective administration of the program.

- Analyzed and assessed participant's needs: calculated monthly stipend for students; authorized payment and expense disbursement for the program.
- Evaluated program implementation and prepared reports for evaluation and monitoring purposes. Also, assisted the Center in writing grants.

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### PUBLICATIONS:

Magdalena A, Sanchez S, Hines R, Grover L, and Wallerstein N. Engaging coalition and community organization members in a "River of Life" exercise to create a historical timeline, in Minkler M & Wakimoto P. *Community Organizing and Community Building for Health and Social Equity*. 2022, Rutgers University Press

Hines, R. et al. Making Baton Rouge better: No longer a tale of two cities, in Silberberg M. *Engaging the intersection of housing and health*. 2022. Cincinnati Press.

Hines, R. et al. "Making Baton Rouge Better: A Detailed Narrative of Synergy, Partnership, and Evolution of a Community-Based Research Project in Health and Housing." *Housing Policy Debate Journal*. January, 11, 2019.

Hines, R. **Book Series**, "Post-Katrina Public Housing: The Intertwining of Race, Gender, and Class and Policy Implications," in *New Orleans: For Whom and What? Journal of Race, Class, and Gender*, Fall 2015

Hines, R. **Journal Article**, "The Price of Pollution: The Struggle for Environmental Justice in Mossville, Louisiana," *Western Journal of Black Studies*, Fall 2015

Hines, R. **Book Review**, "Sisters in the Statehouse: Black Women and Legislative Decision Making," by Nadia E. Brown. *Western Journal of Black Studies*, Summer, 2015

Hingorani, V. and Hines, R. **Conference Proceedings**, "Financial Literacy: An Examination of its Importance Among Today's Youth and Policy Recommendations" *The International Academy of Business and Public Administration Disciplines*, 23-25, 2015

Arp, W, et al. **Report**, "Structures of Inequity: Race, Incarceration, and the Health of Louisiana Children", presented to PICO - Louisiana, February 2015.

Hines, Revathi J. **Book - Contributing Scholar** "Understanding American Government" California: BVT Publishing Company, 2013, 5<sup>th</sup> edition.

## CURRICULUM VITA

Hines, Revathi I. **Book – Contributing Scholar** “*Understanding American Government*” California: BVT Publishing Company, 2012, 4<sup>th</sup> edition.

Hines, Revathi I. **Book – Contributing Scholar** “*Understanding American Government*” California: BVT Publishing Company, 2011, 3<sup>rd</sup> edition.

Stubblefield, M; Hines, R; and Lyles L. **Monograph Book Chapter** “Bering Glacier, Climate Change, and the Southern University Research Experience” in *Bering Glacier: Interdisciplinary Studies of Earth’s Largest Temperate Surging Glacier*. Boulder: Co, The Geological Society of America, 2010

Stubblefield M; R Hines; and J. Lyles. **E-Journal Article** “A shrinking Glacier: Change Detection Analyzes the Retreat of the Bering Glacier Terminus” *GeoPlace.com*, July 26, 2010

Hines, Revathi I. **Journal Article** “Race, Environmental Justice, and Interest Group Mobilizations: Hazardous Waste and the Case of Sumter County, Alabama,” *Western Journal of Black Studies*, July 2008

Hines, Revathi I. **Journal Article** “Natural Disasters and Gender Inequalities: The 2004 Tsunami and the Case of India,” *Race, Gender, and Class Journal*, 14 (#1-2), 2007.

Hines, Revathi I. **Book – Contributing Scholar** “*Understanding American Government*” California: BVT Publishing Company, 2006, 2<sup>nd</sup> edition.

Hines, Revathi I. **Book Review** “Federalism and Environmental Policy: Trust and Policy of Implementation” *Journal of Society ad Natural Resources*, 2006, Vol. 19, Nov. 1

Hines, Revathi I. **Article in a Book as Bonus Reading** “*The Silent Voices: 2000 Presidential Election and the Minority Vote in Florida*,” in *Understanding society: An introductory Reader* by Margaret Anderson, Kim Logio, and Howard Taylor, California, Thomson-Wadsworth Publishing Company, 2005.

Hines, Revathi I. **Book – Contributing Scholar** “*Understanding American Government*” California: BVT Publishing Company, 2005, 1<sup>st</sup> edition.

Hines, Revathi I. **Journal Article** “The Silent Voices: 2000 Presidential Election and Minority Vote in Florida” *The Western Journal of Black Studies*, 2003, Volume 26, No. 2.

Hines, Revathi I. **Journal Article** “African American Struggle for Environmental Justice and the Case of the Shintech Plant: Lessons Learned from a War Waged,” *Journal of Black Studies*, 2001, Volume 31, No. 6.

## CURRICULUM VITA

Hines, Revathi I. **Journal Article** "State Governors as the National Policymakers in the 104<sup>th</sup> Congress: Intergovernmental Welfare Reform Policymaking, Interactions, and Predictions," *Journal of the Research Association of Minority Professors*, 2001, Volume 5, No. 1.

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### PAPERS/PRESENTATIONS:

*Blacks and the American Dream. Chair. National Conference of Black Political Scientists.* Atlanta, Georgia. March 9, 2023.

*The Power of Women Candidacy: 2018 Mid-Term Elections.* Presenter. Jewel Limar Prestage Panel. **National Conference of Black Political Scientists.** Atlanta, Georgia. March 11, 2023.

*Disorderly Conduct and White Fear: Donald Trump, Broken Windows Rhetoric, and the Immigration Agenda.* Presenter. **Southern Political Science Association.** Austin, Texas, January 18, 2019.

*Broken Windows, Race, and the Immigration Agenda of the Trump Era.* Panelist. **Southern Political Science Association.** Austin, Texas, January 19, 2019.

*What Makes a Smart-City Really Smart?: Examining the Gender Digital Divide in the Era of Green Energy Technological Advancements and Policy Implications.* Presenter. **International Conference on Green Energy for Smart Cities.** Amravati, India, December 19, 2018.

*Smart-City Design and the Gender Divide in Smart-City Urban Planning: Examining Evidence-Based Policy Solutions.* Presenter. **International Seminar on Technologies and Innovations for Societal Advancement.** Vayyur, India. December 20, 2018.

*Walking the Walk Together: Team Baton Rouge and Exciting Prospects for the Future in Building a Culture of Health.* Presenter. **Interdisciplinary Research Leader Ignite Talk.** Minneapolis, Minnesota, October, 25, 2018

*Race and the Future of Urban Policing.* Presenter. **Sustainable Cities and Communities.** Baton Rouge, LSU, April 12-13, 2018.

*Connecting housing in low-income Communities as a Public Health Issue: Story-telling the Researcher-Community Partner model of Interdisciplinary Research Leaders.* Presenter. **National Conference of Black Political Scientists.** Chicago, Illinois, March 15-17, 2018

## CURRICULUM VITAE

*Translating Policy and Research into Action.* Session Speaker, **Robert Wood Johnson Foundation Fall Leadership Institute**, Nashville, Tennessee, October 15-17, 2017

*Between Barack Obama and Alton Sterling: The Paradoxical State of Black America.* Presenter, **National Conference of Black Political Scientists**, San Diego, California, March 15-18, 2017

*The Challenges of Homeless Women in the United States: A Call for Evidence-based Public Policy Changes,* Presenter, **Southern Political Science Association**, January 12-14, 2017

*Public Housing Politics and Policies after Hurricane Katrina,* Presenter, **National Conference of Black Political Scientists**, Jackson, Mississippi, March 16-20, 2016

*Gender Equality in Public Administration: A Global Perspective,* **National Forum of Black Public Administrators: Executive Leadership Institute**, Baton Rouge, Louisiana, February 24-27, 2016.

*Financial Literacy: An Examination of its Importance Among Today's Youth and Policy Recommendations,* Presenter, **The International Academy of Business and Public Administration Disciplines**, Las Vegas, Nevada, October 22-25, 2015

*Public Housing in Post-Katrina New Orleans,* Presenter, **Louisiana Political Science Association**, Lafayette, Louisiana, February 28, 2015

Chair and Panel Discussant, Panel I, **Louisiana Political Science Association**, Lafayette, Louisiana, February 28, 2015

*The Intersectionality of Politics and the Environment: The Case of Mossville, Louisiana,* Seminar Speaker, **Seminar Speaker Series, Department of Environmental Toxicology**, Southern University and A & M College, February 27, 2015

*The Influence of Religion on Immigration Reform: Welcoming the Stranger,* Presenter, **Southern Political Science Association**, New Orleans, Louisiana, January 15-17, 2015

*In Honor of Dr. Jewel Limar Prestage, Roundtable Panel Participant,* **Southern Political Science Association**, New Orleans, Louisiana, January 15-17, 2015.

*Environmental Justice in the South: The Case of Mossville Louisiana,* Seminar Speaker, **Seminar Speaker Series, Department of Environmental Toxicology**, Southern University and A & M College, March 7, 2014.

Attendee, Policy Panel, **19<sup>th</sup> National Conference on Child Abuse and Neglect**, New Orleans, Louisiana, April 30-May 2, 2014.

## CURRICULUM VITA

*Technology in Public Service: Accountability Issues for Leadership*, Guest Speaker, **National Forum of Black Public Administrators**, Baton Rouge, Louisiana, February 27 – March 2, 2013.

*The Gendered Dimension of Natural Disasters: A Change in Disaster Management Policy-making?*, Presenter, **National Association of African-American Studies**, Baton Rouge, Louisiana, February 14 – 19, 2011.

*Globalization and Sustainable Development: The Metaphorical Double-Edged Sword and its Implications on Development and Public Management*, Presenter, **National Forum of Black Public Administrators**, Baton Rouge, Louisiana, March 29 – April 1, 2010.

Participant, **Louisiana Board of Regents Gulf Oil Spill Research Conference**, November 1-2, 2010.

*Globalization and Sustainable Development: The Metaphorical Double-Edged Sword*, Presenter, **New Directions in Humanities Conference**, UCLA, Los Angeles, California, 2010.

*Woman as the Future Leaders of Green Growth*, Presenter, **Conference on Public Management, Policy and Development**, Accra, Ghana, 2009

*Toward of Sustainable Society: The Role of Kenyan Women in Water Sustainability and Management*, Presenter, **International Conference of Social Sciences**, Honolulu, Hawaii, 2008.

*World Distribution of Carbon Emissions and Sea Level Rise Threat to Pacific Island Nations, Including Low-Lying Coastal Cities Worldwide, 1980-2005*, Presenter, **International Conference of Social Science**, Hawaii, 2008

*Ariel Retreat Detection*, **2008 Bering Glacier Workshop**, Anchorage, Alaska, March 20/21 2008.

*Environmental Racism and St. James Parish: A Political and GeoSpatial Analysis*, Presenter, **Louisiana Political Science Association**, Jackson, Mississippi, March 2, 2007.

*Environmental Justice, Interest Group Coalition, and Masters of Race: The Case of Sumter County*, Presenter, **National Association of African American Studies**, Baton Rouge, Louisiana, February 13, 2007.

## CURRICULUM VITA

*National Disaster Management and Gender Inequalities: The Case of the 2004 Tsunami and India, Presenter, **Race, Gender, Gender, and Class Association**, New Orleans, Louisiana, Feb 3, 2007.*

*Inter-racial Interest Group Coalitions and Environmental Justice: Different Groups, Same Cause, Presenter, **The Mid-South Sociological Association**, Lafayette, Louisiana, October 25, 2006.*

*African- Americans and Environmental Racism: The Case of Mossville, Louisiana, Presenter, **National Association of African American Studies**, Baton Rouge, Louisiana, February 14, 2006.*

*Women and Sustainable Development: A Gender and Knowledge Gap, Presenter, **Southwest Social Science Association**, New Orleans, Louisiana, March 24, 2005*

*Gender Politics and the Palestinian Intifada: National Struggle vs. Women's Liberation, Presenter, **Southwestern Social Science Association**, New Orleans, March 24, 2005.*

*Coalition Politics, Racial Mobilization, and Power Politics: A Case study of the Environmental Justice Movement in Sumter, Alabama, Presenter, **Southern Political Science Association**, New Orleans, Louisiana, January 2004.*

*Grassroots Organization Agenda Expansion, and the fight for Environmental Justice: A Case of Shintech Plant Revisited, Presenter, **Southwestern Social Science Association**, New Orleans, March 27, 2002.*

*Dimensions of Political Composition: Discussions of the 104<sup>th</sup> Congress. Discussant, **Southwestern Social Science Association**, New Orleans, Louisiana, March 2002.*

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### SYNERGISTIC ACTIVITIES:

**Equity, Diversity, and Inclusion Task Force Member**, Interdisciplinary Research Leaders, Robert Wood Johnson Foundation. 2018 – present.

**Co-Principal Investigator**, Jewel Limar Prestage Polling and Research Center, 2022 – present.

**Co-Facilitator, Truth, Justice, Racial Equity Evaluation.** Foundation For Louisiana, June 2022 – Present.

**Commission Member**, Louisiana Women's Policy and Research Center, Appointed by Governor John Bel Edwards. July 2016 – September 2022

## CURRICULUM VITA

**Institutional Partner**, Committee on Racial Equality and Inclusion, Mayor's Office, January 2020 - December 2020.

**Co-Facilitator**, Safe Healthy Hopeful Baton Rouge Street Team, Mayor's Office, 2021 - December 2022

**Co-Facilitator**, ReCAST Baton Rouge, June - September 2022.

**Policy Scholar Fellow**, E. Pluribus UNUM, 2021 - 2022.

**Research Fellow**, Interdisciplinary Research Leader Program, Robert Wood Johnson Foundation, August 2016 - August 2019.

**Aspen Scholar**, Robert Wood Johnson Foundation, Summer 2018.

**Advisory Council Member**, Resilient Baton Rouge. A RWJF funded project. July 2016 - July 2017

**Collaborator for Research**: Louisiana Cancer Research Center and Louisiana State Legislature. July 2017.

**Founder**, Red Stick Bras and All Project, January 2016 - present

**Board Member**, Volunteer in Public Schools (VIPS), June 2016 - Present

**Board Member, Vice President**, The Assisi House, January 2016 - present.

**Board Member, Treasurer**, The Butterfly Society of Domestic Violence Baton Rouge. March 2015 - 2016.

**Member**, Louisiana Housing Alliance, 2014 - present

**Member**, Southern Political Science Association, January 2015 - Present

**Reviewer**, Journal of Contemporary Issues in Higher Education, January 2015 - 2016

**Steering Committee Member**, Southern University and A & M College, Baton Rouge, Louisiana, 2015

**Research Team Member**, PICO- Louisiana, "Structures of Inequity: Race, Incarceration, and the Health of Louisiana Children."

**Strategic Research and Enterprise Development**, *Office of Research and Strategic Initiatives*, SUBR, 2008-2009

## CURRICULUM VITA

**Policy Research Participant**, *SUBR-Bureau of Land Management, Alaska Bering Glacier Research Team*, SUBR, 2007-2008

**Pre-Planning Participant**, *Center for Energy and Environmental Studies*, SUBR, 2007 - 2008

**Research Participant**, *Deepwater Horizon Research Development, Center for Energy and Environmental Studies*, SUBR, 2010

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### HONORS and AWARDS

The Acie J. Belton Lifetime Achievement Award, NBRNOW Blue Ribbon Commission, January 2021.

The Alphonse Jackson Endowed Professorship Award, Southern University and A & M College, 2011 - Present.

The Global Excellence Award in Scholarship, Southern University System Award, Southern University and A & M College, April 22, 2009

The Chairman's Award, Department of Political Science, Southern University and A & M College, 2000

Preparing Future Faculty Program Fellow, PFF Fellowship Program, Graduate School of Arts and Sciences, Howard University, 1996 -1997

Outstanding Service Award, African Heritage Studies Association, Twenty-Fifth Anniversary, 1993

Who's Who in American College and Universities, 57<sup>th</sup> edition, 1992

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### COMMUNITY AND UNIVERSITY SERVICE:

Volunteer, Adult Literacy Advocates

Board Member/Consultant: Boys and Girls Club of Vile Platte

Guest Speaker: Ronald E. McNair Scholars Program

ESL Volunteer Instructor: Adult Literacy Advocates

Katrina Book Disbursement: Horizon Publishing

Contribution: American Heart Walk

Contribution: Hindu Vedic Society

Adult Advisor to Youth Group: The Hindu Vedic Society



## CURRICULUM VITA

Program Liaison: Women and Gender Studies Component of the Southwestern  
Social Science Association

Member: National Geographic Society

Chair: Faculty Advisory Committee

Member: School Curriculum Committee

Chair: School Grievance Committee

Chair: Political Science Comprehensive Examination Committee

Participant: Equitable Development Center Pre-Planning

Faculty Representative: University Advisory Board

Chair: Faculty Advisory Board

Member: Title III Faculty Development Board

Member: School Curriculum Committee

Member: Departmental Tenure and Promotion Committee

Member: Ph.D. Departmental Committee

Member: Website Update Committee

Member: Tenure Review Committee

Member: SACS review Committee

Member: Departmental Tenure and Promotion Committee

Member: Departmental Council

Member: Departmental Graduate Admissions Committee

Member: SACS Task Force Committee

Judicial Panel: University Grades

P



**SOUTHERN  
UNIVERSITY**  
AND AGRICULTURAL & MECHANICAL COLLEGE

**DEPARTMENT OF ATHLETICS**

SOUTHERN JAGUARS | PO BOX 9942 | BATON ROUGE, LA 70813  
GOJAGSPORTS.COM | [F /SOUTHERNUJAGUARS](#) | [T @SOUTHERNUSPORTS](#)

Dennis J. Shields  
President-Chancellor  
Southern University, Baton Rouge  
J.S. Clark Administration Building—4<sup>th</sup> Floor  
Baton Rouge, La. 70813

The Department of Athletics Strength and Conditioning program under the leadership of Laramie Immel has been on the horizon. All sports teams have remained healthy with little to no injuries entering into their respective competitive season thanks to the structure of the program. With the Department adding (3) additional sports (Men's Tennis, Men's/Women's Golf), Coach Immel will be receiving additional duties. Immel will also now operate as an analyst for the football program.

At this time, I would like to propose a salary increase bringing his base salary to \$65,000 effective August 1, 2023. If you have any questions germane to this request, please contact me as soon as possible. Thank you for your consideration

Employee	Effective Date	Current Salary	Proposed Salary
Laramie Immel	August 1, 2023	\$60,320	\$65,000

Best,

*Roman P. Banks*

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

Dennis J. Shields  
President-Chancellor  
Southern University and A&M College  
Baton Rouge Campus

POS CLASS					
EMP CLASS					
HI		RT		LV	

**SOUTHERN UNIVERSITY SYSTEM**

**Personnel Action Form**

POSITION NUMBER	2	M	9	3	0	4
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CAMPUS: SUS \_\_\_ SUBR X SULAC \_\_\_ SUAREC \_\_\_ SUNO \_\_\_ SUSLA \_\_\_

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

TYPE OF APPOINTMENT:  
 \_\_\_ Academic (Fac) X Non-Academic (Uncl) \_\_\_ Civil Service  
 \_\_\_ Part-time ( 100 % of Full Time) \_\_\_ Restricted  
 (must be indicated if less than 100%) \_\_\_ Detail #of mos \_\_\_  
 \_\_\_ Temporary \_\_\_ Undergraduate Student \_\_\_ Job Appointment  
 \_\_\_ Tenured \_\_\_ Graduate Assistant \_\_\_ Probationary  
 \_\_\_ Tenured Track \_\_\_ Retiree Return To Work \_\_\_ Permanent Status  
 \_\_\_ Other (Specify) \_\_\_

Previous Employee \_\_\_ Reason Left \_\_\_  
 Date Left \_\_\_ Salary Paid \_\_\_

SU HUMAN RESOURCES  
 AUG 1 12 23 PM '09

**Profile of Person Recommended**

Length of Employment \_\_\_ To \_\_\_  
 Effective Date of Employment July 1, 2023

Name Laramie Immel SS# \_\_\_ Sex M Race\* W  
 (Last 4 digits only)

Position Title: Strength & Conditioning Head Coach Athletics

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

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

Years Experience 8 years Southern University Experience 5 years  
 Degree(s): Type/Discipline (BA-Science): Institution/Location Year:  
BA-Exercise Science Eastern Illinois 2015  
MS-Exercise Science Eastern Illinois 2016

Current Employer Southern University

**Personnel Action**

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

Annual Salary \$65,000 Salary Budgeted \$65,000 Hourly Rate, if applicable: \_\_\_

Pay Cycle: \_\_\_ Biweekly X Monthly \_\_\_ Faculty

Source of Funds: State Identify Budget: 218900-21818-61002-29000 Location: \_\_\_

**Change of:**

From To  
 Position: Strength & Conditioning Head Coach Strength & Conditioning Head Coach  
 Status: \_\_\_  
 Salary Adjustment: \$60,320 \$65,000

Financial Aid signature (if applicable):

List total funds currently paid this employee by Southern University:

Source of Funds (Current)	Amount
218900-21818-61002-29000	\$65,000

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

\*See Reverse Side

Graduate School signature (if applicable):

[Signature] 8/1/23 Date  
 Supervisor  
[Signature] 8/1/23 Date  
 Vice Chancellor  
[Signature] 8/1/23 Date  
 Dean/Unit Head  
[Signature] 8/1/23 Date  
 Chancellor  
 Date

Vice Chancellor \_\_\_\_\_ Date \_\_\_\_\_  
*[Signature]* 01/17/2023  
Director/Personnel \_\_\_\_\_ Date \_\_\_\_\_

Chancellor \_\_\_\_\_ Date \_\_\_\_\_  
*[Signature]*  
Vice President/Finance \_\_\_\_\_ Date \_\_\_\_\_  
Business Affairs/Comptroller \_\_\_\_\_

President \_\_\_\_\_ Date \_\_\_\_\_

Chairman/S.U. Board of Supervisors \_\_\_\_\_ Date \_\_\_\_\_

This information is requested solely for the purpose of determining compliance with Title IX of the Education Amendments of 1972 and does not affect employment consideration.

FUNDS AVAILABLE  
 CONTROLLER OF THE COMPTROLLER  
 SOUTHERN UNIVERSITY SYSTEMS

AUG 07 2023

**ETHNIC ORIGIN (Please check one):**

Hispanic or Latino  Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

*[Signature]*  
 CONTROLLER OF THE COMPTROLLER  
 SOUTHERN UNIVERSITY SYSTEMS

**COMMENTS:**

Laramie Immel will remain the Strength Coach receiving \$65,000 annually.

**Must be completed by hiring supervisor:**

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

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

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

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

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

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

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

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

## LYNETTE T. JACKSON

[REDACTED] | lynette.jackson@sus.edu

### EDUCATION

<b>Doctor of Philosophy</b> Science/Mathematics Education Southern University and A&M College, Baton Rouge, Louisiana Dissertation: An Analysis of Pair Programming as a Pedagogical Tool for Student Success in Computer Science at a Community College	<b>2016</b>
<b>Doctor of Philosophy</b> Computer Science Louisiana Southern University and A&M College, Baton Rouge, Louisiana Completed 35 Credit Hours	<b>2004 - 2007</b>
<b>Master of Science</b> Computer Science Southern University and A&M College, Baton Rouge, Louisiana Project: An Investigation of Smart Antennas for Bandwidth Improvement in Wireless Communication Systems	<b>2004</b>
<b>Bachelor of Science</b> Electrical & Computer Engineering Louisiana State University and A&M College, Baton Rouge, Louisiana	<b>1998</b>

### AWARDS

Chemistry Teacher of the Year, American Chemical Society – Baton Rouge Section	2015
LSU/SU Regional Collaborative for Excellence in Science and Math Teaching Award	2015 & 2016
Who's Who Among Students in American Universities & Colleges	2002 – 2004
Louisiana State Youth Opportunities Unlimited Mentoring Award	1999

### PROFESSIONAL EXPERIENCE

Postsecondary <b>Assistant Professor</b> Department of Computer Science, Southern University and A&M College, Baton Rouge, LA	<b>2017 - present</b>
<b>Adjunct Professor</b> Computer Science & Engineering Department, Baton Rouge Community College, Baton Rouge, LA	<b>2008 - present</b>
Secondary <b>High School Teacher</b> East Baton Rouge Parish School System, Baton Rouge, LA	<b>2007 - 2017</b>

### OTHER PROFESSIONAL EXPERIENCE

Southern University GenCyber Youth Camp <b>Recruiter and K-12 Pedagogical Expert</b> Designed age-appropriate curriculum and lessons, ensured all designs are age-appropriate and fun engaging, recruited students, and provided support services including coordinated outreach activities.	<b>2020 – 2023</b>
Los Alamos National Laboratory <b>Visiting Faculty</b> Develop cross-educational curriculum to ensure undergraduate and graduate students obtain the skills necessary to compete competitively in the workforce.	<b>2022 &amp; 2023</b>

### CERTIFICATIONS/BADGES

CompTIA <b>A+ Certification</b>	<b>April 2000 – present</b>
Louisiana Department of Education	

<b>Louisiana Teaching Certificate – Level 3</b>	<b>June 2017 – June 2022</b>
<i>Educational Technology Facilitator, Teacher Leader, Online Instructor, General Science, Technology Education, Mathematics, Computer Literacy, and Computer Science</i>	
 IBM	
<b>IBM Blockchain Practitioner - Instructor Certificate</b>	<b>January 2021</b>
<b>Enterprise Design Thinking Practitioner</b>	<b>June 2020</b>
<b>IBM Data Science Practitioner - Instructor Certificate</b>	<b>August 2020</b>
<b>Data Science Level 1 &amp; Level 2</b>	<b>December 2021</b>
<b>Data Science Methodologies</b>	<b>December 2021</b>
<b>Data Science Tools</b>	<b>December 2021</b>
<b>Enterprise Design Thinking - Team Essentials for AI</b>	<b>December 2020</b>
<b>Getting Started with Cloud for the Enterprise</b>	<b>January 2022</b>
<b>Python for Data Science</b>	<b>January 2022</b>
<b>Qiskit Global Summer School on Quantum Machine Learning</b>	<b>July 2021</b>
 Amazon Web Services	
<b>AWS Academy Graduate - AWS Academy Cloud Foundations</b>	<b>March 2021</b>
<b>AWS Academy Accredited Educator</b>	<b>March 2019</b>
<b>AWS Certified Cloud Practitioner</b>	<b>August 2019</b>
 Quality Matters	
<b>Applying the QM Rubric - (APPQMR)</b>	<b>June 2013</b>
 PROPOSALS	
National Science Foundation	<b>2023 – 2024</b>
<b>Principal Investigator</b>	
SU-CoDE (SU- Computing and Data Education)	\$107,634
 Procter & Gamble	<b>2022 – 2023</b>
<b>Co-Principal Investigator</b>	
Enhancing Robotics and Intelligence Laboratory	\$20,330
 Department of Energy & National Nuclear Security Administration	
<b>Co-Principal Investigator</b>	<b>2022 – 2028</b>
Consortium for Nuclear Security Advanced Manufacturing Enhanced by Machine Learning	\$850,000
 National Security Agency	
<b>Co-Principal Investigator</b>	<b>2021 – 2022</b>
Southern University GenCyber Youth Camp	\$148,719
 Louisiana Board of Regents	
<b>Co-Principal Investigator</b>	<b>2020 – 2021</b>
Machine Learning-based Control System to Monitor and Improve the Additive Manufacturing Process	\$10,000
 National Security Agency	
<b>Co-Principal Investigator</b>	<b>2020 – 2021</b>
Southern University GenCyber Youth Camp	\$99,744
 University of Louisiana at Lafayette	
<b>Co-Principal Investigator</b>	<b>2019 – 2022</b>
RII Track-2 FEC: Precise Regional Forecasting via Intelligent and Rapid Harnessing of National Scale Hydrometeorological Big Data	\$444,000
 Louisiana Board of Regents	
<b>Co-Principal Investigator</b>	<b>2017 – 2018</b>
Machine Learning for Scaling Down Addictive Manufacturing in 3D Metal Printing	\$10,000
 Verizon Wireless	
<b>Principal Investigator</b>	<b>2016 – 2018</b>

Arizona State University Verizon Innovative Learning Design Thinking Program \$40,000.00

## PUBLICATIONS AND PAPERS

*Kourouma, M., Warren, R., Jackson, L., Atkins-Ball, D., & Dora, R. (2022). Multimodal Course Design and Implementation using LEML and CMS for Instructional Alignment. International Journal of Managing Information Technology Vol. 14, No. 3, August 2022.*

*Jackson, M., Stam, E., Jackson, L., Okwan, P., & Patchett, J. (2022). Comparison of ParaView's Ghost Cells Generator.*

*Kourouma, M., Warren, R., Atkins-Ball, D., Jackson, L., Gwee, N., Trivedi, S., & Breaux, T. & (2022). Investigating Wireless and Internet of Things Technologies Security Threats and Attacks. International Journal of Wireless & Mobile Networks, Vol. 14, No. 3, June 2022.*

*Dora, R., & Jackson, L. (2019). Examining the Academic Performance of STEM Students that Transfer from a Community College to a Four-Year HBCU. Abstract accepted for 2020 The Hawaii International Conference on Education.*

*Antoine, M., Jackson, L. & Kourouma, M. (2019). Analysis and Awareness of Ransomware Cyber Threats and Bitcoin Mining.*

*Jackson, L., Lawson, A., Diack, M., Khosravi, E. & Vincent-Finley, R. (2016). An Analysis of Pair Programming as a Pedagogical Tool for Student Success in Computer Science at a Community College. In Proceedings of EdMedia 2016--World Conference on Educational Media and Technology (pp. 699-703). Vancouver, BC, Canada: Association for the Advancement of Computing in Education (AACE).*

## CONFERENCE ACTIVITY AND PARTICIPATION

<i>GenCyber Spring Meeting, Arlington, VA</i>	<i>May 12 – 13, 2022</i>
<i>Blacks in Cybersecurity 2021 Winter Conference</i>	<i>February 2021</i>
<i>Diversity in Quantum Computing, Qubit by Qubit</i>	<i>February 2021</i>
<i>Math for All NOLA</i>	<i>March 2021</i>
<i>Northeast Student Data Corps: April 2021 Data Science Career Panel</i>	<i>February &amp; April 2021</i>
<i>WomenTech Global Conference 2021</i>	<i>June 2021</i>
<i>Guest Judge – LS-PAC MODELS Conference, LSU</i>	<i>July 2021</i>
<i>SU Online – Half-Day Teaching Online Bootcamp</i>	<i>July 2020</i>
<i>Panelist – 2020 Gulf States Math Alliance Conference, Baton Rouge, LA</i>	<i>February 2020</i>
<i>Presenter – Living the STEM Life Workshop hosted by National Coalition of 100 Black Women, Inc. – Metropolitan Baton Rouge Chapter</i>	<i>February 2020</i>
<i>Coding Facilitator – 5<sup>th</sup> Annual Girls, Gigabytes and Gadgets Technology Summit hosted by National Organization of Black Elected Legislative Women (NOBEL Women) of Baton Rouge</i>	<i>April 2020</i>
<i>Coding Facilitator – Girls Hack for Good 2019 hosted by Million Women Mentors – Louisiana: Advancing Women and Girls in STEM Careers through Mentoring</i>	<i>November 2019</i>
<i>Guest Judge – Scotlandville Magnet High School 2019 High School Engineering Program (HSEP) Engineering Symposium, Baton Rouge, LA</i>	<i>November 2019</i>
<i>2018 National Conference in Atlanta – National Science Teachers Association, Atlanta, GA</i>	<i>March 2018</i>
<i>Presenter – STEM Camp for Girls hosted by National Coalition of 100 Black Women, Inc. – Metropolitan Baton Rouge Chapter</i>	<i>March 2018</i>
<i>Chair – Dr. Leroy Roquemore Symposium and High School Day</i>	<i>2017 – present</i>



<i>Panelist – 5<sup>th</sup> Annual Deeper Learning Conference (Learning Policy Institute, High Tech High, and ASCD), San Diego, CA</i>	March 2017
<i>International Society for Technology Education 2017 Conference, San Antonio, TX</i>	June 2017
<i>2017 Apple HBCU Faculty Summit</i>	August 2017
<i>Louisiana Teacher Leaders Summit – Louisiana Department of Education, New Orleans, LA</i>	May 2016
<i>Presenter – EdMedia 2016: World Conference on Educational Media &amp; Technology, Vancouver, Canada</i>	June 2016
<i>Awardee – 9<sup>th</sup> Annual Cecil J. Picard Educator Excellence Symposium, Baton Rouge, LA</i>	July 2016
<i>Presenter – 2016 Louisiana Association of Teachers of Mathematics (LATM) and the Louisiana Science Teachers Association (LSTA) Conference, Baton Rouge, LA</i>	October 2016
<i>SQLSaturday #423 - Baton Rouge 2015, Baton Rouge, LA</i>	August 2015
<i>New Orleans Tech for Schools Summit (EdSurge), New Orleans, LA</i>	September 2015
<i>Panelist – 2015 LATM/LSTA Joint Conference, Baton Rouge, LA</i>	November 2015
<i>Louisiana Science Teachers Association Conference, Baton Rouge, LA</i>	November 2013
<i>National Science Teachers Association Southern Regional Conference, New Orleans, LA</i>	November 2011
<i>26<sup>th</sup> Annual Louisiana Computing Using Educators Conference, Baton Rouge, LA</i>	December 2010
<i>Science, Technology, and Society Symposium – Baton Rouge Community College and Louisiana Board of Regents, Baton Rouge, LA</i>	July 2009
<i>25<sup>th</sup> Annual Louisiana Computing Using Educators Conference, Baton Rouge, LA</i>	December 2009
<b>PROFESSIONAL DEVELOPMENT AND TRAINING</b>	
<i>IBM-HBCU Quantum Center Faculty Development Program</i>	June 25 – 29, 2023
<i>Health Resources &amp; Services Administration Minority Colleges, Universities, and Community Colleges- Technical Assistance April 2023 Federal Grants Bootcamp</i>	2023
<i>IBM Skills Academy – Blockchain</i>	2021
<i>Qiskit Global Summer School on Quantum Machine Learning</i>	2021
<i>Southern University Online Office of eLearning – Half Day Teaching Online Bootcamp</i>	2020
<i>Agile Classroom Teacher Level 1 (ACT 1)</i>	2020
<i>IBM Skills Academy – Enterprise Design Thinking</i>	2020
<i>IBM Skills Academy – Data Science</i>	2020
<i>IBM Skills Academy – Enterprise Design Thinking: Team Essentials for Artificial Intelligence</i>	2020
<i>2020 LA Tech Virtual Research Experience for Teachers hosted by Consortium for Innovation in Manufacturing and Materials</i>	2020
<i>Amazon Web Services Academy Cloud Foundations</i>	2019

<i>Dillard University/National Science Foundation Technical Assistance Workshop</i>	2018
<i>Project Modeling Inquiry Science Education (MISE) – LIGO Science Education Center Share-A-Thon</i>	2017, 2018, 2019
<i>National Math + Science Initiative Training in Dallas, TX</i>	July 2016
<i>Argument-Driven Inquiry: Promoting Science Proficiency by Transforming Lab Activities, 2015 LATM/LSTA Joint Conference, Baton Rouge, LA</i>	November 2015
<i>eLearning Principles and Pedagogy Training (Baton Rouge Community College)</i>	July 2015
<i>Ethics Training for Public Servants (LA Board of Ethics)</i>	2015 – present
<i>Project E3: Expanding Energy Education Certification (Offshore Energy Center)</i>	October 2015
<i>Louisiana Transportation Research Center – TRAC and RIDES Training</i>	March 2013
<i>Project MISE/RIPPLE Professional Development (Louisiana Tech and Southern University)</i>	July 2013
<i>Joule Schoole – Louisiana Community and Technical Colleges Online (LCTCS Online)</i>	March 2011
<i>A+ RISE Instructional Strategy Workshop</i>	January 2010
<i>Computational Science Workshop for Louisiana Educators (LSU)</i>	July 2010
<i>Baton Rouge Community College Educational Technology Workshop 2009</i>	July 2009
<i>Blackboard Basics (East Baton Rouge Parish School System – Instructional Development Center)</i>	August 2009
<i>SMARTTHINKING Orientation</i>	October 2009
<i>Instructional Technology &amp; Podcasting Workshop Series to Facilitate Student Learning (RPCC &amp; LA BOR)</i>	November 2009
<i>Louisiana Undergraduate Recruitment and Geoscience Education Biology Workshop LSU Dept of Geology and Geophysics</i>	July 2009
<i>Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators (Virginia Institute for Social Services Training Activities)</i>	October 2008
<i>Understanding Substance Abuse Treatment: A Guide for Child Welfare Workers (National Center on Substance Abuse and Child Welfare)</i>	November 2008
<i>I Can Do It Workshop (Louisiana Association of Educators)</i>	December 2007
<i>English for the Workplace Louisiana Department of State Civil Service and Governor’s Office Division of Administration</i>	March 2000
<i>Excellence in Customer Service Louisiana Department of State Civil Service and Governor’s Office Division of Administration through the Public Management Program of LSU</i>	December 1998

## MEMBERSHIPS

Association of Computing Machinery – SUBR Chapter Sponsor  
 Baton Rouge Community College Computer Science & Engineering Advisory Board Member  
 Baton Rouge Sigma Alumnae Chapter of Delta Sigma Theta Sorority, Inc. – Publication/Newsletter Chair  
 Beta Kappa Chi Scientific Society  
 Computer Science Teachers Association  
 Institute of Electrical and Electronics Engineers

Louisiana Association of Computer Using Educators  
Louisiana State University Alumni – A.P. Tureaud, Sr. Black Alumni Chapter  
McKinley High School Alumni Association – Life Member  
National Coalition of 100 Black Women, Inc. – Metropolitan Baton Rouge Chapter – Treasurer  
National Science Teachers Association  
St. James Baptist Church – Secretary  
Southern University Alumni Federation – East Baton Rouge Parish Chapter  
Upsilon Pi Epsilon – Eta Chapter of Louisiana



# SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING  
4TH FLOOR  
BATON ROUGE, LOUISIANA 70813

OFFICE OF THE  
PRESIDENT-CHANCELLOR  
(225) 771-4680

FAX NUMBER  
(225) 771-5522

August 16, 2023

Mr. Dennis J. Shields  
President/Chancellor  
Southern University System & Baton Rouge Campus  
J. S. Clark Administration Building  
4<sup>th</sup> Floor  
Baton Rouge, LA 70813

RE: Appointment of Dr. Albertha Lawson as Interim Dean of the Graduate School for  
the Southern University Baton Rouge Campus

Dear President Shields:

Dr. Ashagre Yigletu has decided to relinquish his role as the Interim Dean of the Graduate School at the Southern University Baton Rouge Campus, effective September 1, 2023. Based upon the decision made by Dr. Yigletu, I am recommending and requesting that Dr. Albertha Lawson be appointed as the Interim Dean of the Graduate School at the Southern University Baton Rouge campus, effective September 1, 2023.

Dr. Lawson is an experienced faculty member and administrator. Her CV is attached for review. I am requesting that a search be waived for this position, and that this request be presented to the Board of Supervisors at their August 18, 2023, board meeting. The proposed salary for this interim appointment is \$160,000 for 12 months.

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

Sincerely,

A handwritten signature in blue ink that reads "John K. Pierre".

John K. Pierre, Esq.  
Executive Vice-President  
Southern University System

APPROVED: \_\_\_\_\_

Dennis J. Shields  
President/Chancellor

Five Campuses, One Vision...Global Excellence  
WWW.SUS.EDU

## Abbreviated Resume

Dr. Albertha H. Lawson

A Lifelong Learner, Educator, Consultant, Mentor, Friend and Community Servant

Address: [REDACTED] \* Email: [albertha\\_lawson@suib.edu](mailto:albertha_lawson@suib.edu) \* Telephone: [REDACTED]

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### Professional Preparation

- University of New Orleans, New Orleans Louisiana, Doctor of Philosophy, Doctor of Philosophy, (2011)  
Field of Study: Education Administration (Focus area - Higher Education Big Data Research and Policy Analysis)  
Dissertation Title: "A Study of the Relationship Between Revenue Sources and Undergraduate Students' Graduation Rates at Public Research Universities"  
*Advisor: Dr Marietta Del-Favero*
- Society of Actuaries, Actuarial Exams Credit Completed (1997)  
Seventy-five actuarial hours  
Field of Study: Actuarial Science
- The Ohio State University, Columbus, Ohio, Master of Applied Statistics, (1983),  
Field of Study: Statistics (Focus area - Big Data, Statistical Simulation and Monte Carlo Techniques)
- Johnson C. Smith University, Charlotte, North Carolina, Bachelor of Science, (1981), Field of Study: Mathematics/Physics (Focus area - Mathematics)
- Quality Matters (QM) Certifications
  1. Peer Reviewer Course (PRC)
  2. Independent Applying the QM Rubric (APPQMR) Fifth Edition

### Employment History

- **Professor and Chair**, Southern University and A&M College, Science and Mathematics Education Doctoral (SMED) Program; Baton Rouge, Louisiana (2017 - Present)
- **Principal**, Vision Beyond the Box, LLC; Zachary, Louisiana (2019 - Present)
- **Associate Professor**, Southern University and A&M College, Science and Mathematics Education (SMED) Doctoral Program; Baton Rouge, Louisiana (2014 - 2018)
- **Vice Chancellor for Institutional Research, Assessment and Accountability** Baton Rouge Community College; Baton Rouge, Louisiana (2012 - 2014)
- **Assistant Vice President for Institutional Research**, Louisiana Community and Technical College System; Baton Rouge, Louisiana (2010 - 2012)
- **Director of Institutional Research and Statistical Analysis**, Louisiana State University System; Baton Rouge, Louisiana (2006 - 2010)

- **Assistant Director of Institutional Research**, Louisiana State University System; Baton Rouge, Louisiana (2002 - 2006)
- **Trainer/Ambassador and Independent Consultant**, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, Institute for Education Sciences, United States Department of Education; Washington, D.C. (2000 - 2015)
- **Internal Evaluator /Statistician**, The Warner Research Group, Louisiana State University, National Science Foundation (NSF) Project, Howard Hughes Medical Institute (HHMI) Research Project; Baton Rouge, Louisiana (2002 - 2010)
- **Fiscal Analyst**, Louisiana State University System; Baton Rouge, Louisiana, (1998 - 2002)
- **Actuarial Analyst**, Blue Cross Blue Shield of Louisiana Corporate Headquarters; Baton Rouge, Louisiana (1989 - 1998)
- **Instructor**, Southern University and A&M College, Mathematics Department; Baton Rouge Louisiana, (1983 - 1989)

#### Grant Funding (Last 5 Years)

- 2019-2026, NSF IUSE #1915520: Enhancing Additive Manufacturing Education with Virtual Reality and Cybersecurity. Award Amount \$1,650,090 **PI**
- 2020-2025, NSF # 2012087 LIGO SEC Partnership Strengthening Communities of Learners. Award Amount \$2,500,000 **Co-PI**.
- 2020-2023, NSF #2011900, Targeted Infusion: Southern University -Computing and Data Education (SU-CoDE). Award Amount \$399,899 **Co-PI**.
- 2023-2027, Agreement Number 23-PA-11132414-004, USDA Forest Service: Climate Smart, Environmental Justice, and Leadership Building - A Collaborative Approach. Award Amount \$100,000 **Collaborator**
- 2018-2023, Department of Education (DoE): Pathways for Advancing Student Success. Award Amount \$749,829 **Co-PI**
- 2018-2020, Integrated Student Teaching, Advising, Retention and Learning Center (I-STAR-LC), Title III Project Activity, Award Amount \$1,042,632 **PI**
- 2018, Early Childhood STEM Education through the use of Digital Storytelling, Workforce and Innovation for a Stronger Economy (WISF) Grant, 10,000 **PI**
- Census 2020 Louisiana Power Coalition Mini Grant, \$1500 **PI**

#### Synergistic Activities and Other Awards

- National Science Foundation (NSF) Grant Review Panelist
- 2019 Gulf States Math Alliance Building a New American Community in the Mathematical and Statistical Sciences Outstanding Service Award Recipient
- 2020 Gulf States Math Alliance Conference Co-Chair
- 2016 Minority Access Incorporated "Improving Diversity in Education, Employment and Research" National Role Model, Faculty Mentor Award for Exemplary Achievements in Motivating, Counseling and Guiding Others

- National Pre-doctoral and Doctoral Students Mentor-National Alliance for Doctoral Studies in the Mathematical Sciences (<https://mathalliance.org/mentor/albertha-lawson/>)
- Southern University Woman's Advocacy Network (WAN) Founding Organizer
- Association for Institutional Research (AIR)
- Louisiana Association for Institutional Research (AIR)
- Top Ladies of Distinction (TLOD), Nonpareil Chapter
  - Top Teen of America (TTA) Mentor
  - Past 2nd Vice President
  - Community Partnership Committee Chair
  - Status of Women Committee
  - Community Beautification Committee
  - National Council of Negro Women (NCNW) Nonpareil Chairperson
- Gamma Eta Omega Chapter, Alpha Kappa Alpha Sorority, Inc. (Active Member)
- Past President, Louisiana Association for Institutional Research
- 2015 Louisiana Association for Institutional Research Outstanding Service Award Recipient
- Former Louisiana Youth Orchestra Board Member

### **Book Chapters**

- Lawson, A. (2018). Analysis of Choice, Challenges and Triumphs in **WOMEN IN EDUCATION** *Narratives of challenge, success, and change*. Wilson Publishing Group, New Orleans, Louisiana. ISBN: 9781983167485
- Lawson, A. (2011) –Using National, State and Local Data for Decision Making in Handbook on Measurement, Assessment and Evaluation in Higher Education, Section 1(6) Contributing Author. Routledge – December 2011

### **Refereed Journal Publications**

- Ojajuni, O. P., Ismail Y. and Lawson, A. 2020. "Distributed Denial- of-Service Attack Detection and Mitigation for the Internet of Things," International Journal of Technology Diffusion (IJTD), IGI Global, vol. 11(2), pages 18-32, April.
- Pablico, J., Diack, M. and Lawson, A. (2017). Differentiated Instruction in the High School Science Classroom: Qualitative and Quantitative Analyses. International Journal of Learning, Teaching and Educational Research Vol 16, No. 7 (2017). e-ISSN: 1694-2116, p-ISSN: 1694-2493
- Lawson, A. (2008). Capturing an Image from a Screen Shot in Office 2007 Products- A Technical Tip from the Field. The Electronic AIR Journal Enhancing Knowledge. Expanding Networks. Vol. 28 No. 13

### **Refereed Proceedings Publications / Conference Papers and Presentations**

- Ofor, O., Mellicon-Williams, F.M.W., Young, L., Dawan, F. & Lawson, A. (2023). An Analysis

- Of Additive Manufacturing (AM) /3D Printing Education in Engineering Using the TPACK Framework and the Constructivism Learning Theory. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2470-2475). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
- Rapolu, D., Young, L., Mellieon Williams, F., Morton, J. & Lawson, A. (2023). An analysis of Virtual Reality utilization among STEM (agricultural sciences and engineering). In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1200-1204). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
- Ojajuni, O., Ismail, Y., Whitmore, S. & Lawson, A. (2023). Cloud-based STEM Student Academic success prediction Web application. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 923-928). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
- Njenga, J., Lawson, A. & Young, L. (2023). STEM Student Engagement at Historically Black Colleges and Universities (HBCUs) and Predominantly White Institutions (PWIs): An Analysis of Differences Using National Survey of Student Engagement (NSSE) Data. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1760-1765). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
- Quisido, G., Young, L., Dilworth, K. & Lawson, A. (2023). A Review of the Role of Tech Tools in Facilitating Students' Learning. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 943-949). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
- Ojajuni, O., Ismail, Y., Mellieon-Williams, F. & Lawson, A. (2023). Factors contributing to Student experience in the Cave Automatic Virtual Environment (CAVE) for Computational Thinking (CT) development. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 65-74). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
- Jasildo, M., Young, L., Okwan, P. & Lawson, A. (2023). A Study of Elementary Teachers' Lived Experiences of Google Classroom During COVID-19 Pandemic. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2069-2079). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
- Ojajuni, O., Ismail, Y., Mellieon-Williams, F. & Lawson, A. (2023). Investigating student and faculty attitudes and perceptions towards using Virtual Reality (VR) to improve Computational Thinking (CT) levels in Cybersecurity-Additive Manufacturing (CAM) training. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 75-84). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).



- Dilworth, K. & Lawson, A. (2017). Early Childhood Education Through the Lens of Parental Involvement and Technology. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2017* (pp. 1271-1276). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Lawson, A. & Olokunde, T. (2016). Learning Mathematics is Fun: An Expression of “little ones.” In *STEM using Digital Storytelling tools*. In *Proceedings of EdMedia: World Conference on Educational Media and Technology 2016* (pp. 1672-1676). Association for the Advancement of Computing in Education (AACE).
- Lawson, A. (2016). Technology and SACSCOC Standards: Building an Evidence Based Model for Higher Education Strategic Planning. Society of Information Technology Education (SITE) Annual Conference
- Olokunde, T. & Lawson, A. (2016). Enhancing Self-expression among Early Childhood Learners through the Use of Digital Story-telling. Society of Information Technology Education (SITE) Annual Conference
- Lawson, A. (2014). Understanding the Relationship Between Strategic Planning and Organizational Structure. Southern Association of Institutional Research, Destin, Florida.
- Jackson, L., Lawson, A., Diack, M., Khosravi, E. & Vincent-Finley, R. (2016). An Analysis of Pair Programming as a Pedagogical Tool for Student Success in Computer Science at a Community College. In *Proceedings of EdMedia: World Conference on Educational Media and Technology 2016* (pp. 693-697). Association for the Advancement of Computing in Education (AACE).
- Lawson, A. (2016). Technology and SACSCOC Standards: Building an Evidence Based Model for Higher Education Strategic Planning. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1031-1035). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Ledet, J., Hinson, J., Lawson, A. & Diack, M. (2015). The Impact of simSchool on Self-Efficacy of Pre-Service Teachers Enrolled in a Mathematics Class. In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 798-802). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Lawson, A. (2014) Understanding the Relationship Between Strategic Planning and Organizational Structure. Southern Association of Institutional Research Annual Conference Proceedings Publication and Annual Conference Presentation.
- Lawson, A. (2011) –Contributing Author. Using National, State and Local Data for Decision Making in *Handbook on Measurement, Assessment and Evaluation in Higher Education*, Section 1(6). Routledge – December 2011
- Lawson, A. (2011). A Study of the Relationship Between Revenue Sources and Undergraduate Students’ Graduation Rates at Public Research Universities. Dissertation, University of New Orleans
- Lawson, A. H., Brewer, W. H. & Antolik, J. R. An Eye on the Dashboard, an Eye on the Budget: Driving Higher Education Financial Operations in the Right Direction- SACUBO Best Practices 2008
- Kwanbunbumpen, A.; Guillory, C.; and Lawson, A. (2013). Meeting the Needs of Reporting

Requirements (A roundtable discussion) Southern Association of Institutional Research, Memphis Tennessee.

- Lawson, A. (2012). The Public Face of IPEDS: Why the data are important? Mississippi Community College Board, Jackson Mississippi.
- Lawson, A. (2012). *An Investigation of the Relationship Between Revenue Sources and Undergraduate Students' Graduation Rates*. Presentation Association for Institutional Research Annual Forum. New Orleans, Louisiana June 2-6, 2012
- Lawson, A. (2012). The Silent Voice of Community and Technical Colleges: What is it saying? Louisiana Community and Technical College 2012 Annual Conference. March 7-9, 2012.
- Lawson, A. (2012). A Review of Louisiana GRAD Act Performance/Elements and Measures. Louisiana Community and Technical College 2012 Annual Conference. March 7-9, 2012
- Lawson, A. & Martin, W. (2011). Overview of the Voluntary Framework of Accountability. Louisiana Community and Technical College 2011 Annual Conference. March 23-25, 2011
- Lawson, A. (2011). Understanding Your Data, Its Importance and Meaning. Louisiana Community and Technical College. March 23-25, 2011
- Wimberg, J., Lawson, A. H. & Vandal, D. (2010). Development of a Statewide Funding Formula with Performance Incentives for Funding. Presentation AIR 50th Forum, May, 2010. Chicago, Illinois.
- Lawson, A. (2010). A strategic look at the Cost of Developmental Education at Public Four-Year Institutions and Public Two-Year Institutions in Response to Higher Education Budget Cuts. Poster Presentation AIR 50th Forum, May, 2010. Chicago, Illinois.
- Lawson, A. (2009). Using Formula Funding in Strategic Planning --A Best Practices Model Presentation--LAIR 2009, Lake Charles, LA
- Lawson, A. (2008) IPEDS Training Workshop Presentation: Mary Ann Coughlin, D.P.E., Professor of Research and Statistics, Springfield College, and Albertha Lawson, Director of Institutional Research and Statistical Analysis, Louisiana State University System - Building High Performing Institutions: Using Data to Drive Effective Decision-Making at UNCF Member Schools, UNCF, 2008. Atlanta, GA
- Lawson, A. & Brewer, W. H. (2007). A Recipe for Successful Decision Making: Dashboard, Data Mining and Analysis. Presentation AIR 47<sup>th</sup> Annual Forum. Kansas City, Missouri
- Lawson, A. (2005). From IPEDS Roots to Executives: Painting the Real Institutional Picture through Data. LAIR Presentation, 2005
- Lawson, A. (2004). Understanding IPEDS through Examples. SACCR 2004. Lake Lanier Islands, GA
- Lawson, A. (2003). IPEDS Training Workshop. SACCR 2003. St. Petersburg, Florida
- How to make a good thing better? An NCES/IPEDS/PAS/DAS presentation by William R. Fendley, Jr., Ph.D., University of Alabama and Albertha H Lawson, Louisiana State University System. LAIR, 2003

#### Invited Speaker /Panelist

- Lawson, A and Lawson, H. K. (2016). Data Driven Student Choice. Louisiana Association of Student Assistance Program (LaSAP) Annual Conference, Lake Charles Louisiana

- Lawson, A. (2015). What Do I Need to know About Program Evaluation/Effectiveness? Louisiana State University Office of Strategic Initiatives Retreat. Baton Rouge, Louisiana
- Lawson, A. (2012). The Public Face of IPEDS: Why the data are important? Mississippi Community College Board, Jackson Mississippi.

### **Student Dissertation Committee Chaired**

1. Dr. Maribeth Jasildo  
**Dissertation Title:** ELEMENTARY TEACHERS' EXPERIENCES OF GOOGLE CLASSROOM DURING COVID-19: A PHENOMENOLOGICAL STUDY
2. Dr. Jonah Njenga  
**Dissertation Title:** STEM STUDENT ENGAGEMENT AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUs) AND PREDOMINANTLY WHITE INSTITUTIONS (PWIs): AN ANALYSIS OF DIFFERENCES USING NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) DATA
3. Dr. Shiv Kumar  
**Dissertation Title:** AN INVESTIGATION OF TEACHERS' ATTITUDES, CONCERNS AND SELF-EFFICACY TOWARD INCLUSIVE EDUCATION IN STEM CLASSROOMS
4. Dr. Ingrid Cruz  
**Dissertation Title:** IMPACT OF EDUCATIONAL ROBOTICS IN PROMOTING CRITICAL THINKING SKILLS OF MIDDLE SCHOOL STUDENTS
5. Dr. Foluso Aeyeni  
**Dissertation Title:** AN ANALYSIS OF BLENDED LEARNING AS A PEDAGOGICAL TOOL FOR TEACHING COMPUTER SCIENCE AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
6. Dr. Damayanthi Jegert  
**Dissertation Title:** AN ANALYSIS OF HIGH SCHOOL STUDENTS PREPARATION FOR STEM PROGRAMS USING MYMATHLAB IN HIGH SCHOOL DUAL ENROLLMENT CALCULUS CLASSES

7. Dr. John Jenkins  
**Dissertation Title:** AN ANALYSIS OF ATHLETICS, AFRICAN AMERICAN MALE STUDENTS, AND STEM ACADEMIC ACHIEVEMENT IN AT-RISK PUBLIC HIGH SCHOOLS
8. Dr. Jasti Promod  
**Dissertation Title:** AN INVESTIGATION OF STUDENT AND FACULTY PERCEPTIONS OF MOBILE APPLICATION AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
9. Dr. O'Neil Robinson  
**Dissertation Title:** THE IMPACT OF SELF-ASSESSMENT ON THE LEARNING OUTCOMES OF AFRICAN AMERICAN STUDENTS IN GEOMETRY IN A RURAL SCHOOL SETTING
10. Dr. Kimyata D. Dilworth  
**Dissertation Title:** AN EXPLORATORY STUDY OF PARENTAL INVOLVEMENT AND TECHNOLOGY: THEIR PLACE IN EARLY CHILDHOOD EDUCATION
11. Dr. Phyllis Okwan  
**Dissertation Title:** EFFECT OF ACADEMIC PERFORMANCE INDICATORS AND ACQUISITION OF MATHEMATICAL PROFICIENCY IN EARLY CHILDHOOD EDUCATION ON ELEMENTARY AND MIDDLE SCHOOL STUDENTS
12. Dr. Lynette Jackson  
**Dissertation Title:** AN ANALYSIS OF PAIR PROGRAMMING AS A PEDAGOGICAL TOOL FOR STUDENT SUCCESS IN COMPUTER SCIENCE AT A COMMUNITY COLLEGE
13. Dr. Gloria LeCompte  
**Dissertation Title:** AN INVESTIGATION OF TEACHER PERCEPTIONS OF PROFESSIONAL DEVELOPMENT AND ITS RELATIONSHIP TO FUNDING, ALGEBRA I AND GEOMETRY END OF COURSE TESTING
14. Dr. Jane Pablico  
**Dissertation Title:** AN EXPLORATORY STUDY OF DIFFERENTIAL INSTRUCTION IN HIGH SCHOOL SCIENCE CLASSROOM



# SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING  
4TH FLOOR  
BATON ROUGE, LOUISIANA 70813

OFFICE OF THE  
PRESIDENT-CHANCELLOR  
(225) 771-4680

FAX NUMBER  
(225) 771-5522

August 16, 2023

Mr. Dennis J. Shields  
President/Chancellor  
Southern University System & Baton Rouge Campus  
J. S. Clark Administration Building  
4<sup>th</sup> Floor  
Baton Rouge, LA 70813

RE: Interim Appointments for the positions of Registrar, Online Education, and Honors College on the Southern University Baton Rouge campus

Dear President Shields:

There are vacancies in the Office of the Registrar, Online Education, and the Honors College on the Southern University Baton Rouge campus. I am proposing that these vacancies be filled with interim appointments until searches can be conducted. Based upon my observations, it is my recommendation that the following individuals receive interim appointments as indicated below:

**1. Ms. Johlana Turner – Interim Registrar**

Ms. Turner has extensive experience in the Office of the Registrar on the Southern University Baton Rouge campus. Her CV is attached for review. The proposed 12-month salary for Ms. Turner in this interim position is \$73,800.

**2. Dr. Yolander Smith – Interim Director of Online Learning**

Ms. Smith currently serves as the Director of the DXC Technology grant, and the Coordinator of LAABSET, an online skills enhancement project in partnership with IBM. I propose that the 9-month salary for this interim position for Dr. Smith be \$117,000. Title III funds will be used to furnish \$95,000 of her salary, and carryover funds and congressional earmarks will be used to finance the remaining \$22,000 of the proposed \$117,000 salary. Her CV is attached for review.

**3. Ms. Deadra Mackie – Interim Dean of the Honors College**

Ms. Mackie has been a faculty/staff member of the Honors College for many years. She is very familiar with the operations of the Honors College and the needs of its students. I propose that the 12-month salary for the Interim Dean's position be set at \$90,000. Her CV is attached for review.

I am requesting that these interim appointments be made without searches, and that my recommendations be presented for approval at the Southern University Board of Supervisors' meeting on August 18, 2023.

The effective date for these recommendations is: Interim Registrar and Interim Dean of the Honors College, August 1, 2023. The effective date for the Interim Online Education Director is September 1, 2023.

If you have any questions regarding these recommendations and requests, please feel free to contact me.

Sincerely



John K. Pierre, Esq.  
Interim Executive Vice-President  
Southern University System

JOB CLASS				
JOB CODE				
CAL ID				

**SOUTHERN UNIVERSITY SYSTEM**

**Personnel Action Form**

POSITION NUMBER	2	M	9	9	1	5
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CAMPUS: SUS \_\_\_\_\_ SUBR x SULAC \_\_\_\_\_ SUAREC \_\_\_\_\_ SUNO \_\_\_\_\_ SUSLA \_\_\_\_\_

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

<u>x</u> Academic	_____ Non-Academic	_____ Civil Service
<u>x</u> Temporary	_____ Part-time ( _____ % of Full Time)	_____ Restricted
_____ Tenured	_____ Undergraduate Student	_____ Job Appointment
_____ Tenured Track	_____ Graduate Assistant	_____ Probationary
_____ Other (Specify) _____	_____ Retiree Return To Work	_____ Permanent Status

Previous Employee Karen Crosby Reason Left Resignation  
 Date Left 2/9/2023 Salary Paid 135,000

**Profile of Person Recommended**

Length of Employment 08/01/2023 To 12/31/2023  
 Effective Date 08/01/2023

Name Deadra L. Mackie SS# U01399135 Sex F Race\* B  
(Last 4 digits only)

Position Title: Interim Dean Department: Dolores R. Spikes Honors College

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

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

Years Experience 43 Southern University Experience 33

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
	<u>PHD-SMED</u>	<u>SU-Baton Rouge</u>	<u>Expected = 12/23</u>
	<u>MS-Biology</u>	<u>SU-Baton Rouge</u>	<u>1994</u>
	<u>BS - Zoology/Microbiology</u>	<u>LSU-Baton Rouge</u>	<u>1993</u>

Current Employer SUBR

**Personnel Action**

Check One \_\_\_\_\_ New Appointment \_\_\_\_\_ Continuation \_\_\_\_\_ Sabbatical \_\_\_\_\_ Leave of Absence  
 \_\_\_\_\_ Transfer x Replacement \_\_\_\_\_ Other (Specify) \_\_\_\_\_

Recommended Salary 90,000 Salary Budgeted 90,000

Source of Funds 211001 22326 61002 24100

Identify Budget: \_\_\_\_\_ Location \_\_\_\_\_  
 Form Code: \_\_\_\_\_ Page \_\_\_\_\_ Item # \_\_\_\_\_

Change of:  
 Position Assistant Professor in Biology From Interim Dean Honors College To  
 Status 9 mos. 12 mos.  
 Salary Adjustment 52,865 90,000

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:

Source of Funds	Amount
211001.22326.61002.24100	90,000

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

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

Supervisor	<u>[Signature]</u>	Date	<u>8/7/23</u>	Dean/Unit Head	Date
Vice Chancellor	<u>[Signature]</u>	Date	<u>8/7/23</u>	Chancellor	Date
Director/Personnel	<u>[Signature]</u>	Date	<u>8/12/23</u>	Vice President/Finance Business Affairs/Comptroller	Date
President	Date	Chairman/S.U. Board of Supervisors	Date		

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

**ETHNIC ORIGIN (Please check one):**

Hispanic or Latino  Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

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

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

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

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

**COMMENTS:** Mrs. Deadra Mackie will serve as Interim Dean of Honors College in Academic Affairs, effective August 1, 2023. This position was vacated due to the resignation of Dr. Karen Crosby, Feb. 9, 2023.

**EMPLOYEE REGULAR WORK SCHEDULE:** 8a-5p 2/1/9915  
**EMPLOYEE DIRECT SUPERVISOR:** Dr. BiJoy Sahoo  
**SUPERVISOR/DEPARTMENT CONTACT NUMBER** 225-771-4582  
**NUMBER OF EMPLOYEES SUPERVISED, (if any)** \_\_\_\_\_

**HR USE ONLY:** STATUS (circle one):  EXEMPT  NON-EXEMPT

**GUIDELINES:** All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

TYPE	CODE	EXPIRES
United States Citizen/Certificate of Naturalization	US	<b>SOUTHERN UNIVERSITY SYSTEM                      BUDGET OFFICE</b> 211001-22326-621002-24100 AUG - 7 2023 <i>Amisouyln \$10,000</i> FUND AVAILABLE
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp, F/T Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	F0	

**Do Not Write Below This Area  
 For Human Resource and Budgetary Control Use Only!**

- PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):**
- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
  - Position Vacancy Announcement (position advertised before processing PAF, if applicable)
  - Application for Employment Form Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
  - Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check form)
  - Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
  - Exemptions Survey Form (signed by employee and budget head)
  - Proposed Employee Appointment
  - Proposed Employee Clearance
  - Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)



## Curriculum Vitae



- I. Education - Pursuing Ph.D. Science Mathematics and Education (2020- prospective graduation date Dec. 2023)**  
Southern University and A&M College at Baton Rouge, LA  
*Dissertation Title: "The Impact of Emergency Remote Learning on African American Undergraduate Students in STEM During the Coronavirus Pandemic"*  
Committee: Lucia Young, Ph.D., Chairman

**Environmental Studies Plus 30 (2004), School of the Coast and Environment,  
Environmental Studies Department**  
Louisiana State University at Baton Rouge, LA

**M.S. in Biology (1994)**  
Southern University and A&M College at Baton Rouge, LA  
*Thesis: "The Effects of pH, Temperature, and Antibiotic Sensitivity on *Citrobacter freundii*"*

**B.S. in Microbiology (1993)**  
Louisiana State University at Baton Rouge, LA

**B.S. in Zoology (1993)**  
Louisiana State University at Baton Rouge, LA

## II. Professional Experiences

**Southern University, Assistant Professor and Academic Advisor, Dolores Spikes Honors College, SUBR. (1998-present)** Faculty and Full-time Advisor, which includes assisting approximately 600 students, during registration, recruiting students across the interstate and intrastate lines, and hosting social events. Other tasks also include teaching sophomore, junior, and senior colloquia. The focus of these courses prepared undergraduate students in defending and publishing an undergraduate thesis in their area of study. Within lower-level classes, students were taught vocabulary development, oral and written communication skills, and critical thinking methods. Facilitated thesis presentations for over 100 students matriculating in honors.

**Baton Rouge Community College, Assistant Professor of Biology - (1998-2010)** Assumed teaching responsibilities as an adjunct professor focusing on undergraduate Biology classes. Taught students from various ranks and disciplines of Environmental Science, Earth Science, and Microbiology.

[Dendra James Mackie]

## **II. Professional Experiences (cont.)**

**Southern University, Assistant Professor of Biology**, Biology Department, SUBR. (1998-present) Currently, serve as an assistant professor teaching classes intermittently in the field of Biological Sciences. My duties include advising students for future career directions and teaching Microbiology, Anatomy and Physiology, and Biology. Responsibilities include test preparation, scheduling, evaluating, and mentoring students via several scientific honor societies. This impacts approximately 250 students from various departments campus-wide.

**Graduate Research Assistant**, Biology Department, SUBR 1993-1994. Scholarship recipient whose primary duties were to work in the departmental stock room to supply media, testing devices, solutions, microscopes, etc. to undergraduate and graduate science laboratory classes. Conducted graduate and undergraduate-level research for special projects and assisted with published documentation.

**Laboratory Assistant**, College of Sciences, Southern University BR 1990-1993 Assisted in Research computations and documentation performing Polymerase Chain Reactions on Urban forestry components.

**Physical Therapy Assistant**, Our Lady of the Lake Regional Medical Center, BR, LA 1980-1987. Worked as an assistant to the therapist with physical, occupational, and respiratory therapy.

## **III. Areas of Specialization**

Utilization of Microbial applications and techniques: Isoelectric Focusing, Cloning, Centrifugation, Autoclaving, Protein purification, Ion Exchange Chromatography, Electrophoresis, Fluorescence Microscopy, Gas Chromatography, Spectrophotometry, Media Preparation, Thin Layer Chromatography, Electron Microscopy (certification)

Knowledge of Foreign Languages (Spanish and French), IBM, PC, Banner 9, Banner web, CR, Word Perfect, Zoom, Google Meet, Microsoft Teams, and various software

## **IV. Publications**

General Biology Laboratory 107 Manual, SU Biology Faculty (1994, 1998, 2021, 2022, 2023)  
General Biology Laboratory 106 Manual, SU Biology Faculty (1994, 1998, 2021, 2022, 2023)  
Program Guide and Abstracts for the Joint Annual Meeting of NIS and BKX (2020, 2022, 2023)  
Beta Kappa Chi Scientific Honor Society- Editorial Board for Bulletin 2000-present

## **V. Professional Presentations**

Seminar: SUBR 1995 **The Use and Care of the Electron Microscope**  
Seminar: Louisiana Tech University 1998 **Replica Plating Techniques in Microbial Isolation**  
Seminar: Montgomery, AL, National African American Association of Honors Programs  
Conference 11/99 **HIP: The Sexual Revolution**  
Seminar: Atlanta, GA National Title III Presentation 11/99 **Project EXCEL: Reducing Attrition by Co-Curricular Enhancement**

[Deadra James Mackie]

**V. Professional Presentations (cont.)**

Seminar: Louisiana State University 2/2000 **Herpes Information Project: The Sexual Revolution**

Seminar: Atlanta GA, USDA 1890 Scholars 7/2000 **Becoming an Effective Mentor**

Seminar: Nashville, TN NIS/BKX/BSP National Conference 4/2000 **Herpes Information Project: The Sexual Revolution**

Seminar: Charlotte, North Carolina- (2023) *The Impact of Emergency Remote Learning on Undergraduate STEM Students During the Coronavirus Pandemic*

**VI. Research Projects and Grants**

Louisiana State University/ Mentor- John Battista, Ph.D. / *The Effects of Ultraviolet Radiation on *Deinococcus radiodurans**

Louisiana State University/ Mentor- Ralph Portier, Ph.D./ *The Impact of Heavy Metals on aquatic microorganisms in Ballast water in Barges*

Southern University and A&M College- Luria Young, Ph.D./ *The Impact of Emergency Remote Learning on Undergraduate STEM Students During the Coronavirus Pandemic*

**Awarded Proposals:**

Southern University System Foundation Gr.	March 2023	\$10,000.00 dollars
Interfaith Youth Core Vote is Sacred	July 2022	\$5,000.00 dollars
Faith & HIV/AIDS Capacity Bldg.	July 2022	\$5,000.00 dollars
Interfaith Youth Core Vaccine Pro./ PI only	July 2022	\$7,000.00 dollars
1890 Scholars Grant Program	March 2019	\$9,100.00 dollars
Title III Grant	January 2019	\$3,000.00 dollars
Title III Grant	November 2018	\$2,500.00 dollars
1890 Scholars Grant Program	March 2018	\$9,000.00 dollars

**Awarded Grants:**

HIV/ AIDS Capacity Building Grant  
Proposal Title: Faith & HIV/AIDS Capacity Building Grant  
Interfaith Youth Core Lead Educator  
Status: Funded /Awarded 9/27/21  
Amount: \$4000.00

Interfaith Youth Core Grant: Addressing Key Issues Targeting Faith and Health  
Proposal Title: Collaboration of Religious Diversity and Health/ Vaccine Awareness  
Interfaith Lead PI  
Status: Funded/ Awarded 2/2/22  
Amount: \$7000.00

Interfaith Youth Core Grant Vaccine Ambassador Initiative  
Proposal Title: IFYC's Faith in the Vaccine Ambassadors Project  
**Lead Educator PI: Hired 25 Southern University students to educate the community on Vaccine Relevance during the Pandemic**  
Status: Funded. Awarded 5/24/21 Amount: \$47,500.00

[Deadra James Mackie]

***Awarded Grants (cont.):***

Beta Kappa Chi Scientific Society/ National Institute of Science/ Co-PI

Proposal Title: Support Foundation for Undergraduate and Graduate Conference Platform for Joint Annual Meeting and Travel Grant in Collaboration with the University of the District of Columbia/ Submitted February 2009

Status: Funded Jan 2010

Amount: \$1,200,000.00

Southern University and A&M College/ Co-PI

Proposal Title: SUBR-SUSLA Bridge to the Baccalaureate Degree/ Submitted: 12/14/02

Status: Not Funded

Louisiana Biomedical Research Network/ PI

Proposal Title: The Design and Testing of a Ballast Water Treatment Train for the Prevention of Waterborne Microorganism Transfer/ Submitted: 4-15-02

Status: Funded \$12,000.00

Academic Year Extension for 2003

**VII. Summary of Teaching Experience**

Asst. Professor	SUBR	Upward Bound Math-Sci.	2004-present
Instructor	BR	Junior Quiz Bowl Coach/ Cath. Ch.	2003-present
Asst. Professor	SUBR	Honors College	1998- present
Asst. Professor	BRCC	Math Science Div.	1998-2010
Asst. Professor	SUBR	Biological Sciences	1994-present
Instructor	Hallelujah Prep Acad.	Science teacher	1997
Instructor	SUBR	SU Pass All. Health	1995-1997
Instructor	SUBR	Ed. Talent Search-SAT	1996
Tutor	SUBR	Athletic Dept./Biology	1995-1997
Instructor	BR	Imm.Conc.Cath.Ch./Religion	1983-present

**VIII. University Service**

Committee Chairman	National Beta Kappa Chi Scientific Honor Society Conference-	2017
SU Quiz Bowl Coach	Southern University/ Honda Campus All-Star Challenge	2003-present
Faculty Senator	Southern Univ. College of Sciences	2002, 2003, 2004, 2020, 2021, 2022
Moderator	Louisiana Alliance for Minority Participant Symposium	2003
Steering Committee	J. Martin Symposium	2004
Coordinator	Southern University Pre-College Quiz Bowl	2000- present
Co-Chair	National Institute of Science, Beta Kappa Chi, Brookhaven Semester Program	54 <sup>th</sup> National Conference 1997
Academic Advisor	Honors College	
Advisor	Beta Beta Beta Biological Honor Society,	1994- Present
Advisor	National Institute of Science Honor Society,	1990- Present
Advisor	Beta Kappa Chi Honor Society, Local Chapter,	1990-Present
Recruitment Liaison	Dolores Spikes Honors College	
Strategic Planning	Biology Department	
Committee Member	Experimental Biology Program	

[Deadra James Mackie]

### VIII. University Service (cont.)

Secretary	SACS Local Arrangements Committee Local Team Southern University
The Faculty Liaison	University of Texas Medical Branch for Undergraduate Minorities
National Offices	(2000- pres.) Executive Sec./ Beta Kappa Chi Scientific Honor Society (2010-2016) National Secretary- Association of College Honor Societies (2018- present) National Treasurer/ Nat. Ass. of Afr. Amer. Honors Prog. President- National Association of African American Honors Programs- 2022-2024
State Offices	Vice President/ Louisiana Collegiate Honors Council 2004-2005 President/ Louisiana Collegiate Honors Council 2005-2006
Committee Member	SU Academic Honors Day Committee 1998-2018
Delegate	Resolutions Committee Member/ Association of College Honor Societies
Moderator/ Facilitator	2000-2003 Southern University Pre-College Quiz Bowl Competition
Advisor	Southern University Catholic Student Club 2006-present
Coach	Junior Knights of Peter Claver Quiz Bowl Competition 2005-present
Consultant	Educational Advancement Alliance

### IX. Professional Organizations

American Society of Microbiologists  
Dean's List  
Knight's of Peter Claver Ladies Auxiliary  
National Council of Catholic Women  
Southern University Alumni Federation  
Messengers of Music  
Immaculate Conception Traditional Choir  
Society of Electron Microscopists  
Society of Industrial Microbiologists  
Society of Toxicology  
Vice President-(2021-2022) National Association of African American Honors Programs  
President-(2022-2024) National Association of African American Honors Programs  
Treasurer (2018-2021)/ National Association of African American Honors Programs  
Zeta Phi Beta Sorority, Inc.  
Southern University Women's Advocacy Network  
American Association of University Professors  
African American Association for Women in Science

### X. Honors

Phi Delta Kappa Honor Society	1995-present
Phi Sigma Honor Society	1990-present
Beta Kappa Chi Honor Society-National Executive Secretary	1990-present
Beta Beta Beta Biological Honor Society and AIBS	1990-present
National Institute of Science	1989-present
National Society of Collegiate Scholars	2002-present
Association of College Honor Societies- National Secretary (6 years)	2000-present
National Association of African American Honors Programs	2016-present

[Deadra James Mackie]

**XI. Awards**

2005-2006 Science Advisor of the Year- Society of Toxicology

2006-2007 Advisor of the Year- National Institute of Science and Beta Kappa Chi Honor Society

2020-2021 Beacon of the Year- National Association of African American Honors Programs

2022-2023 Faculty Student Achievement Award for Top Jaguars

2023-2024 Executive Secretary Recognition Award- Association of College Honor Societies

**XII. Certifications**

2020-present Quality Matters Certified

2022- present Driving Certification SUBR Travel

2023- present Serving Vulnerable Populations Training and the Diocesan Code of Conduct Certification

JOB CLASS				
JOB CODE				
CAL ID				

**SOUTHERN UNIVERSITY SYSTEM**

**Personnel Action Form**

POSITION NUMBER	2	M	9	9	2	0
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CAMPUS: SUS \_\_\_ SUBR x SULAC \_\_\_ SUAREC \_\_\_ SUNO \_\_\_ SUSLA \_\_\_

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

x Academic \_\_\_ Non-Academic \_\_\_ Civil Service  
 \_\_\_ Temporary \_\_\_ Part-time ( \_\_\_ % of Full Time) \_\_\_ Restricted  
 \_\_\_ Tenured \_\_\_ Undergraduate Student \_\_\_ Job Appointment  
 \_\_\_ Tenured Track \_\_\_ Graduate Assistant \_\_\_ Probationary  
 \_\_\_ Other (Specify) \_\_\_ Retiree Return To Work \_\_\_ Permanent Status

Previous Employee Patrick Carriere Reason Left Resigned as Dean  
 Date Left 7/31/2023 Salary Paid 192,000

**Profile of Person Recommended**

Length of Employment 08/01/2023 To \_\_\_  
 Effective Date 08/01/2023

Name Leslon L. Martin SS# \_\_\_ Sex M Race+ B  
 (Last 4 digits only)

Position Title: Dean Department: College of Sciences & Engineering

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

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

Years Experience 21 Southern University Experience 0

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
	J.D. Law	Univ of Texas School of Law-Austin	2014
	Ph.D.-Chemical Engineering	Univ of California-Los Angeles	2002
	BS - Chemical Engineering	Tuskegee Univ.	1995

Current Employer Prairie View and A&M University

**Personnel Action**

Check One \_\_\_ New Appointment \_\_\_ Continuation \_\_\_ Sabbatical \_\_\_ Leave of Absence  
 \_\_\_ Transfer x Replacement \_\_\_ Other (Specify) \_\_\_

Recommended Salary 205,000 Salary Budgeted 205,000

Source of Funds STATE

Identify Budget: 211001226816100224100 Location \_\_\_  
 Form Code: \_\_\_ Page \_\_\_ Item # \_\_\_

Change of: From To

Position \_\_\_  
 Status \_\_\_  
 Salary Adjustment \_\_\_

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:

Source of Funds	Amount
211001226816100224100	205,000

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

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

Supervisor [Signature] Date 8/07/23 Dean/Unit Head \_\_\_ Date \_\_\_  
 Vice Chancellor [Signature] Date 8/07/23 Chancellor, \_\_\_ Date \_\_\_  
 Director/Personnel \_\_\_ Date \_\_\_ Vice President/Finance \_\_\_ Date \_\_\_  
 Business Affairs/Comptroller \_\_\_  
 President \_\_\_ Date \_\_\_ Chairman/S.U. Board of Supervisors \_\_\_ Date \_\_\_

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

**ETHNIC ORIGIN (Please check one):**

Hispanic or Latino  Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

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

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

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

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

**COMMENTS:** Dr. Lealon L. Martin will serve as Dean of College of Sciences & Engineering in Academic Affairs, effective August 1, 2023. This position was formerly held by Dr. Patrick Carriere.

EMPLOYEE REGULAR WORK SCHEDULE: 8a-5p 2M9920  
 EMPLOYEE DIRECT SUPERVISOR: Dr. BiJoy Sahoo  
 SUPERVISOR/DEPARTMENT CONTACT NUMBER 225-771-4582  
 NUMBER OF EMPLOYEES SUPERVISED, (if any) \_\_\_\_\_

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

**GUIDELINES:** All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H-1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

TYPE	CODE	EXPIRES
United States Citizen/Certificate of Naturalization	US	SOUTHERN UNIVERSITY SYSTEM BUDGET OFFICE 211001-22681-61002-24100 AUG - 7 2023 Ymawin #205,001 FUND AVAILABLE
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	F0	

**Do Not Write Below This Area**  
**For Human Resource and Budgetary Control Use Only!**

**PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):**

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
- Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check form)
- Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment
- Proposed Employee Clearance
- Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)



**LEALON J. MARTIN**  
**Associate Professor of Chemical Engineering**  
**Interim Associate Dean, Roy G. Perry College of Engineering**  
**Prairie View A&M University**

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**EDUCATION**

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- J.D., The University of Texas School of Law 2014
- Ph.D., Chemical Engineering, University of California, Los Angeles 2002
- B.S., Chemical Engineering, Tuskegee University 1995
- Texas Venture Labs, Associate 2013

**ACADEMIC EXPERIENCE**

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**Prairie View A&M University**

- Associate Professor (tenured) in Chemical Engineering 2022 – present
- Associate Dean (interim), Roy G. Perry College of Engineering 2021 – present
- Assistant Professor of Chemical Engineering 2020 – 2022
- Lecturer of Chemical Engineering 2018 – 2020

- **Research Focus:**

- Designing systems tools to model cellular metabolism for the purpose of identifying optimal states that achieve metabolite concentration targets.
- Designing systems tools that model chemical process conditions for the purpose of identifying states that achieve optimal cost and environmental objectives.
- Improving engineering education through the incorporation of active learning techniques.

**University of Texas-Austin**

- Research Fellow and Lecturer of Chemical Engineering 2011 – 2014

- **Research Focus:** Constructing a generalized decision-making framework tool to design optimal policies based on a synthesis network representation of resource allocation and political action.
- Delivered yearly presentation on *Patent Law Fundamentals* in the Department.
- Introduced a new elective course in the Department: *Engineering and Public Policy*.

**Rensselaer Polytechnic Institute (RPI)**

- Assistant Professor of Chemical Engineering 2003 – 2011

- **Research Focus:** Process synthesis and design of chemical, biochemical, and material systems.
- Helped in securing over \$5MM in sponsored research as principal, co-principal, or key investigator.
- Delivered over seventy invited lectures, seminars, presentations, and keynote addresses.
- Graduated six Ph.D. students.

**University of California at Berkeley**

- Postdoctoral Researcher 2002 – 2003

- **Research Focus:** Modeling immune response and cell signaling mechanisms during immunological synapse formation.
- Wrote *ImmSyn2* software: a monte-carlo simulation-based analysis tool to study synapse formation between T-lymphocytes and antigen-presenting cells.

## COURSES TAUGHT AND \*DEVELOPED

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- Mathematical Methods in Chemical Engineering (graduate level)
- Computer-Aided Chemical Engineering Process Simulations (undergraduate elective course)
- (Capstone) Senior Chemical Process Design
- \*Fuel Cells Systems Engineering (undergraduate and graduate level, interdisciplinary)
- \*Introduction to Chemical Engineering (Orientation-level course)
- \*Optimization (undergraduate and graduate level)
- Chemical Reactor Design (undergraduate level)
- \*Engineering and Public Policy (undergraduate and graduate level)
- \*Chemical Engineering Laboratory I
- Chemical Engineering Laboratory II and III
- Material and Energy Balances
- Thermodynamics I and II
- Separations Processes
- \*Process Modeling and Simulations
- \*Introduction to Computations in Chemical Engineering
- Energy Systems
- \*Cybersecurity Law, Policy, and Compliance
- \*Immigration Law for Scientists, Engineers, and Investors (Austin Community College course co-taught with attorneys from the Azarmehr Law Group)

## CERTIFICATIONS AND ADMISSIONS

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- Texas State Bar No. 24093629
- Admitted to practice in the U.S. Eastern, Northern, Southern, and Western Districts of Texas

## LEGAL PRACTICE

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### **LeCorte Martin, P.C. – Science and Technology Law**

Managing Principal Attorney

2017 – present (on leave)

- Intellectual Property Counseling
- Immigration Services (employment-based for scientists and engineers)
- Cybersecurity/Data Privacy Counseling
- General Counseling and Litigation Support

### **Fish & Richardson, P.C. – Intellectual Property Law**

Patent Litigation Associate

2014 – 2017

- Managed all aspects of patent litigation from intake through trial.
- Assisted in the prosecution of patent applications in the chemical and mechanical arts.

### **Summer Associate**

Fish & Richardson, P.C. – 2012 and 2013 (Austin office)

Fletcher Yoder, P.C. – 2013 (Houston office)

**CURRENT, PENDING, AND PAST FUNDED RESEARCH GRANTS AND CONTRACTS**  
(\*-denotes grants/contracts initiated at Prairie View A&M University)

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\*Principal Investigator, *EXCELLENCE IN RESEARCH: Smart Technology-Enabled Nutrient Lifecycle and Supply Chain Optimization*, The National Science Foundation (Collaborative), Principal Investigator, Dr. Jessye Talley (Morgan State University) w/ Co-PI Dr. Jian Peng (Morgan State University); Principal Investigator (non-Lead) Dr. Veronica Oales (Tennessee State University) w/ Co-PI Dr. Arvazena Clardy (Tennessee State University), 09/01/2020-8/30/2023, \$300,000.00 (of \$1,000,000.00 total collaborative funds requested) (**current**).

\*Co-PI, *Diversity, Equity and Inclusion (DEI) Considerations when Developing an AV Business*, The Ford Motor Corporation in collaboration with the Georgia Institute of Technology, Principal Investigator: Dr. Mark Tschaepe, 09/01/2022-8/31/2024, \$184,619 (**current**).

\*Co-PI, *Engineering Methanotrophy for Carbon Capture and Utilization*, Sandia National Laboratories, Principal Investigator: Dr. Seungehan Kim, 01/01/2022-12/31/2023, \$139,000 (**current**).

\*Co-PI, *DUE-USE: Transforming the Classroom into an Active Learning Environment to Improve Comprehension, Retention and Graduation Rates*, The National Science Foundation, Principal Investigator: Dr. Michael Gyamerah, 10/01/2021-9/30/2025, \$1,959,110 (**current**).

\*Co-PI, *National Center for Infrastructure Transformation (NCIT)*, The U.S. Department of Transportation, Principal Investigator: Dr. Judy Perkins, 09/01/2023-8/31/2028, \$40,000,000 (**awarded**).

\*Co-PI, *LSAMP BD: Prairie View A&M University BTD Cohort XIV (2022-2024) Program, Texas A&M University System Louis Stokes Alliance for Minority Participation (TAMUS LSAMP)*, The National Science Foundation, Principal Investigator: Dr. James M. Palmer (Provost and Senior Vice President of Academic Affairs), 10/01/2023-9/30/2025, \$1,074,000 (**recommended for funding**).

\*Principal Investigator, *Design of a Tactical Extraterrestrial Aquaponic System (TEXAS) for Producing Tilapia and Microgreens to Maintain Crew Nutritional and Psychological Health During Extended Missions*, The National Aeronautics and Space Administration, submitted 4/11/2023, \$900,000 (**pending**).

\*Principal Investigator, *Hydrogen and Electricity from Novel Solar Thermochemical Water Splitting Cycle*, The Department of Energy, submitted 12/23/2022, \$900,000 (**pending**).

\*Co-PI, *Center of Excellence in Research and Education for Next-Generation Military Wireless Network (CoRE-MilW)*, The Department of Defense-Air Force Research Laboratory, Principal Investigator: Dr. Lijun Qian (Center Director), submitted 05/04/2022, \$10,000,000 (**pending**).

\*Co-PI, *University Affiliated Research Center (UARC) Tactical Autonomy Consortium (TAC)*, The Department of Defense-Air Force Research Laboratory, Principal Investigator: Dr. Magesh Rajan (Vice President of Research, Innovation, and Sponsored Programs), submitted 11/03/2022, \$11,080,812 (**pending**).

\*Co-PI, *Exploring the Impact of a NASA Robotics Pre-Engineering Camp on Underrepresented and Underserved High School Students*, The National Aeronautics and Space Administration, Principal Investigator: Dr. April Lovelady, 06/01/2022-12/31/2022, \$65,000 (**past**).

\*Co-I, *I-Corps Node (Track 2): Southwest Innovation Corps NODE (SWICORPS)* funded by the NSF through the University of Texas at Austin. Principal Investigator: Dr. April Lovelady, 09/01/2021-02/28/2023, \$90,000 (**past**).

**Senior Personnel**, Developing and Promoting Cybersecurity Programs in Non-STEM Curriculum at Prairie View A&M University, National Security Agency, Principal Investigator: Dr. Louis Ngamassi, 10/01/2020-09/31/2022, \$300,000.00 (past).

**Principal Investigator**, "Advancing the Engineering Design of Bionanocomposites with Exact Properties Needed", The National Science Foundation, with Dr. Yvonne Akpalu, 05/01/2006-4/30/2011, \$405,821.00 (past).

**Co-PI**, "Model Predictive Control of Integrated Gasification Combined Cycles", The Department of Energy National Energy Technology Laboratory, Principal Investigator: B. Wayne Requette, 1/01/2007-12/31/2009, \$300,000.00 (past).

**Co-PI**, "2008 Minority Faculty Development Workshop", The National Science Foundation, Principal Investigator: Dr. Gilda Barabino, 8/01/2008-7/31/2009, \$250,000.00 (past).

**Principal Investigator**, "Screening Photoactive Nanomaterials on Nanoporous and Mesoporous Supports", Department of Defense – Army Research Office, Collaborator(s): Dr. Joel Plawsky, Dr. Howard Littman, Dr. John D. Paccione, 10/01/2006-9/30/2008, \$250,000.00 (past).

**Co-PI**, "Advancing Renewable Materials by X-Ray and Light Scattering", Department of Energy, Principal Investigator: Dr. Yvonne Akpalu, 09/01/2006-8/31/2009, \$450,000.00 (past).

**Principal Investigator**, "Alternate Thermochemical Cycles for Hydrogen Production", Argonne National Laboratory, Co-PI(s): Dr. B. Wayne Requette, 6/01/2006-8/30/2006, \$42,000.00 (past).

**Key Senior Personnel**, "IGERT: An Entrepreneurial Ph.D. Education in Fuel Cell Manufacturing, Materials, Development, and Modeling", National Science Foundation, Principal Investigator: Dr. Michael Jensen, 09/01/2005-08/31/2012, \$3,162,429.00 (past).

## REFERRED PUBLICATIONS

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1. L.L. Martin, "Linear infinite-dimensional models for the cost-optimal synthesis of ocean thermal energy conversion networks", *Applied Thermal Energy*, (in preparation).
2. L.L. Martin, "Optimal selection of large particles with multifunctional material properties for advanced oxidation process applications", *Chemical Engineering Science*, (in preparation).
3. Tolle, J. and L.L. Martin, "Neutron scattering component profile extraction using contrast matching and Network Component Analysis (NCA)", *Chemical Engineering Science* (submitted, 2023).
4. Akpan, Carol T., Lemons, Kendall, and L.L. Martin, "Research Experience for Undergraduates: A preliminary study on the technoeconomic feasibility of industrial-scale microgreens production." *Proceedings of the 2022 Gulf Southwest American Society of Engineering Education Annual Conference*.
5. Shakir, S. and L.L. Martin, "Carbon cycle assessment via global ecological human dimension modeling." *Proceedings of the 5<sup>th</sup> Ibero-American Congress on Entrepreneurship, Energy, Environment, and Technology*, 2019, Vol 38, pp 284-291.
6. Tolle, J. and L.L. Martin, "A generalized scattering data decomposition framework for determining network process-structure-property relationships in polymer materials", *International Journal of Advanced Manufacturing Technology* January 2013, Volume 64, Issue 1-4, pp 555-577.

7. Baughman, A., Huang X., and L.L. Martin\*, "An evaluation of kinetic models for preferential CO oxidation catalysts using optimization-based parameter estimation", *The Journal of Power Sources*, Volume 210, 15 July 2012, Pages 402-408.
8. Tolle, I. and L.L. Martin\*, "Quantifying polymer structural component evolution using X-ray scattering and mixed-integer Network Component Analysis (NCA)", *Computers and Chemical Engineering* Vol. 35 No. 11 (2011) 2564-2578.
9. Baughman, A.C., Sharfstein, S.T., and L.L. Martin\*, "A flexible state-space approach for the modeling of metabolic networks II: advanced interrogation of hybridoma metabolic networks", *Metabolic Engineering*, Vol. 13 No. 2 (2011) 138-149.
10. Baughman, A.C., Sharfstein, S.T., and L.L. Martin\*, "A flexible state-space approach for the modeling of metabolic networks I: development of mathematical methods", *Metabolic Engineering*, Vol. 13 No. 2 (2011) 125-137.
11. Address, R.J. and L.L. Martin\*, "A systematic hierarchical thermodynamic analysis of hydrogen producing Iron-Chlorine reaction clusters", *Industrial and Engineering Chemistry Research*, Vol. 50 No. 3 (2011) 1278-1293.
12. Baughman, A.C., Huang, X., Sharfstein, S.T., and L.L. Martin\*, "On the dynamic modeling of mammalian cell metabolism and mAb Production", *Computers and Chemical Engineering*, Vol. 34 No. 2 (2010) 210-222.
13. Address, R.J. and L.L. Martin\*, "On the synthesis of hydrogen producing thermochemical cycles with electrochemical steps", *The International Journal of Hydrogen Energy*, Vol. 35, Issue 3 (2010) 958-965.
14. Tolle, I., Huang, X., Akpaku, Y.A. and L.L. Martin\*, "A modified Network Component Analysis (NCA) methodology for the decomposition of x-ray scattering signatures", *Industrial and Engineering Chemistry Research*, Vol. 48 No. 13 (2009) 6137-6144.
15. Address, R.J., Bequette, B.W., and L.L. Martin\*, "A systems approach towards the identification and evaluation of hydrogen producing thermochemical reaction clusters", In *Proceedings of the 7<sup>th</sup> International Conference on the Foundations of Computer-Aided Process Design: Design for Energy and the Environment*, Ch. 41 (2009) pp. 451-460. CRC Press, Taylor and Francis Group, Boca Raton, FL.
16. Follansbee, D.M., Paccione, J.D., and L.L. Martin\*, "Optimal design and operation of A circulating fluidized bed reactor for water polishing featuring minimum utility cost", In *Proceedings of the 7<sup>th</sup> International Conference on the Foundations of Computer-Aided Process Design: Design for Energy and the Environment*, Ch. 26 (2009) pp. 317-326. CRC Press, Taylor and Francis Group, Boca Raton, FL.
17. Address, R.J., Huang X., Bequette, B.W., and L.L. Martin\*, "A systematic methodology for the evaluation of thermochemical cycles for hydrogen production", *The International Journal of Hydrogen Energy*, Vol. 34, Issue 9 (2009) 4146-4154.
18. Follansbee, D., Paccione, J.D., and L.L. Martin\*, "Globally optimal design and operation of a continuous photocatalytic advanced oxidation process featuring moving bed adsorption and draft-tube transport", *Industrial and Engineering Chemistry Research*, Vol. 47 No. 10 (2008) 3591-3600.
19. Moore, F.P. and L.L. Martin\*, "A nonlinear nonconvex minimum heat transfer area formulation for ocean thermal energy conversion (OTEC) systems", *Applied Thermal Energy*, Vol. 28 No. 8-9 (2008) 1015-1021.
20. Hronich, J., Plawsky, J., and Bungay, H.R. and L.L. Martin\*, "The potential of *Eichhornia crassipes* for biomass refining", *Journal of Industrial Microbiology and Biotechnology*, Vol. 35 No. 5 (2008) 393-402.

21. Martin, L.L. and V.I. Manousiouthakis\*, "A minimum area (MA) targeting scheme for single component MEN and HEN synthesis", *Computers and Chemical Engineering*, Vol. 28 No. 8 (2004) 1237-1247.
22. Martin, L.L. and V.I. Manousiouthakis\*, "Globally optimal power cycle synthesis via the infinite dimensional state space (IDEAS) approach featuring minimum area with fixed utility", *Chemical Engineering Science* 58 (2003) 4291-4305.
23. Martin, L.L. and V.I. Manousiouthakis\*, "Total annualized cost optimality properties of state space models for mass and heat exchanger networks", *Chemical Engineering Science* 56 (2001) 5835-5851.

#### NON-REFEREED PUBLICATIONS

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1. L.L. Martin, "Cybersecurity: Federal and State Regulatory Implications for Data Privacy and Security in the U.S.", *Fish Litigation Newsletter and Blog*. August 2017.
2. L.L. Martin, "Federal District Courts Still Unclear About How to Apply *Alice* to 101 Patentability Challenges Presented in 12(b) Motions to Dismiss", *Fish Litigation Newsletter and Blog*. March 2016.
3. L.L. Martin, "Rights of Enforcement for Non-exclusive Patent Licensees: Do They Exist?", *Fish Litigation Newsletter and Blog*. June 2015.
4. Samuels, A.B., Sharfstein, S., and L.L. Martin, "Optimization of mAb Synthesis via the Application of an IDEAS Formulation", *Proceedings of the 2004 AIAA/ISSMO Multidisciplinary Analysis and Optimization Conference*. Albany, NY.
5. Huang, X., Paccione, J.D., and L.L. Martin, "Modeling of Spouted Fluid Bed with Draft Tube Used for Protein Separation and Air/Water Purification System", *Proceedings of the 2004 AIAA/ISSMO Multidisciplinary Analysis and Optimization Conference*. Albany, NY.
6. Samuels, A.B., Greenfield, L., Lawal O., and L.L. Martin, "Optimization- Based Modeling of T- Lymphocyte Cell-Cell Contact Leading to Immune Response", *Proceedings of the 2004 AIAA/ISSMO Multidisciplinary Analysis and Optimization Conference*. Albany, NY.
7. Martin, L.L. and V.I. Manousiouthakis, "Minimum Utility Cost for Non-Isobaric Azeotropic Distillation Networks," *Energy and the Environment Topical Conference Proceedings*, 2000 AIChE Annual Meeting, Los Angeles, CA.
8. Martin, L.L. and V.I. Manousiouthakis, "Pure Ammonia Power Cycle Synthesis Featuring an MTAC Objective," *Energy and the Environment Topical Conference Proceedings*, 2000 AIChE Annual Meeting, Los Angeles, CA.
9. Martin, L.L. and V.I. Manousiouthakis, "Globally Optimum Ammonia/Water Power Cycle Network Synthesis via Infinite Dimensional State Space Optimization," *Energy and the Environment Topical Conference Proceedings*, 2000 AIChE Annual Meeting, Los Angeles, CA.

## CONFERENCE PRESENTATIONS

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1. Akpan, Carol T. and L.L. Martin, "The impact of variable glucoraphanin degradation rates on microgreen transportation delivery time featuring a fixed-target sulforaphane intake level." 2022 Transportation Research Board Meeting, Washington, D.C.
2. Akpan, Carol T., Lemons, Kendall, and L.L. Martin, "Research Experience for Undergraduates: A preliminary study on the technoeconomic feasibility of industrial-scale microgreens production." 2022 Gulf Southwest American Society of Engineering Education Annual Conference, Prairie View, TX.
3. Shakir, S. and L.L. Martin, "Carbon cycle assessment via global ecological human dimension modeling." 2019 CHEMAT Annual Conference, Portalegre, Portugal.
4. Follansbee, D.M., Paccione, J.P., and L.L. Martin, "Selection of Filtration Networks for Recreational Water Use," paper 282f. 2010 AIChE Fall Annual Meeting, Salt Lake City, UT.
5. Follansbee, D.M., Paccione, J.P., and L.L. Martin, "Identification of Optimal Filtration Networks for Recreational Water Use," paper 275q. 2010 AIChE Fall Annual Meeting, Salt Lake City, UT.
6. Tolle, I. and L.L. Martin, "Quantifying Polymer Structural Component Evolution Using Scattering Data and Mixed-Integer Network Component Analysis" paper 53e. 2010 AIChE Fall Annual Meeting, Salt Lake City, UT.
7. Address, R.J. and L.L. Martin, "A Systematic Assessment of Carbon-Free Hydrogen Production through Vanadium-Chlorine Thermochemical Cycles," poster 375ab. 2010 AIChE Fall Annual Meeting, Salt Lake City, UT.
8. Baughman, A.C. and L.L. Martin, "Topological Modeling of Reaction Networks for Engineering of Microbial Fuel Cells," paper 89f. 2009 AIChE Fall Annual Meeting, Nashville, TN.
9. Address, R.J. and L.L. Martin, "Identification of Low Temperature Carbon-Free Hydrogen Production Methods through Thermochemical Cycle Synthesis," paper 150b. 2009 AIChE Fall Annual Meeting, Nashville, TN.
10. Baughman, A.C., Sharfstein, S.T., and L.L. Martin, "Topological Metabolic Analysis for the Engineering of Metabolic Networks," paper 261f. 2009 AIChE Fall Annual Meeting, Nashville, TN.
11. Address, R.J. and L.L. Martin, "A Systematic Approach towards the Synthesis and Evaluation of Hybrid Alternative Thermochemical Cycles," paper 469b. 2009 AIChE Fall Annual Meeting, Nashville, TN.
12. Baughman, A.C., Sharfstein, S.T., and L.L. Martin, "Topological Metabolic Analysis for the Interrogation of Metabolic Networks," paper 475f. 2009 AIChE Fall Annual Meeting, Nashville, TN.
13. Tolle, I. and Lealon L. Martin, "Characterization of Multi-Scale Polymer Structure Evolution through Multivariate Decomposition of Process-Dependent Scattering Data," paper 573c. 2009 AIChE Fall Annual Meeting, Nashville, TN.
14. Follansbee, D.M., Paccione, J.P., and Lealon L. Martin, "TiO<sub>2</sub> Particle Property Investigation Featuring Moving Bed Adsorption and Photo-Assisted Degradation of Azo Dyes," paper 680c. 2009 AIChE Fall Annual Meeting, Nashville, TN.

15. Baughman, A.C., Sharfstein, S.T., and L.L. Martin, "Towards a Dynamic Systems Approach to the Synthesis and Analysis of Mammalian Metabolic Networks," paper 416d. 2008 AIChE Fall Annual Meeting, Philadelphia, PA.
16. Baughman, A.C., Sharfstein, S.T., and L.L. Martin, "Non-Linear Parameter Estimation for a Dynamic Model of Mammalian Cell Culture," paper 458d. 2008 AIChE Fall Annual Meeting, Philadelphia, PA.
17. Paccione, J.P., Follansbee, D.M., Littman, H., Martin, L.L., and J.L. Plawsky, "Design, Development and Operation of a Novel Recirculating Liquid/solids Reactor Based on a Type 2 Draft Tube Spout Fluid Bed," paper 399c. 2008 AIChE Fall Annual Meeting, Philadelphia, PA.
18. Follansbee, D.M., Paccione, J.P., Plawsky, J.L., and L.L. Martin, "A Systematic Methodology for the Selection of Particles with Optimal Material Properties for Advanced Oxidation Process Applications," paper 86d. 2008 AIChE Fall Annual Meeting, Philadelphia, PA.
19. Address, R.J., Bequette, B.W., and L.L. Martin, "A Systematic Methodology for the Evaluation of Alternative Thermochemical Cycles for Hydrogen Production," paper 328c. 2008 AIChE Fall Annual Meeting, Philadelphia, PA.
20. Tolle, I., Akpalu, Y.A., and L.L. Martin, "A Modified Network Component Analysis (NCA) Methodology for the Decomposition of X-Ray Scattering Signatures from Polymers," paper 545a. 2008 AIChE Fall Annual Meeting, Philadelphia, PA.
21. Baughman, A.C., Sharfstein, S.T., and L.L. Martin, "Towards and integrated framework to model metabolism and the synthesis of protein in mammalian cell culture," paper 594f. 2007 AIChE Fall Annual Meeting, Salt Lake City, UT. November 8, 2007.
22. Tolle, I., Huang, X., Akpalu, Y.A., and L.L. Martin, "Topology-based parameter identification for decoupling material structure-process-property relationships," paper 635e. 2007 AIChE Fall Annual Meeting, Salt Lake City, UT. November 8, 2007.
23. Baughman, A.C., Sharfstein, S.T., and L.L. Martin, "Towards and integrated framework to model metabolism and the synthesis of protein in mammalian cell culture," paper 491e. 2007 AIChE Fall Annual Meeting, Salt Lake City, UT. November 7, 2007.
24. Hronich J.E., Martin, L.L., Bungay, H., and J.L. Plawsky "The potential of Eichhornia crassipes for biomass refining," paper 454c. 2007 AIChE Fall Annual Meeting, Salt Lake City, UT. November 8, 2007.
25. Follansbee, D.M., Paccione, J.D., and L.L. Martin, "Suitable Process Operation Conditions and Sensitivity of Design Parameters for a Draft Tube Spouted Fluidized Bed Reactor Applied to a Heterogeneous Photocatalytic Process", paper 174c. 2007 AIChE Fall Annual Meeting, Salt Lake City, UT. November 6, 2007.
26. Baughman, A., Sharfstein, S. and L.L. Martin, "State-space Modeling of Metabolic Networks for Monoclonal Antibody Production," paper B10F118. Systems Biotechnology: Developments and Applications. ACS National Meeting, San Francisco, CA. September 11, 2006.



27. Huang, X. and L.L. Martin, "Optimized Heat and Power Exchange Networks in Ethanol-Water Pressure Swing Distillation," paper 599d, 2005 AIChE Fall Annual Meeting, Cincinnati, OH. November 5, 2005.
28. Samuels, A.B., Sharfstein, S. and L.L. Martin, "Application of State Space Models to Biological Systems for Metabolic Optimization," paper 541c, 2005 AIChE Fall Annual Meeting, Cincinnati, OH. November 4, 2005.
29. Huang, X., Rohr, D., and L.L. Martin, "Online (SPLINE) Estimation of Anode Tail Oxidation Catalyst Reaction Rate Parameters for Fuel Cell Systems," paper 501c, 2005 AIChE Fall Annual Meeting, Cincinnati, OH. November 4, 2005.
30. Huang, X., Rohr, D., and L.L. Martin, "Online (Explicit) Estimation of Anode Tail Oxidation Catalyst Reaction Rate Parameters for Fuel Cell Systems," paper 164f, 2005 AIChE Fall Annual Meeting, Cincinnati, OH. November 3, 2005.
31. Samuels, A.B., Sharfstein, S. and L.L. Martin, "Modeling of Mammalian Cell Culture Metabolism for Optimization of Protein Production," paper BIOT 418, Systems Biotechnology: Developments and Applications, ACS National Meeting, San Diego, CA. March 17, 2005.
32. Huang, X., Paccione, J.D., and L.L. Martin, "Optimal Draft Tube Spouted Fluidized Bed Operation for Small-scale and Industrial Materials Processing with Reacting Systems," Symposium on Modeling Complex Processes, Texas A&M University, College Station, TX. March 2, 2005
33. William F. Godbold and L.L. Martin, "Cost-Optimal Recovery of Ethanol for use as an Alternative Economically Viable Gasoline Additive," Symposium on Modeling Complex Processes, Texas A&M University, College Station, TX. March 2, 2005
34. Samuels, A.B., Sharfstein, S.T., and L.L. Martin, "Maximum Production Targeting of Monoclonal Antibodies in Hybridoma Systems," Symposium on Modeling Complex Processes, Texas A&M University, College Station, TX. March 2, 2005.
35. Huang, X., Paccione, J.D., Littman, H., and L.L. Martin, "Modeling and Optimization of a Spouted Fluidized Bed with a Draft Tube used for Heterogeneous Mixed-phase First Order Reaction System," 554c, 2004 AIChE Annual Meeting, Austin, TX.
36. Greenfield, L., Samuels, A.B., and L.L. Martin, "An Analysis of Cell-Cell Contact between T-Lymphocyte Receptors and APC Surface Molecules via State Space Models," 408a, 2004 AIChE Annual Meeting, Austin, TX.
37. Godbold, W.F. and L.L. Martin, "A Novel State-Space Approach to Non-Isobaric Separations Synthesis," 403ag, 2004 AIChE Annual Meeting, Austin, TX.
38. Samuels, A.B., Sharfstein, S. and L.L. Martin, "mAb Production Targeting in Hybridoma Systems via a State Space Network Synthesis Approach," 408g, 2004 AIChE Annual Meeting, Austin, TX.
39. Samuels, A.B., Sharfstein, S., and L.L. Martin, "Optimization of mAb Synthesis via the Application of an IDEAS Formulation", Chemical and Biological Applications of Optimization Session, 2004 Multidisciplinary Analysis and Optimization Conference, Albany, NY.

40. Huang, X., Paccione, J.D., and L.L. Martin, "Modeling of a Spouted Fluidized Bed with Draft Tube Used for Protein Separation and Air/Water Purification Systems", Design Applications Session, 2004 Multidisciplinary Analysis and Optimization Conference, Albany, NY.
41. Godbold, W.F. and L.L. Martin, "Optimization of a Chemical Process Network Alternative to Pressure-Swing Distillation", Chemical and Biological Applications of Optimization Session, 2004 Multidisciplinary Analysis and Optimization Conference, Albany, NY.
42. Samuels, A., Greenfield, L., Lawal O., and L.L. Martin, "Optimization-Based Modeling of T- Lymphocyte Cell- Cell Contact Leading to Immune Response", Chemical and Biological Applications of Optimization Session, 2004 Multidisciplinary Analysis and Optimization Conference, Albany, NY.
43. Martin, L.L., "Globally Optimum Refrigeration Cycle Network Synthesis," 432e, 2003 AIChE Annual Meeting, San Francisco, CA.
44. Martin, L.L. and A.K. Chakraborty, "State-space Modeling of Immunological Synapse Formation via Reaction-Diffusion Network Synthesis," 107ck, 2003 AIChE Annual Meeting, San Francisco, CA.
45. Martin, L.L. and V. Manousiouthakis, "Minimum Total Annualized Cost Optimization Strategies Featuring Models with Economics of Scale," 268d, 2001 AIChE Annual Meeting, Reno, NV.
46. Martin, L.L. and V. Manousiouthakis, "Globally Optimum Multi-Component Power Cycle Network Synthesis via Infinite Dimensional State-Space (IDEAS)," 256d, 2001 AIChE Annual Meeting, Reno, NV.
47. Martin, L.L. and V. Manousiouthakis, "Cost Optimal Synthesis and Design of Non-Isobaric Distillation Networks," 29e, 2001 AIChE Annual Meeting, Reno, NV.
48. Martin, L.L. and V. Manousiouthakis, "Minimum Utility Cost for Non-Isobaric Azeotropic Distillation Networks," 48d, 2000 Annual Meeting of the AIChE, Los Angeles, CA.
49. Martin, L.L. and V. Manousiouthakis, "Pure Ammonia Power Cycle Synthesis Featuring an MTAC Objective," 50e, 2000 Annual Meeting of the AIChE, Los Angeles, CA.
50. Martin, L.L. and V. Manousiouthakis, "Globally Optimum Ammonia/Water Power Cycle Network Synthesis via Infinite Dimensional State-Space Optimization," 47b, 2000 Annual Meeting of the AIChE, Los Angeles, CA.
51. Martin, L.L. and V. Manousiouthakis, "Globally Optimal Design of an Ammonia Power Cycle via Infinite Dimensional State Space (IDEAS) Modeling," 48c, 1999 Annual Meeting of the AIChE, Dallas, TX.
52. Martin, L.L., S. Wilson, and V. Manousiouthakis, "Chemical Process Total Annualized Cost Minimization Using Infinite Dimensional State-Space (IDEAS) Formulations," 207f, 1999 Annual Meeting of the AIChE, Dallas, TX.
53. Martin, L.L. and V. Manousiouthakis, "Optimality Properties of State Space Models for Mass and Heat Exchanger Networks," 219h, 1998 Annual Meeting of the AIChE, Miami, FL.

54. Martin, L.L. and V. Manousiouthakis, "Minimum Area of Heat and Mass Exchanger Networks with Fixed Utility," 239g, 1998 Annual Meeting of the AIChE, Miami, FL.
55. Martin, L.L. and V. Manousiouthakis, "Rigorous Area-Utility Tradeoffs for HEN/MEN," 239h, 1998 Annual Meeting of the AIChE, Miami, FL.
56. Martin, L.L. and V. Manousiouthakis, "Global Optimization of Chemical Processes for Cost Effective Waste Reduction and Resource Recovery," 24<sup>th</sup> National Convention of the National Society of Black Engineers Meeting, 1998, Anaheim, CA.
57. Martin, L.L., S. Choi, and V. Manousiouthakis, "Properties of the Minimum Total Annualized Cost Problem for Heat and Mass Exchange Networks," 188k, 1997 Annual Meeting of the AIChE, Los Angeles, CA.

### INVITED SEMINARS, LECTURES, AND KEYNOTES ADDRESSES

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1. **Invited Talk**, "Topological Metabolic Analysis for the Reconstruction of *M. capsulatus*: A Framework Discussion", Center for Computational Systems Biology, Prairie View A&M University. Prairie View, TX. April 26, 2023.
2. **Invited Seminar**, "Mastering your Emotional Intelligence", TAMUS LSAMP Alliance Pathways Symposium, Texas A&M University at Galveston. Galveston, TX. March 2, 2023.
3. **Invited Talk**, "Reconstruction of Anammox-DAMO Pathways in Microbial Consortia", Center for Computational Systems Biology, Prairie View A&M University. Prairie View, TX. April 26, 2023.
4. **Invited Talk**, "Quantitative Formulations for Policy Design", DEI for Autonomous Vehicle Design and Deployment Project Group, Ford Motor Company and Georgia Institute of Technology. March 18, 2022.
5. **Invited Seminar**, "State Space Formulations for Modeling Biological Systems Part One: The Topological Metabolic Analysis (TMA) Framework", Sandia National Laboratories, LRDR Project Team. Livermore, CA. March 8, 2022.
6. **Invited Seminar**, "Midnight Confessions of a Process Systems Engineer", Department of Chemical Engineering, Prairie View A&M University. Prairie View, TX. November 10, 2018.
7. **Special Lecture**, "Filling in The V.O.I.D.: A Four-Step Method to Success", Spring 2019 Wednesday Wisdom Lecture Series, Prairie View A&M University. Prairie View, TX. April 17, 2019
8. **Invited Seminar**, "Midnight Confessions of a Process Systems Engineer", Department of Chemical Engineering, Prairie View A&M University. Prairie View, TX. November 10, 2018.
9. **Invited Talk**, "Introduction to IP Law", Thurgood Marshall Legal Society. University of Texas School of Law. Austin, TX. September 2017.
10. **Summer Associate Training**, "Depositions", Fish & Richardson Summer Associate Litigation Bootcamp. July 2017.
11. **Summer Associate Training**, "Taking a Case from Intake to Trial", Fish & Richardson Summer Associate Litigation Bootcamp. June 2017.

12. **Invited Talk**, "Introduction to IP Law", Thurgood Marshall Legal Society. University of Texas School of Law. Austin, TX. September 2016.
13. **Summer Associate Training**, "Depositions", Fish & Richardson Summer Associate Litigation Bootcamp. June 2016.
14. **Summer Associate Training**, "Taking a Case from Intake to Trial", Fish & Richardson Summer Associate Litigation Bootcamp. May 2016.
15. **Invited Talk**, "Introduction to IP Law", Thurgood Marshall Legal Society. University of Texas School of Law. Austin, TX. September 2015.
16. **Summer Associate Training**, "Depositions", Fish & Richardson Summer Associate Litigation Bootcamp. July 2015.
17. **Summer Associate Training**, "Taking a Case from Intake to Trial", Fish & Richardson Summer Associate Litigation Bootcamp. June 2015.
18. **Special Invited Seminar**, "Designing Renewable Systems via Process Synthesis Approaches", Institute of Chemical Engineering, Technical University of Vienna. Vienna, Austria EU. June 24, 2010.
19. **Special Invited Seminar**, "Designing Renewable Systems via Process Synthesis Approaches", Institute for Energy Systems and Thermodynamics, Technical University of Vienna. Vienna, Austria EU. June 18, 2010.
20. **Invited Talk**, "Transitioning from High School to College", College Preparation Workshop, Macedonia Baptist Church. Albany, NY. June 6, 2010.
21. **Invited Talk**, "Process Synthesis Approaches to Energy Integration and Reduced Water Utilization in New York State Chemical Process Industries", NYS Pollution Prevention Institute Meeting, Rochester Institute of Technology. Rochester, NY. January 6, 2010.
22. **Invited Keynote Address**, "Clean Energy, Clean Water, Clean Medicine: Opportunities and Challenges in Green Technology and Engineering", 2009 NOBCChE Midwest Regional Conference. Troy, MI. October 30, 2009.
23. **Invited Seminar**, "Designing Renewable Systems via Process Synthesis Approaches", Department of Chemical Engineering, University of Rhode Island. Kingston, RI. March 12, 2009.
24. **Invited Panellist**, "MAC Scholarships Forum: Celebrating More than a Decade of MAC Scholarship Awards at the AIChE Centennial", 2008 AIChE Fall Annual Meeting, Philadelphia, PA. November 17, 2008.
25. **Invited Seminar**, "Designing Renewable Systems via Process Synthesis Approaches", Department of Chemical Engineering, Kansas State University. Manhattan, KS. September 10, 2008.
26. **Invited Seminar**, "Designing Renewable Systems via Process Synthesis Approaches", Departments of Chemical Engineering and Engineering Public Policy, Carnegie-Mellon University. Pittsburgh, PA. May 29, 2008.
27. **Invited Seminar**, "Designing Renewable Systems via Process Synthesis Approaches", Departments of Chemical Engineering, Northwestern University. Evanston, IL. May 27, 2008.

28. **Invited Seminar**, "A Systems Engineering Approach for the Identification of Network Structure-Process-Property Relationships in Materials Design", Molecular and Multi-Scale Modeling Laboratory, Department of Chemical Engineering, University of Florida. Gainesville, FL. May 14, 2008.
29. **Invited Panelist**, "Pathways to Success: Industry vs. Academia", 3rd Annual SEAGEP Student Conference, University of Florida. Gainesville, FL. May 14, 2008.
30. **Invited Seminar**, "Rational Design of Advanced Oxidation Processes for Water Treatment Applications through Systems Engineering", Department of Chemistry, Tufts University. Boston, MA. April 10, 2008.
31. **Invited Seminar**, "Rational Design of Photocatalytic Oxidation Processes for Water Treatment Applications through Systems Engineering", Department of Physics and Astronomy, Union College. Schenectady, NY. February 28, 2008.
32. **Invited Seminar**, "Synthesis of Separations Networks through Linear Systems Theoretical Approaches", Department of Chemical Engineering, Manhattan College. Riverdale, NY. December 11, 2007.
33. **Invited Keynote Address**, "Enhanced Learning through the integration of Engineering and the Arts", Abada Capocira RPI Annual Banquet, Heffner Alumni House. Troy, NY. March 24, 2007.
34. **Invited Talk**, "Alternative Thermochemical Cycles for Hydrogen Production: An Evaluation of the Fe-Cl Thermochemical Cycle", Chemical Engineering Division, Argonne National Laboratories. Argonne, IL. June 26, 2006.
35. **Invited Seminar**, "State-State Optimal Design of Chemical and Biological Systems for Product Production and Recovery Maximization", Department of Chemical Engineering, Tuskegee University. Tuskegee, AL. March 30, 2005.
36. **Invited Seminar**, "Developing State Space Approaches for the Synthesis of Globally Optimal Chemical Process Networks and Cell-Derived Material Production Systems", Department of Chemical Engineering, Prairie View A&M University. Prairie View, TX. November 10, 2004.
37. **Invited Keynote Address**, "Twenty-Five Years into the Mission", UCLA National Society of Black Engineers Annual Banquet, Downtown Bonaventure Hotel. Los Angeles, CA. May 22, 2004.
38. **Invited Speaker**, "Pathways to Success: Filling in the V.O.I.D.", sponsored by the UCLA Center for Excellence and Engineering Diversity, UCLA Career Center. Los Angeles, CA. May 22, 2004.
39. **Invited Seminar**, "A State Space Methodology for Monoclonal Antibody Production Targeting in Hybridoma Systems", Chemical Process Systems Engineering Consortium, Department of Chemical Engineering, University of California. Los Angeles, CA. May 21, 2004.
40. **Invited Seminar**, "Strategies for the Globally Optimal Synthesis of Chemical and Biological Process Networks", Department of Decision Sciences and Engineering Systems, Rensselaer Polytechnic Institute. Troy, NY. March 2, 2004.
41. **Invited Seminar**, "Understanding Chemical and Biological Process Networks via State-space Approaches", Industrial Advisory Board Meeting, Department of Chemical and Biological Engineering, Rensselaer Polytechnic Institute. Troy, NY. May 13, 2003.
42. **Invited Seminar**, "Global Optimization of Chemical Process Networks", Chakraborty Research Group, Department of Chemical Engineering, University of California. Berkeley, CA. November 10, 2002.

43. **Invited Seminar**, "Global Optimization of Chemical Process Networks", Department of Chemical Engineering, University of California, Los Angeles, CA. May 23, 2002.
44. **Invited Seminar**, "Global Optimization of Chemical Process Networks", Iserman Department of Chemical and Biological Engineering, Rensselaer Polytechnic Institute, Troy, NY. April 10, 2002.
45. **Invited Seminar**, "Novel and Systematic Approaches to the Globally-Optimal Synthesis of Chemical Process Networks", Department of Chemical Engineering, Polytechnic University, Brooklyn, NY. March 5, 2002.
46. **Invited Seminar**, "Optimization-Based Methods and Techniques for Chemical Process Network Synthesis", Department of Chemical Engineering, University of South Carolina, Columbia, SC. February 13, 2002.
47. **Invited Seminar**, "Globally Optimal Chemical Process Network Synthesis", Department of Chemical Engineering, University of Alabama, Tuscaloosa, AL. January 9, 2002.

### STUDENT THESIS AND DISSERTATION SUPERVISION

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1. Dr. Xinqun Huang - *"Integrated Computational Strategies for the Synthesis, Design, and Analysis of Complex Systems"*, completed Spring 2008.
2. Dr. Tom Kiehl - *"A Systems Biology Approach for Understanding Osmotic Stress in Antibody-Producing Cell Lines"*, completed Summer 2009.
3. Dr. Ian Tolle - *"Quantifying Multi-scale Network Process-Structure-Property Relationships for Polymer Material Design through Scattering Data Decomposition"*, completed Fall 2010.
4. Dr. Adam C. Baughman, Fuel Cell IGERT Fellow - *"Optimization-based Approaches for Chemical and Biological Systems Engineering"*, completed Spring 2011.
5. Dr. David M. Follansbee, EPA STAR Fellow - *"A Systems-level Analysis of Continuous Photocatalytic Advanced Oxidation Processes"*, completed Spring 2011.
6. Dr. Ryan Andress, Fuel Cell IGERT Fellow - *"A Systems Approach to the Rational Synthesis and Analysis of Hydrogen Producing Thermochemical Reaction Clusters"*, completed Summer 2011.
7. Jessica Hronich (Masters Thesis) - *"The Potential of Eichhornia Crassipes for Biomass Refining"*, completed Spring 2008.
8. Adam C. Baughman (Masters Thesis) - Fuel Cell IGERT Fellow - *"Optimization-based Parameter Estimation of Chemical and Biological Systems"*, completed Spring 2011.

### DOCTORAL COMMITTEES (Chair)

Dr. Xinqun Huang	<i>PhD committee chair</i>
Dr. Tom Kiehl	<i>PhD committee chair</i>
Dr. Ian Tolle	<i>PhD committee chair</i>
Dr. Adam C. Baughman	<i>PhD committee chair</i>
Dr. David M. Follansbee	<i>PhD committee chair</i>
Dr. Ryan Andress	<i>PhD committee chair</i>

### DOCTORAL COMMITTEES (Member)

Mr. Kasim Mohamed (PVAMU)	<i>PhD committee member (ECE)</i>
Dr. Biljana Cosic	<i>PhD committee member</i>
Dr. Zhibua Chang	<i>PhD committee member</i>
Dr. Oscar Rodriguez	<i>PhD committee member</i>
Dr. Mary Kate diTursi	<i>PhD committee member</i>
Dr. Sashidar Panchangam	<i>PhD committee member</i>
Dr. Duan Shen	<i>PhD committee member</i>
Dr. Zhou Zhang	<i>PhD committee member</i>
Dr. Ravi Achanta	<i>PhD committee member</i>
Dr. Matthew Kuure-Kinsey	<i>PhD committee member</i>
Dr. Monalisa Mazunder	<i>PhD committee member</i>
Dr. Priyadarshi Mahapatra	<i>PhD committee member</i>

### UNDERGRADUATE/GRADUATE RESEARCH PROGRAM SUPERVISION (KEY LIST)

Olusola Lawal	Chemical Engineering
Michael Ayer	Computer Science
Fred Moore	Chemical Engineering
Wenjing Guo	Chemical Engineering
Thomas Mwakibinga	Electrical and Computer Systems Engineering
Sean Perry	Electrical and Computer Systems Engineering
Ryan Andress	Chemical Engineering
Tiffany Lai	Chemical Engineering
Daniel Dugan	Chemical Engineering
Adam Hardy	Chemical Engineering
Amir Nikfetrat	Chemical Engineering
Michael Franke	Chemical Engineering
Garred Essissima	Chemical Engineering
Garred Essissima	Chemical Engineering
Ehimen Ekhuemelo	Chemical Engineering
Kaleshia Lee	Computer Science
James Fearon	Chemical Engineering (M. Eng.)
Carol Akpan	Chemical Engineering
Kahlil Johnson	Computer Science
Chukwudi Chukwuemeka Eze	Computer Science (M.S.)

### SERVICE

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- Regular Panel Reviewer for NSF, DOE, NIH, and NASA proposal submissions
  - Faculty Advisor, Engineering Graduate Student Forum (PVAMU)
  - Back-up Campus Manager, Dwight D. Eisenhower Transportation Fellowship Program (PVAMU-DDETFPP)
  - Governing Board Member, Level-Up Program sponsored by Accenture and Microsoft (PVAMU)
  - Board Member and Treasurer, TUNIE
  - Faculty Advisor, PVAMU-NASA project S.S. BAP
  - Governance Committee Member, Accenture and Microsoft Level-Up Program
  - Adhoc Grievance Committee Member and Chair, PVAMU College of Engineering
  - Adhoc Grievance Committee Member and Chair, PVAMU Department of Civil Engineering
  - Adhoc Grievance Committee Member and Chair, PVAMU Department of Chemical Engineering
  - Chair, Strategic Planning Committee PVAMU Department of Chemical Engineering
  - Senator-at-large (Executive Board), PVAMU Faculty Senate

- Faculty Co-Advisor, National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE)
- Faculty Advisor, Minority Graduate Students Association (RPI)
- Faculty Organizer, The Michael M. Abbott Fundamentals in Engineering Research Summer Colloquia (RPI)
- Faculty Advisor, The National Society of Black Engineers (RPI)
- Faculty Advisor, Caribbean Students Association (RPI)
- Faculty Advisor, The Biodiesel Campus Initiative (RPI)
- Member, Industrial and Engineering Chemistry Executive Committee, American Chemical Society
- Member, Academic Advisory Committee, Department of Chemical Engineering, Tuskegee University
- Member, Curriculum Committee, Iserman Department of Chemical and Biological Engineering
- Faculty Advisor, Chemical and Biological Engineering Class of 2007 (RPI)
- Associate member, Committee on Minority Affairs (ACS)
- Executive member, Div. of Industrial and Engineering Chemistry (ACS)
- Past Chair, Minority Affairs Committee of the AIChE
- Past Programming Co-Chair, Environmental Division, Fundamentals Section
- Past Programming Co-Chair, CAST Division
- Faculty Advisor, RPI Chapter of the NSBE
- Session Chair, **Energy Systems Design and Alternative Energy Sources** sponsored by the *Computing and Systems Technology Division* of the AIChE. 2010 AIChE Annual Meeting, Salt Lake City, UT.
- Session Chair, **H<sub>2</sub>/CO<sub>x</sub> Generation/Separation/Storage/Utilization** sponsored by the Environmental Division of the AIChE. 2010 AIChE Annual Spring Meeting, San Antonio, TX.
- Session Co-Chair, **Hydrogen Production and Carbon Redirection Technologies** sponsored by the Environmental Division and the Climate Change Initiative of the AIChE. 2009 AIChE Annual Meeting, Nashville, TN.
- Session Chair, **Multiscale Modeling for Process Design** sponsored by the *Computing and Systems Technology Division* of the AIChE. 2009 AIChE Annual Meeting, Nashville, TN.
- Session Co-Chair, **Changing the Conversation -- Strategies and Opportunities for Engineers to Strengthen the STEM K-12 Pipeline** sponsored by the AIChE *Liaison Functions*. 2009 AIChE Annual Meeting, Nashville, TN.
- Session Co-Chair, **Multiscale and Complex Systems**. 2009 Fundamentals of Computer-Aided Process Design (FOCAPD), Beaver Run Resort, Breckenridge, CO.
- Co-organizer, 2009 Minority Faculty Development Workshop sponsored by the National Science Foundation and FOCUS, Georgia Institute of Technology Global Learning Center, Atlanta, GA.
- Session Chair, **Reflections on Past Contributions and Future Impact of Process Systems Engineering I and II: A Special Symposium in Honor of the 60th Birthday of George Stephanopoulos** sponsored by the *Computing and Systems Technology Division* of the AIChE. 2008 Annual Meeting, Philadelphia, PA.
- Session Chair, **Bio- and Pharmaceutical Process Design** sponsored by the *Computing and Systems Technology Division* of the AIChE. 2008 AIChE Annual Meeting, Philadelphia, PA.
- Session Co-Chair, **Process Design** sponsored by the *Computing and Systems Technology Division* of the AIChE. 2008 AIChE Annual Meeting, Philadelphia, PA.
- Session Chair, **Multiscale Approaches to Design** sponsored by the *Computing and Systems Technology Division* of the AIChE. 2007 AIChE Annual Meeting, Salt Lake City, UT.
- Session Chair, **Fundamentals of Environmental Systems Engineering** sponsored by the *Environmental Division* of the AIChE. 2007 AIChE Annual Meeting, Salt Lake City, UT.
- Session Chair, **Process Design** sponsored by the *Computing and Systems Technology Division* of the AIChE. 2006 AIChE Annual Meeting, San Francisco, CA.
- Session Co-Chair, **Fundamental Research in Transport Processes I, II, and III** sponsored by the *Engineering Sciences and Fundamentals Division* of the AIChE. 2006 Annual Meeting, San Francisco, CA.
- Reviewer, **Infrastructure Systems**. 9<sup>th</sup> International Symposium on Process Systems Engineering/ESCAPE, Garmisch-Partenkirchen, Germany (2006).
- Session Chair, **Design of Integrated Chemical and Biological Systems** sponsored by the *Computing and Systems Technology Division* of the AIChE. 2005 AIChE Annual Meeting, Cincinnati, OH.



- Session Co-Chair, Fundamental Research in Transport Processes sponsored by the *Engineering Sciences and Fundamentals Division* of the AIChE. 2004 AIChE Annual Meeting, Austin, TX.
- Session Chair, Design and Analysis for Biological Systems co-sponsored by the *Computing and Systems Technology Division* and the *Food, Pharmaceutical, and Bioengineering Division* of the AIChE. 2004 AIChE Annual Meeting, Austin, TX.
- Session Chair, Chemical and Biological Applications of Optimization co-sponsored by the *AIAA and the International Society of Structural and Multidisciplinary Optimization (ISSMO)*. 2004 Multidisciplinary Analysis and Optimization Conference, Albany, NY.
- Topic Co-Chair, Transport Phenomena in Manufacturing and Materials Processing (session 7-3) sponsored by the *Heat Transfer/Fluid Engineering Division* of the ASME. 2004 ASME HT-FED Summer Conference, Charlotte, NC.
- Session Chair, Fundamental Research in Transport Processes (session 274) co-sponsored by the *Engineering Sciences and Fundamentals Division* and the *Energy and Transport Processes Division* of the AIChE. 2003 AIChE Annual Meeting, San Francisco, CA.
- Session Chair, Design for Separation Processes (session 251) sponsored by the *Computing and Systems Technology Division* of the AIChE. 2002 AIChE Annual Meeting, Indianapolis, IN.
- Session Vice-Chair, Integration of Design and Control (session 260) sponsored by the *Computing and Systems Technology Division* of the AIChE. 2002 AIChE Annual Meeting, Indianapolis, IN.
- Workshop Organizer and Chair, Current Topics in Engineering Research sponsored by the *NSBE Professional and Technical Development Division*. 24<sup>th</sup> National Convention of the National Society of Black Engineers Meeting, 1998, Anaheim, CA.

#### MEMBERSHIPS AND AFFILIATIONS

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American Institute of Chemical Engineers  
 American Chemical Society  
 National Society of Black Engineers  
 National National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE)  
 American Society of Engineering Education  
 Texas Bar Association  
 American Intellectual Property Law Association  
 Austin Black Lawyers Association  
 Association of Fundraising Professionals

#### HONORS AND AWARDS

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- 2012 Fish & Richardson 1-1 Diversity Fellow
- 2011 Distinguished Service Award, AIChE Minority Affairs Committee
- Dean's Merit Scholar, The University of Texas School of Law, 2011
- Sidney B. Williams, Jr. Scholar, The American Intellectual Property Law Education Foundation (AIPLEF), 2010 (declined), 2011
- Vinson & Elkins Law Preview Scholar, 2011
- Endowed Presidential Scholar, The University of Texas School of Law, 2010 (deferred)
- Institute Outstanding Service Award, The American Institute of Chemical Engineers (AIChE), 2009
- Award for Excellence and Expertise in Chemical Engineering, The Nat'l Organization for the Professional Development of Black Chemists and Chemical Engineers (NOBCChE), 2009
- NSF Travel Award, 2009 Foundations of Computer-Aided Process Design, Breckenridge, CO.
- Faculty Appreciation Award, Rensselaer Polytechnic Institute, 2007



## SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING  
4TH FLOOR  
BATON ROUGE, LOUISIANA 70813

OFFICE OF THE  
PRESIDENT-CHANCELLOR  
(225) 771-4680

FAX NUMBER  
(225) 771-5522

August 16, 2023

Mr. Dennis J. Shields  
President/Chancellor  
Southern University System & Baton Rouge Campus  
J. S. Clark Administration Building  
4<sup>th</sup> Floor  
Baton Rouge, LA 70813

RE: Interim Appointments for the positions of Registrar, Online Education, and Honors College on the Southern University Baton Rouge campus

Dear President Shields:

There are vacancies in the Office of the Registrar, Online Education, and the Honors College on the Southern University Baton Rouge campus. I am proposing that these vacancies be filled with interim appointments until searches can be conducted. Based upon my observations, it is my recommendation that the following individuals receive interim appointments as indicated below:

**1. Ms. Johlana Turner – Interim Registrar**

Ms. Turner has extensive experience in the Office of the Registrar on the Southern University Baton Rouge campus. Her CV is attached for review. The proposed 12-month salary for Ms. Turner in this interim position is \$73,800.

**2. Dr. Yolander Smith – Interim Director of Online Learning**

Ms. Smith currently serves as the Director of the DXC Technology grant, and the Coordinator of LAABSET, an online skills enhancement project in partnership with IBM. I propose that the 9-month salary for this interim position for Dr. Smith be \$117,000. Title III funds will be used to furnish \$95,000 of her salary, and carryover funds and congressional earmarks will be used to finance the remaining \$22,000 of the proposed \$117,000 salary. Her CV is attached for review.

**3. Ms. Deadra Mackie – Interim Dean of the Honors College**

Ms. Mackie has been a faculty/staff member of the Honors College for many years. She is very familiar with the operations of the Honors College and the needs of its students. I propose that the 12-month salary for the Interim Dean's position be set at \$90,000. Her CV is attached for review.

I am requesting that these interim appointments be made without searches, and that my recommendations be presented for approval at the Southern University Board of Supervisors' meeting on August 18, 2023.

The effective date for these recommendations is: Interim Registrar and Interim Dean of the Honors College, August 1, 2023. The effective date for the Interim Online Education Director is September 1, 2023.

If you have any questions regarding these recommendations and requests, please feel free to contact me.

Sincerely



John K. Pierre, Esq.  
Interim Executive Vice-President  
Southern University System

- Martin Luther King Jr. Outstanding Faculty/Staff Award, Rensselaer Polytechnic Institute, Office of Minority Student Affairs, 2006
- Engineering Achievement Award for Student Welfare, University of California, Los Angeles Henry Samueli School of Engineering and Applied Science, 2002
- Outstanding Ph.D. of the Year Award, University of California, Los Angeles Department of Chemical Engineering, 2002
- Dean's Special Award for Research, University of California, Los Angeles Henry Samueli School of Engineering and Applied Science, 1998-2000
- NSF Graduate Trainee in Environmentally Conscious Manufacturing, University of California, Los Angeles Department of Chemical Engineering, 1999-2001
- Engineering Leadership Award, University of California, Los Angeles Center for Underrepresented Engineering Students, 1996-2002
- Project '88 Fellow, University of California, Los Angeles 1995, 1999
- Chemical Engineer of the Year, Tuskegee University, 1995
- Omega Xi Epsilon, Chemical Engineering Honor Society member, 1994
- Emcom Scholar, 1993-1995
- NACME Scholar, 1989-1991



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

**ETHNIC ORIGIN (Please check one):**

\_\_\_\_\_ Hispanic or Latino                       \_\_\_\_\_ Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

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

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

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

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

**COMMENTS:** Dr. Yolander A. Smith will serve as Interim Director of eLearning, effective 8/1/2023. Position was vacated by Tracey Barley, 6/30/2022.

**EMPLOYEE REGULAR WORK SCHEDULE:** 8A-5P  
**EMPLOYEE DIRECT SUPERVISOR:** Dr. Bijoy Sahoo  
**SUPERVISOR/DEPARTMENT CONTACT NUMBER** 238-771-4582  
**NUMBER OF EMPLOYEES SUPERVISED, (if any)** 3

**HR USE ONLY:      STATUS (circle one):                      EXEMPT                      NON-EXEMPT**

**GUIDELINES:** All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

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

**Do Not Write Below This Area**  
**For Human Resource and Budgetary Control Use Only!**

**PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):**

- \_\_\_\_\_ Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- \_\_\_\_\_ Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- \_\_\_\_\_ Application for Employment Form Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
- \_\_\_\_\_ Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check form)
- \_\_\_\_\_ Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- \_\_\_\_\_ Exemptions Survey Form (signed by employee and budget head)
- \_\_\_\_\_ Proposed Employee Appointment
- \_\_\_\_\_ Proposed Employee Clearance
- \_\_\_\_\_ Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

# Yolander A. Smith, Ph.D.

## Career Summary

Innovation and talent development professional with over 20 years of experience in project management, technical training, employer relations, and professional development, managing highly functioning teams; design and deliver corporate and student training, executing recruiting strategies and building cross-functional relationships with university and corporate leaders; results-driven, consistently exceeding goals; strong capabilities to develop innovative programs and to improve operational efficiency.

Functional expertise:

- Project Management
- Business Development
- Career Coaching
- Team Leadership
- Strategic Planning
- Analysis and Reporting
- Grant Management
- Workforce Development
- Training Design and Delivery
- University and Corporate Recruiting
- Human Resources
- Operational Efficiency

## Professional Accomplishments

### ***Technology Project Management and University Partnerships***

- Manage the LED FastStart grant for the Southern University System, managing a 5-million-dollar budget providing leadership to improve technology and career development curriculum within the university system
- Lead the technology innovation center (LAABSET) for the university, providing digital stackable credential opportunities to upskill, reskill and new skill students, alumni and community partners in cloud, artificial intelligence, data science and cybersecurity courses
- Managed strategic corporate partnerships with over 150 companies at Duke University, Rice University and INROADS, Inc.; worked with clients to create recruiting strategies, university engagement programs and research projects with faculty to improve corporate visibility and to create talent pipelines to meet hiring objectives
- Serve as principal on the IBM Grant partnership for Southern University – Baton Rouge Campus, working with university faculty, administrators, and IBM leaders to grow the computer science department and to provide scholarships to potential students
- Partner with Amazon Web Services to create an HBCU initiative to promote AWS certification courses and career opportunities at historically black colleges and universities
- Served as lead partner for the Houston Professional MBA Consortium, working with corporate clients to provide career opportunities for working MBA students at Rice University, Tulane University, University of Houston, and the University of Texas; planned career events hosting over 100 companies to provide career opportunities
- Managed employer relations and corporate engagement for South America and China Study Abroad international trips at Rice University; coordinated corporate visits in Rio de Janeiro, Beijing, Shanghai, and Buenos Aires
- Managed MBA campus recruiting and undergraduate campus recruiting at both Rice and Duke Universities, exceeding placement goal of 80% annually with over 200 companies

### ***Student Development and Career Coaching***

- ***Southern University:*** Lead a grant-funded team to enhance technical curriculum, to provide professional development opportunities and to market employment leads for students; provide enrollment growth strategies to university leaders to the improve market competitiveness for the university
- ***Stanford University:*** Reviewed and evaluated applications for the School of Medicine using MESA system; consulted with deans and faculty regarding candidate decisions; made recommendations based on academic metrics, essays, research, leadership and journey to higher education goal
- ***Rice University:*** Led a 5-person employer relations team, providing direction on MBA student coaching, campus recruiting, employer relations, alumni career development and professional development training; placed 80% of students annually in fortune 100 companies in finance, consulting, healthcare, marketing, and real estate
- ***Duke University:*** Coached over 250 undergraduate and graduate students annually on career planning and job search strategies over 4 years
- ***INROADS:*** Provided academic and career coaching for high school and college students, placing them in corporate internships and full-time positions at a 90% placement rate
- ***Procter and Gamble:*** Mentored interns, new hires and mid-career professionals
- ***Wachovia Bank:*** Advised managers and employees on human resource policies, compensation and conflict resolution
- Developed training modules and internship programs for fortune 500 companies, including Procter and Gamble, Dr Pepper-Snapple, AT&T, Gulf States Toyota, Boston Red Sox, and Hewlett-Packard

## **Employment History**

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

Project Manager – LED FastStart Grant Team

2018-Present

*Lead teams at the Baton Rouge and New Orleans campuses to develop technical curriculum and provide recruiting leads to the State of the Louisiana on behalf of DXC Technology and other companies*

### **Stanford University School of Medicine**

Admissions Consultant

2017-2020

*Reviewed and evaluated medical school applications, making recommendations to faculty and deans for admission*

### **Rice University - Jones Graduate School of Business Career Management Center**

Director, Employer Relations; Admissions Consultant

2008-2017

*Managed a team of 4 career center staff, leading employee relations, staffing, career counseling and recruiting functions; Review and evaluate MBA applications, making recommendations to faculty, staff and deans for admission*

### **National Black MBA Association**

Director, University and Chapter Relations

2016-2017

*Developed partnerships with universities and 36 chapters, creating scholarship and career development opportunities*

### **Duke University Career Center**

Associate Director, Employer Relations

2004-2008

*Managed a team of 5 staff to implement campus recruiting and employer relations functions*

### **Wachovia Bank**

Human Resources Business Partner

2001-2004

*Served as employee relations business partner to commercial, consumer and small business teams in the organization*

### **Kurt Salmon Associates Consulting Firm**

MBA Recruiter

2000-2001

*Implemented campus and experienced-hire recruiting for the Healthcare, Consumer Goods and Supply Chain practices*

### **INROADS, Inc.**

Operations Manager

1993-2000

*Managed a team of 9 staff to recruit, train, mentor and place talented minority students into corporate internships and full-time positions*

### **The Procter and Gamble Company**

Systems Analyst and Technical Trainer

1990-1993

*Provided system support and training on sales and stockholder systems*

## **Digital Platforms**

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Amazon Web Services (AWS)

Moodle

Banner

Slack

Unity

Mural

IBM SkillsBuild

IBM Skills Academy

Coursera

Canvas

## **Education**

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Southern University and A&M College – Doctor of Philosophy in Public Policy

Georgia State University – Master of Science in Human Resources; Instructional Design Concentration

Southern University and A&M College – Bachelor of Science in Computer Science



JOB CLASS				
JOB CODE				
CAL ID				

**SOUTHERN UNIVERSITY SYSTEM**

**Personnel Action Form**

POSITION NUMBER	2	M	9	8	5	5
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CAMPUS: SUS \_\_\_\_\_ SUBR x SULAC \_\_\_\_\_ SUAREC \_\_\_\_\_ SUNO \_\_\_\_\_ SUSLA \_\_\_\_\_

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

<input type="checkbox"/> Academic	<input checked="" type="checkbox"/> Non-Academic	<input type="checkbox"/> Civil Service
<input checked="" type="checkbox"/> Temporary	Part-time ( _____ % of Full Time)	<input type="checkbox"/> Restricted
<input type="checkbox"/> Tenured	<input type="checkbox"/> Undergraduate Student	<input type="checkbox"/> Job Appointment
<input type="checkbox"/> Tenured Track	<input type="checkbox"/> Graduate Assistant	<input type="checkbox"/> Probationary
<input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Retiree Return To Work	<input type="checkbox"/> Permanent Status

Previous Employee Dianna Gilbert Depron Reason Left Resignation  
 Date Left 7/4/2023 Salary Paid 83,554

**Profile of Person Recommended**

Length of Employment 7/05/2023 To 12/31/2023  
 Effective Date 07/05/2023

Name Johlana Turner SS# U01509316 Sex F Race\* B  
 (Last 4 digits only)

Position Title: Interim Registrar Department: Academic Affairs

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

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

Years Experience 13 Southern University Experience 9

Degree(s)	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
	<u>MS-Criminal Justice</u>	<u>SU-Baton Rouge</u>	<u>2020</u>
	<u>BS - Sociology</u>	<u>Southern Univ-Baton Rouge</u>	<u>2013</u>

Current Employer SUBR

**Personnel Action**

Check One  New Appointment  Continuation  Sabbatical  Leave of Absence  
 Transfer  Replacement  Other (Specify) \_\_\_\_\_

Recommended Salary 73,800 Salary Budgeted 73,800

Source of Funds 211001 22581 61002 26000

Identify Budget: \_\_\_\_\_ Location \_\_\_\_\_  
 Form Code: \_\_\_\_\_ Page \_\_\_\_\_ Item # \_\_\_\_\_

Change of:  
 Position Enrollment Services Coordinator From Interim Registrar To  
 Status \_\_\_\_\_  
 Salary Adjustment 44,562 73,800

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:

Source of Funds	Amount
211001.22581.61002.26000	73,800

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

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

Supervisor <u>BiJoy Sahoo</u> <u>8/7/23</u> Date	Dean/Unit Head _____ Date
Vice Chancellor <u>8/7/23</u> Date	Chancellor <u>8/7/2023</u> Date
Director/Personnel <u>8/7/23</u> Date	Vice President/Finance <u>8/7/2023</u> Business Affairs/Comptroller Date
President _____ Date	Chairman/S.U. Board of Supervisors _____ Date

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

**ETHNIC ORIGIN (Please check one):**

Hispanic or Latino  Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

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

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

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

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

**COMMENTS: Mrs. Johlana Turner will serve as Interim Registrar in Academic Affairs, effective July 5, 2023. This position was vacated July 4, 2023 due to the resignation of Mrs. Dianna Gilbert Depron.**

EMPLOYEE REGULAR WORK SCHEDULE:	<u>8a-5p</u>	<u>2M9855</u>
EMPLOYEE DIRECT SUPERVISOR:	<u>Dr. BiJoy Sahoo</u>	
SUPERVISOR/DEPARTMENT CONTACT NUMBER	<u>225-771-4582</u>	
NUMBER OF EMPLOYEES SUPERVISED, (if any)	<u></u>	

**HR USE ONLY: STATUS (circle one):**                      EXEMPT                      NON-EXEMPT

**GUIDELINES:** All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

<u>TYPE</u>	<u>CODE</u>	<u>EXPIRES</u>
United States Citizen/Certificate of Naturalization	US	<b>SOUTHERN UNIVERSITY SYSTEM BUDGET OFFICE</b> 216001-22581-61002-26000 <b>AUG - 7 2023</b> <u>Ymixayeh \$13,800</u> <b>FUND AVAILABLE</b>
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	F0	

**Do Not Write Below This Area**  
**For Human Resource and Budgetary Control Use Only!**

**PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):**

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form Admin/Fac/Uncl Positions(Civil Service Application for classified employees)
- Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check form)
- Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment
- Proposed Employee Clearance
- Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

## **Johlana Turner**

johlana\_turner@subr.edu

### **OBJECTIVE**

To obtain a position in a nurturing work environment where I can apply and enhance my clerical, communication, and social skills.

### **EDUCATION**

*Master of Science in Criminal Justice*  
Southern University and A&M College  
Baton Rouge, LA

December 11, 2020

*Bachelor of Science in Sociology*  
Southern University and A&M College  
Baton Rouge, LA

December 13, 2013

### **PROFESSIONAL EXPERIENCE**

#### **Instructor**

*Southern University and A & M College*

Course: FRMN 120B: College Success Skills

**January 2019 to Present**

*Baton Rouge, LA*

- Develop and deliver a curriculum that addresses course objectives to further develop cognitive skills and to adjust personally and socially to the college environment
- Utilize innovative classroom techniques and methodologies that involve students in challenging learning opportunities and offer the students the opportunity to examine and evaluate self-interests, careers, abilities, and goals
- Network with University College and community resources to include creative active-learning experiences
- Provide feedback to students that will enhance their academic growth, provide information necessary for career planning, and offer a general overview of the world of work
- Monitor and report student attendance
- Attend faculty meetings to formatively evaluate student progress and determine improvement strategies for students

#### **Enrollment Services Coordinator**

*Southern University and A & M College Registrar's Office*

**June 2014 to Present**

*Baton Rouge, LA*

- Assess applicants' college transcripts for placement
- Evaluation of students' incoming post-secondary college transcripts for possible transfer credit
- Assessment of other institutions course descriptions for comparison to the University course requirements
- Evaluate completion of requirements for awarding student credentials and assist with the commencement ceremony

- Identify potential course substitutions for course deficits when completing degree audit
- Maintain reported enrollment figures for curriculum students and subsets of students
- Compilation and submission of enrollment reports to Board of Supervisors
- Report of enrollment and/or completion
- Evaluate and process overrides for pre/co-requisite and overload waivers
- Communicate with faculty advisors regarding degree requirements
- Process e-transcript requests and communicate with alumni regarding transcript requests
- Advise students on required course work for goal completion
- Identify academic probationary status for students each semester inclusive of exception evaluation and identify academic suspension status for students each semester
- Coordinate and process cross enrollment applications for Louisiana State University, Southeastern Louisiana University, and Baton Rouge Community College
- Assist Registrar with course scheduling for the Fall, Summer and Spring semesters
- Render support to the Associate Registrar to assist with Veterans Affairs

**Mental Health Specialist**

**August 2014 to December 2014**

*Family Solutions of Louisiana*

*Baton Rouge, LA*

- Collected and interpreted patient information to perform assessments and diagnoses
- Developed and implemented treatment plans for a range of mental illnesses
- Monitored patients' progress and served as a liaison with other healthcare professionals to adjust treatment plans as required
- Facilitated group and one-on-one counseling sessions
- Maintained detailed notes for all patients in my care
- Served as a liaison with parole officers, social workers, community members, and teachers, as required
- Scheduled meetings with family members and caregivers to discuss treatment plans and appropriate management techniques
- Observed the appropriate workplace, health, and safety guidelines at all times

**Student Worker**

**August 2010 to August 2012**

*Louisiana Board of Regents*

*Baton Rouge, LA*

- Inputed new contracts and amendments; filed documents; made copies and sent mail-outs
- Answered phones, ran errands, and attended meetings
- Trained new student workers

**SKILLS**

Microsoft Office Word, Excel, PowerPoint, Spread Sheet and BANNER IBM

**PROFESSIONAL AFFILIATION**

Alpha Kappa Alpha Sorority, Incorporated

My enthusiasm, energy, and commitment to hard work have given me the necessary skills to succeed in the academic arena. I am a very passionate, driven, and intense individual who thrives on challenges. My enjoyment stems from being challenged to go beyond what one might have previously considered my limit to be. I have no doubt that I will succeed in the Registrar's position while gaining experience and forming lifelong partnerships. My philosophy in life is to do all that I can, while I can, for God and my fellow man. As a result of this philosophy, please be assured that I will do all that I can to succeed in this position, while also making a significant impact within the Southern University community. I have had the pleasure to serve in the Registrar's Office for over 9 years. I began my career in the Registrar's Office as an Assistant to the Registrar. Through training and hard work, I was promoted to the position of Transfer Admissions counselor. After the Transfer Admissions Department transitioned to the Admissions and Enrollment Management Division, I was promoted to the Enrollment Services Coordinator where I have served up until this point.

In addition to my duties and responsibilities as the Enrollment Services Coordinator, I have learned and assisted in various capacities within the Registrar's Office. I have had the opportunity to serve students with multiple requests in working at the front counter, receiving and processing cross-enrollment applications for partner universities and colleges, processing transcript requests, and performing degree audits for prospective graduating seniors as part of the graduation application check-out procedure. I have also completed final degree audits and clearance procedures as it relates to graduation applications submitted to the Registrar's Office by various departments and colleges. I have learned and become proficient in Banner 9 along with providing institutional reporting in Argos. I have helped with developing the program for the Commencement Exercises each semester along with assisting the Registrar during graduation practice and the actual Commencement Ceremony every semester.

POS CLASS					
EMP CLASS					
HI		RT		LV	

**SOUTHERN UNIVERSITY SYSTEM**

**Personnel Action Form**

POSITION NUMBER	M	8	6	1	6
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CAMPUS: SUS \_\_\_ SUBR X SULAC \_\_\_ SUAREC \_\_\_ SUNO \_\_\_ SUSLA \_\_\_

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

TYPE OF APPOINTMENT:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Academic (Fae)      | <input checked="" type="checkbox"/> Non-Academic (Uncl)  | <input type="checkbox"/> Civil Service    |
| <input type="checkbox"/> Temporary           | <input type="checkbox"/> Part-time ( ___ % of Full Time) | <input type="checkbox"/> Restricted       |
| <input type="checkbox"/> Tenured             | <input type="checkbox"/> Undergraduate Student           | <input type="checkbox"/> Detail #of mos   |
| <input type="checkbox"/> Tenured Track       | <input type="checkbox"/> Graduate Assistant              | <input type="checkbox"/> Job Appointment  |
| <input type="checkbox"/> Other (Specify) ___ | <input type="checkbox"/> Retiree Return To Work          | <input type="checkbox"/> Probationary     |
|  |  | <input type="checkbox"/> Permanent Status |

Previous Employee Wilcy College Reason Left New Opportunity  
 Date Left Current Employment Salary Paid 50,000

**Profile of Person Recommended**

Length of Employment July 2014 To June 30, 2023  
 Effective Date of Employment August 1, 2023

Name Kelwin Williams U# U01529041 Sex M Race\* AA  
(Last 4 digits only)

Position Title: Director of Student Conduct Department: Student Affairs

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

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

Years Experience \_\_\_\_\_ Southern University Experience \_\_\_\_\_

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
_____	_____	_____	_____
_____	_____	_____	_____

Current Employer SUBR

**Personnel Action**

Check One  New Appointment  Continuation  Sabbatical  Leave of Absence  
 Transfer  Replacement  Other (Specify) \_\_\_\_\_

Annual Salary \$ 60,000 Salary Budgeted \_\_\_\_\_ Hourly Rate, if applicable: \_\_\_\_\_

Pay Cycle:  Biweekly  Monthly  Faculty

Source of Funds: Auxiliary Identify Budget: 216080-27052-29000 Location: SUBR-Student Affairs

**Change of:**

	<u>From</u>	<u>To</u>
Position:	_____	_____
Status:	_____	_____
Salary Adjustment:	_____	_____

List total funds currently paid this employee by Southern University:

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

Financial Aid signature (if applicable):

Source of Funds (Current)	Amount
216080-27052-29000	60,000.00

\*See Reverse Side

Graduate School signature (if applicable):

<u>[Signature]</u> Supervisor	<u>8/1/23</u> Date	<u>[Signature]</u> Dean/Unit Head	<u>8/1/23</u> Date
<u>[Signature]</u> Vice Chancellor	<u>8/1/23</u> Date	<u>[Signature]</u> Chancellor	_____ Date
<u>[Signature]</u> Director/Personnel	<u>8/10/23</u> Date	<u>[Signature]</u> Vice President/Finance	_____ Date
_____	_____	<u>[Signature]</u> Business Affairs/Comptroller	_____ Date
_____	_____	<u>[Signature]</u> Chairman/S.U. Board of Supervisors	_____ Date
_____	_____	_____	_____

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

FUNDS AVAILABLE  
OFFICE OF THE COMPTROLLER  
SOUTHERN UNIVERSITY SYSTEM

ETHNIC ORIGIN (Please check one):

\_\_\_\_\_ Hispanic or Latino \_\_\_\_\_ Non-Hispanic or Non-Latino

AUG 07 2023

RACE (Please check all that apply):

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

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

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

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

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

COMMENTS:

Must be completed by hiring supervisor:

EMPLOYEE REGULAR WORK SCHEDULE: Monday – Friday 8:00 a.m. – 5 p.m.

EMPLOYEE DIRECT SUPERVISOR: Anthony T. Jackson Ph.D.

SUPERVISOR/DEPARTMENT CONTACT NUMBER 225-771-5781

NUMBER OF EMPLOYEES SUPERVISED, (if any) 9

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

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

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

CLASS OF EMPLOYMENT (VISA STATUS):

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

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

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

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



# SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING  
4TH FLOOR  
BATON ROUGE, LOUISIANA 70813

OFFICE OF THE  
PRESIDENT-CHANCELLOR  
(225) 771-4680

FAX NUMBER  
(225) 771-5522

August 16, 2023

Mr. Dennis J. Shields  
President/Chancellor  
Southern University System & Baton Rouge Campus  
J. S. Clark Administration Building  
4<sup>th</sup> Floor  
Baton Rouge, LA 70813

RE: Appointment of Dr., Luria Young as Interim Vice-Chancellor for Academic Affairs  
for the Southern University Baton Rouge Campus

Dear President Shields:

Dr. Bijoy Sahoo has agreed to relinquish his role as Executive Vice-Chancellor & Provost for the Southern University Baton Rouge campus effective September 1, 2023. As a result of the relinquishment of this role by Dr. Sahoo, I am recommending and requesting that Dr. Luria Young be appointed as the Interim Vice-Chancellor for Academic Affairs for the Southern University Baton Rouge campus.

Dr. Young is an experienced faculty member and administrator and is knowledgeable about academic affairs matters and SACSCOC accreditation issues. It is my desire that a search be waived for this interim appointment. The proposed salary for this interim appointment is \$177,000 for 12 months. Dr. Young's CV is attached for review.

It is my desire that this recommendation and request be presented to the Southern University Board of Supervisors for consideration at their August 18, 2023, board meeting.

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

Sincerely,

A handwritten signature in blue ink that reads "John K. Pierre".

John K. Pierre, Esq,  
Interim Executive Vice-President  
Southern University System

APPROVED: \_\_\_\_\_

Dennis J. Shields  
President/Chancellor





**Department of Bands**

August 7, 2023

Dennis J. Shields  
SU System President-Chancellor  
Southern University  
4<sup>th</sup> Floor, J. S. Clark Administration Bldg.  
Baton Rouge, LA 70813

Department of Bands  
P.O. Box 9621  
Baton Rouge, Louisiana 70813

Office: 225.771.3528  
Fax: 225.771.4075

REC'D EVC-ACAD AFFRS  
2023 AUG 7 PM 5:00

Dear President Shields:

This communication comes to request to waive the search for the position of Associate Director of Bands. The Department of Bands is amongst one of the busiest departments here at Southern University and A&M College, and well known as the largest recruiting tool for the university. The department is now in need of an Associate Director of Bands to fill the position vacancy that is established at present time. Staffing structures and services to students, their parents and university officials is vital in providing every opportunity that is afforded to our students and the community. With this in mind, I am recommending William Young to serve in the position that will provide support to the office and oversight as the fall semester begins. I believe his background and experience will be beneficial to assuming this role immediately.

It is my hope that this recommendation receives favorable consideration. Should you have questions, please advise.

Musically yours,

Kedric Taylor, Ph.D.  
Director of Bands

DocuSigned by:  
APPROVED: Cynthia Bryant  
Cynthia Bryant, Ph.D.  
Dean, Humanities & Interdisciplinary Studies

APPROVED: [Signature]  
Bijoy K. Sahoo, Ph.D.  
Executive Vice Chancellor and Provost

APPROVED: [Signature]  
Dennis J. Shields  
President-Chancellor, Southern University System

APPROVED: [Signature]  
Desiree 'Honore' Thomas  
Interim Vice-Chancellor  
Finance & Administration

SOUTHERN UNIVERSITY SYSTEM

JOB CODE
CAL ID

Personnel Action Form

POSITION NUMBER

CAMPUS: SUS SUBR X SULAC SUAREC SUNO SUSLA

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

Academic X Non-Academic Civil Service
Temporary Part-time ( X % of Full Time) Restricted
Tenured Undergraduate Student Job Appointment
Tenured Track Graduate Assistant Probationary
Other (Specify) Retiree Return To Work X Permanent Status

Previous Employee Reason Left
Date Left Salary Paid

Profile of Person Recommended

Length of Employment To
Effective Date 08/01/2023

Name William Young SS# xxx-xx-7827 Sex M Race\* B
(Last 4 digits only)

Position Title: Associate Director Department: Bands

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

X New Position Expiration Date:

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

Years Experience 22 Southern University Experience

Degree(s): Type/Discipline Institution/Location (SU-Baton Rouge) Year:
Bachelor of Music SU-Baton Rouge 2004
Master of Education Concordia University-Austin, TX 2010

Current Employer Langston University

Personnel Action

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

Recommended Salary \$75,000.00 Salary Budgeted \$75,000.00

Source of Funds 7054

Identify Budget: General Account Location J.S. Clark Admin. Annex
Form Code: J2 Page 1 Item # 1

Change of: From To

Position
Status
Salary Adjustment

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:

Table with 2 columns: Source of Funds, Amount. Row 1: 7054, \$75,000.00

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

\*See Reverse Side

Graduate School signature (if, applicable):

Supervisor 8-7-29 Date Cynthia Bryant 08-07-2023 Date

Vice Chancellor 8/7/23 Date

Director/Personnel 8/7/23 Date

President Date Chairman/S.U. Board of Supervisors Date

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

**ETHNIC ORIGIN (Please check one):**

Hispanic or Latino  Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

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

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

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

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

**COMMENTS:** Clinician for the High School Summer Band Camp. The total number of working hours after 5:00 p.m. is forty (40) hours.

**EMPLOYEE REGULAR WORK SCHEDULE:** 8-5 M-F

**EMPLOYEE DIRECT SUPERVISOR:** Kedric Taylor, Ph.D.

**NUMBER OF EMPLOYEES SUPERVISED, (if any)** \_\_\_\_\_

**HR USE ONLY: STATUS (circle one):**  EXEMPT  NON-EXEMPT

**GUIDELINES:** All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**Do Not Write Below This Area****For Human Resource and Budgetary Control Use Only!****PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):**

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- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form Adm/In/Fac/Uncl Positions (Civil Service Application for classified employees)
- Authority to Release (signed by employee) (submitted to Campus Police with Criminal/Background Check form)
- Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment
- Proposed Employee Clearance
- Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

# William John Young

## CAREER GOAL

My career goal is to acquire a position at a college or university where I can use my unique blend of education and experience to impact the lives of young men and women throughout the art of music. Ideally, I would like to be in a position where I have the opportunity to teach students in a music education program, and also conduct bands, marching and concert.

## Education

**Bachelor of Music**  
Southern University A&M **May 1996-July 2004**

**Master of Education**  
Concordia University **January 2009-December 2010**  
Austin, Texas

**Private Conducting Study** **January 2010-Present**  
Dr. Jack Delaney, Director of Bands  
Conductor Meadows Wind Ensemble  
Meadows School of the Arts Southern Methodist University

**PHD: Educational Leadership**  
Liberty University **August 2021-Present**  
Lynchburg, Virginia

## Professional Experience

**Assistant Band Director** **Langston University** **Langston, OK.**

- Oversee daily band operations and student engagement including marching band rehearsals, arranging original compositions and design marching drills.
- Develop strategic plans to streamline business functions including recruitment & retention, budget forecasting, and auxiliary management.
- Facilitator and conductor of the Wind Ensemble.

**Director of Fine Arts  
January 2021-July 2022**

**Duncanville ISD**

**Duncanville, TX**

- Oversee the development and delivery of fine arts programs that incorporate district goals and support student achievement.
- Monitored and reevaluate fine arts programs on an ongoing basis using input from teachers and principals, applied research, and student data to determine effectiveness and improve outcomes.
- Recommend changes and adjustments to the program where appropriate to meet student needs.
- Encouraged and support student performances, exhibits, and other displays of student work.
- Ensured that the necessary time, resources, materials, and technology to support accomplishment of educational goals are available.
- Participate in district-level decision-making process to establish and review the district's goals and objectives related to instructional programs.
- Engaged instructional staff in evaluating and selecting instructional tools and materials to meet student-learning needs.
- Actively support the efforts of others to achieve district goals and objectives and campus performance objectives.
- Planed and provide staff development for fine arts teachers that supports instructional programs, incorporates input from teachers and principals, and is consistent with the district's mission.
- Observed classroom instruction and provide feedback and assistance to fine arts teachers to facilitate instructional improvement and innovation.
- Participate in implementing the designated teacher appraisal system.
- Served as the District contact on all extracurricular matters surrounding the fine arts. Direct, organize, and coordinate the development of new and/or innovative fine arts programs district-wide.
- Work with all fine art teachers on educational and administrative procedural needs of their program.
- Developed and maintain an inventory of all fine arts equipment for each school in the district
- Ensured compliance with all University Interscholastic League (UIL) and Texas Music Educators Association fine arts rules and policies.
- Recommend sound policies to improve the overall fine arts program.
- Developed and administered fine arts department budget based on documented program needs and ensure that operations are cost effective and funds are managed prudently.
- Assist principals regarding fine arts budgeting, purchasing, and scheduling.
- Developed and carries out district wide co-curricular and extra-curricular activities for students and teachers such as exhibits, contests, and performances in order to prepare campuses for official UIL activities.

- Worked with district campus level UIL coordinators to formulate, create and administer content area in-service, assessment planning, and direction for sponsors of UIL activities.
- Manages the implementation of programs that promote the improvement of student achievement with a variety of new and ongoing community organizations' projects.
- Established and maintained a professional relationship and open communication with principals, teachers, staff, parents, and community members.
- Implement the policies established by federal and state law, State Board for Educator Certification rules, and local board policy.
- Recommend sound policies to improve the overall fine arts program. Assist in the recruitment, selection and training of personnel and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal.
- Assist with the implementation of the designated teacher appraisal system.

**Director of Bands/ Director of Fine Arts      Cedar Hill ISD      Cedar Hill, Texas  
August 2015-January 2021**

- Oversee the development and delivery of fine arts programs that incorporate district goals and support student achievement. [REDACTED]
- Monitored and reevaluate fine arts programs on an ongoing basis using input from teachers and principals, applied research, and student data to determine effectiveness and improve outcomes. Recommend changes and adjustments to the program where appropriate to meet student needs [REDACTED]
- Organize and coordinate the development of new and/or innovative fine arts programs for the District [REDACTED]
- Encouraged and support student performances, exhibits, and other displays of student work [REDACTED]
- Maintain an inventory of all fine arts equipment for each school in the District
- Participate in the district-level decision-making process to establish and review the district's [REDACTED] goals and objectives related to instructional programs [REDACTED]
- Engaged instructional staff in evaluating and selecting instructional tools and materials to meet student learning needs [REDACTED]
- Worked with all fine arts teachers and non-athletic extracurricular activities sponsors on educational and administrative procedural needs of their programs.
- Planed and provide staff development for fine arts teachers that supports instructional programs, incorporates input from teachers and principals, and is consistent with the district's mission [REDACTED]
- Observed classroom instruction and provide feedback and assistance to fine arts teachers to facilitate instructional improvement and innovation. [REDACTED]
- Assisted in making travel arrangements for all fine arts and non-athletic student groups, as [REDACTED] required.

- Prepare specifications for fine arts bids and supervise the purchase of fine arts materials and equipment.
- Arranged music and drill for marching band, using the latest computer software for professional view.
- Director of Bands
  - Wind Ensemble
  - Marching Band
  - Jazz Band
  - Pep Band
  - Solo & Ensemble
  - Music Theory
  - Music Appreciation

**Director of Bands**

**Skyline High School**

**Dallas, Texas**

**January 2010-July 2015**

- Director of Music Department
  - Marching Band
  - Concert Bands
  - Orchestra
  - Jazz Band
  - Choir
  - Solo and Ensemble
- Make available and prepare band participation for in school/extracurricular activities which include; football games, parades (in city/out of state), concerts, city activities, pep rallies, pep band, and UIL activities.
- Arrange transportation, chaperons, lodging and meals for all after school/out of town events.
- Make obligatory academic requirements with structured performance requirements.
- Arrange music and drills using latest software for professional view.
- Participate, assist and support all band booster club activities.
- Set goals for program improvement and advancement to ensure that program do not exceed cost and funds are managed wisely.
- Comply with all districts, federal, state laws, Department of Education, School and UIL policies that are in place to keep program grounded.
- Make sure instruments and supplies are cleaned, conditioned to allow future use of all supplies.
- Establish and maintain professional relationship with colleagues, parents, principals, administration, community workers and students to ensure satisfaction with values and trust.

**Assistant Band Director David W. Carter High School**

**Dallas, Texas**

**August 2005-January 2010**

- Director of instrumental performers
  - Marching Band
  - Concert Band

- Soloists
- Orchestra
- Ensembles
- Make available and prepare band participation for in school/extracurricular activities which include; football games, parades (in city/out of state), concerts, city activities, pep rallies, pep band, and UIL activities.
- Arrange transportation, chaperons, lodging and meals for all after school/out of town events.
- Make obligatory academic requirements with structured performance requirements.
- Arrange music and drills using latest software for professional view.
- Participate, assist and support all band booster club activities.
- Set goals for program improvement and advancement to ensure that program do not exceed cost and funds are managed wisely.
- Comply with all districts, federal, state laws, Department of Education, School and UIL policies that are in place to keep program grounded.
- Make sure instruments and supplies are cleaned, conditioned to allow future use of all supplies.
- Establish and maintain professional relationship with colleagues, parents, principals, administration, community workers and students to ensure satisfaction with values and trust.
- Taught Music Theory and Music Appreciation Classes

**Associate Band Director Louisiana Leadership Institute All-Star Band  
October 2004-June 2006 Baton Rouge, Louisiana**

- Arrange music and drills
- Responsible for students in the Acadia area

**Director of Bands Northwest High School Opelousas, Louisiana  
August 2001- May 2005**

- Director of marching band, concert band, jazz band and pep band.
- Educator for grades 5<sup>th</sup>-12<sup>th</sup> students
- Concession stand management
- Advisor for Tri-M Music Honor Society
- Performs other duties and responsibilities as assigned by supervisor.
- Fulfill all work responsibilities reaching performance goals targeted as part of the annual performance planning process or as the result of organizational planning.
- Maintain cooperative-working relationships with students, parents, and schools, as measured by St Landry Parish School District.
- Maintains effective and efficient record keeping procedures for fundraising, concession stand, instrument and uniform inventory.
- Accumulate budgets and cost estimates for yearly events planned.
- Prepare lessons and accommodations for students with a variety of instructional methods



**Band Director                      Opelousas All-Star Band                      Opelousas, Louisiana**  
**July 2004-October 2004**

- Director of marching band
- Locate sponsors for funding of travel and performances expenses.

**Student Teacher                      Northwest High School                      Opelousas, Louisiana**  
**January 2001-May2001**

- Observation, teaching, and internship.

### **Honors & Activities**

- Dallas Independent School District Concert Sight-Reading Superior Ratings 2010, 2011, 2012, 2013 &2014
- Dallas Independent School District Marching Contest Superior Ratings 2010, 2011, 2012 & 2013
- Region 20 University Interscholastic League Marching Contest Superior Rating 2014, 2015, 2016, 2017, 2018, 2019
- Region 20 University Interscholastic League Concert & Sight-Reading Contest Superior Rating 2014, 2015, 2016, 2017, 2018, 2019
- Texas State Solo & Ensemble Contest 2010-2019
- Texas Music Educators Association
- Texas Band Association
- Dallas Music Educators Association
- National Association for Music Education
- Alpha Phi Alpha Fraternity Inc.
- FCA Advisor
- Dallas/Fort Worth All Star Band
- Dallas Generals All Star Band
- Tri M Advisor
- Texas Black Music Educators

### **References Upon Request**

# Vacancy Announcement System (VAS) Position Vacancy Announcement Request

Date: June 8, 2023 Department: Department of Bands

SUS  SUBR  SULC  SUAREC  SUNO  SUSLA

Application Deadline: June 23, 2023 Date position to be filled: July 1, 2023

Position Title: Associate Director of Band Civil Service Pay Level: \_\_\_\_\_

Salary (annual): 75,000 or Salary Range: \_\_\_\_\_ to \_\_\_\_\_

Please check all categories that apply to this position:

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

FOR HR USE ONLY:  
CS Job Code:

Contact Person: Dr. Kedric Taylor Telephone No: (225) 771-3528

Contact Email Address: Kedric.taylor@subr.edu

Contact e-mail address is for;

Human Resources utilization only  posting to VAS website

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

The Department of Bands at Southern University is seeking a dedicated and experienced Associate Director of band to oversee and enhance the academic and programmatic aspects of all bands within the department. The Associate Director of band will coordinate rehearsals, recruitment and retention, and monitor music progress for band students while working closely with the Director of Bands to ensure academic and musical requirements are met. This role will also involve assist the Director of Bands overseeing assistant director of band and section. Qualified candidates should possess a bachelor's degree in Music Education, knowledge of band programs, including a deep understanding of the unique culture and traditions of the Southern University Department of Bands. Very Knowledgeable about music, rehearsal techniques and directing. This is an exciting opportunity to contribute to a dynamic music program and make a meaningful impact on the academic and musical development of the Department of Bands at Southern University.

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

-Bachelor's degree in music, with a preference for candidates who possess a deep understanding of the operations and procedures of the Southern University Department of Bands.  
-Proven proficiency in arranging, drill pedagogy, and fluent as a musical conductor.  
-Flexibility to work on weekends and travel to band events, demonstrating a commitment to fulfilling the demands of a dynamic marching band program.  
-Excellent communication and interpersonal skills, enabling effective collaboration with stakeholders from diverse backgrounds and levels within the Southern University community.

Remarks/How To Apply (letter of application, curriculum vita, resume', references, etc)/Mailing Address  
[Maximum 12 lines @ 250 characters (including spaces) per line]:

**SOUTHERN UNIVERSITY**  
Department of Bands  
P.O. Box 9621  
Baton Rouge, LA 70813

**Associate Director of Bands for Logistics and Academic Advisement**

**Job Description:**

The Associate Director of Bands for Logistics and Academic Advisement will assist the Director of Bands in all band related activities, including rehearsals, game day assignments, recruitment and other administrative duties. Their primary role will be the coordination of band logistics and assisting students in their academic growth and development.

**Specific Responsibilities**

1. Monitor all student grades and academic progress.
2. Coordinate the distribution and collection of all school owned instruments, uniforms, mouthpieces, and lockers.
3. Organize rehearsals and performances, coordinating schedules, managing equipment and inventory, and handling logistical aspects of the program.
4. Manage and facilitate rehearsals.
5. Set up a schedule for sectionals, group lessons, assist section leaders, and mentor students in their musical development.
6. Facilitate two instrument cleaning days (one each semester) and work with section leaders to make sure all instruments are cleaned with swabs, piston/rotary valve oiled, valve slides greased, cork greased, and keys oiled as required on each instrument.
7. Report any needed repairs of school owned instruments to the director. Students should bring all repair needs to the Equipment Manager.
8. Assist loading procedures for all trips. Keep an accurate log of ALL school owned equipment that will be taken by the band.
9. Assist Section Leaders to ensure that all band equipment is brought back to Southern University and properly stored.
10. Attend staff development workshops and clinics.
11. Conduct different concert ensembles.
12. Assist in the planning and management of travel accommodations.
13. Collaborate with the Director of band and staff members to make important decisions regarding the direction, goals, and policies of the band program.
14. Help in planning meetings, budgeting discussions, and curriculum development.
15. Other duties assigned by the Director of Bands.

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Signature

Interested candidates are invited to submit a letter of application, curriculum vitae (CV), resume, and a list of professional references. The letter of application should highlight the applicant's qualifications and relevant experience. Please email application materials to [kedric\\_taylor@subr.edu](mailto:kedric_taylor@subr.edu).

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



# SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING  
4TH FLOOR  
BATON ROUGE, LOUISIANA 70813

OFFICE OF THE  
PRESIDENT-CHANCELLOR  
(225) 771-4680

FAX NUMBER  
(225) 771-5522

August 16, 2023

Mr. Dennis J. Shields  
President/Chancellor  
Southern University System & Baton Rouge Campus  
J. S. Clark Administration Building  
4<sup>th</sup> Floor  
Baton Rouge, LA 70813

RE: Appointment of Dr. Ashagre Yigletu as Associate Dean and MBA Director of the  
Southern University Baton Rouge College of Business and Waiver of Search


Dear President Shields:

Dr. Ashagre Yigletu has decided to relinquish his role as the Interim Dean of the Graduate School at the Southern University Baton Rouge campus, effective September 1, 2023.

Dr. Yigletu held the position at the College of Business for several years, prior to his appointment as the Interim Dean at the Graduate School. Dr. Yigletu was the principal architect of the MBA program. It is my desire to have this recommendation and request presented to the Southern University Board of Supervisors at their August 18, 2023, board meeting. The proposed 12-month salary for Dr Yigletu will be \$160,000.

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

Sincerely,

  
John K. Pierre, Esq.  
Interim Executive Vice President  
Southern University System

APPROVED: \_\_\_\_\_  
Dennis J. Shields  
President/Chancellor

## **ASHAGRE A. YIGLETU, Ph.D.**

**Professor of Economics  
Interim Dean, Graduate School  
Southern University and A&M College  
College of Business**

**Tel: (225)771-4266  
P.O. Box 9860  
Baton Rouge, LA 70813**

**Fax: (225)771-5262  
ashagre\_yigletu@subr.edu  
www.subr.edu**

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### ***Education***

B.S. Economics, Belgrade University, 1967  
M.S. International Economics, Belgrade University, 1970  
Ph.D. International Economics, Belgrade University, 1972  
Post Doc Reading University 1972-73

### ***Administrative Experience***

- 1989 – 1991 with the rank of deputy Prime Minister responsible for Social Affairs, represented the Government of Ethiopia in several rounds of peace talks in Atlanta, Nairobi with President Carter and the mediator and London with both the Tigrayan Liberation Front and the Eritrean People Liberation Front.
- 1984-1989 – represented the government of Ethiopia at different forums in international relations and informal rounds of peace talks with different opposition groups.
- 1982 – 1984 with the rank of a Minister, established and administered the Ethiopian Nationalities Institute in Addis Ababa.
- 1980 – 1982 served as the Ethiopian Ambassador to Bulgaria, Hungary, Rumania stationed in Sofia and accredited to the European Union.
- 1976 – 1980 – served as the Minister of Trade and Tourism of Ethiopia.
- 1973 – 1976 – served as senior domestic and foreign trade expert in the Ministry of trade, Industry and Tourism
- Represented Ethiopia in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Conferences of the United Nations Conference on Trade and Development (**UNCTAD**).
- Actively participated in a number of rounds of negotiations of **EEC-ACP** (European Community - African, Caribbean, and Pacific Countries).
- Represented Ethiopia in the International Coffee Agreement (ICO) in London on several meetings.

### ***Academic Experience***

- August 2020 - present Interim Dean SUBR Graduate School
- August 2006 – 2020 – Associate Dean and College of Business Graduate Programs Director
- August 1999 – July 2006 Professor and Chair, Department of Economics & Finance
- May 1998 - July 1999 Professor, Department of Economics & Finance, Southern University, Baton Rouge La 70813.

- August 1993 - April 1998, Associate professor, Department of Economics, Southern University, Baton Rouge, La. 70813.
- August 1991 - July 1993, Visiting Professor, Department of Economics and School of Public Policy, Southern University, Baton Rouge, La 70813.
- 1991 - 2020 taught International Economics, Public Finance, Macroeconomics, Money and Banking, Principles of Economics Urban Economics.
- Developed Proposal to create Global Trade and Finance Concentration within the Business Economics Program and started implementation in the fall 2004.

### ***Publications***

1. No, S., Andrews, Nwachukwu, S., Powell, K., Rey, M., and Yigletu, A. (2016) Leadership Skills Needed for Success at Historically Black Colleges and Universities (HBCUs): A View from the HBCU Business School Deans' Perspective. *Journal of African Business*.
2. Donald R. Andrews, Sung No, Kimberly Powell, Melanie Powell Rey, and Ashagre Yigletu (2015) Historically Black Colleges and Universities' Institutional Survival and Sustainability: A View from the HBCU Business Deans' Perspective. *Journal of Black Studies*.
3. Donald R. Andrews, Sung No, Savior Nwachukwu, Aloyce Kaliba and Ashagre Yigletu (2013) Entrepreneurship Education at Historically Black Colleges and Universities: Call for A New Mission. *Washington Business Research Journal*.
4. Donald R. Andrews, Sung No, Savior Nwachukwu, Aloyce Kaliba and Ashagre Yigletu. (2012) Back to The Future: Entrepreneurship Education at Historically Black Colleges Paper Presented at the Minority Serving Institutions Research Partnership Consortium, University of Texas Pan American, McAllen, Texas
5. Donald R. Andrews, Sung No and Ashagre Yigletu (2011) Cointegration in and Diversification Benefits from Sub-Saharan Capital Markets: The Case of Kenya, Tanzania, and Uganda. *Papers and Proceedings of the Academy of Economics and Finance*.
6. Yigletu, A. "Global Agricultural Trading System: Implications for Developing Countries." *Scandinavian Journal of Development Alternatives*, Vol. 16 No 3&4, September & December 1997.
7. Yigletu, A and Andrews, D, "Foreign Direct Investment and Developing Countries: The Case of Uganda." *Proceedings, Academy of Economic and Finance, Vol. 29, July 2005*.
8. Washington, A., Yigletu, A. and Andrews, D. "The Derived Demand for Imported Wheat in

Ghana.” *Southwestern Economic Proceedings*, Volume 29, Number 1, 2002.

9. Andrews, D., Washington, A., Yigletu, A. and Nwachukwu, S. “Influence of Poverty on Educational Performance in Louisiana: Emphasis on the Mississippi Delta Parishes.” *Southwestern Economic Proceedings*, Volume 30, Number 1, 2002.
10. Benjamin, Cheng, and Yigletu, A. “Causality and Cointegration between Taxes and Expenditures in the U.S.: A Multi variate Approach, New York Economics Review. August 1998.
11. Yigletu, A. “Hungary’s Systematic Transition and Privatization Paradigm: Lessons for the sub-Saharan African Reform Countries.” *Scandinavian Journal of Development ALTERNATIVES*, Vol. 17 NO 5, March 1998.
12. Andrews, D., Agnihotri, K. and Yigletu, A. “The Influence of Student Personality on Test Performance in Economics for African American Students.” *The AFRICAN Economic and Business Review*, Vol. 1, Spring 1998.
13. Yigletu, A. “Global Agricultural Trading System: Implications for Developing Countries.” *Scandinavian Journal of Development Alternatives*, Vol. 16 No 3&4, September & December 1997.
14. Yigletu, A. “Eastern Europe as Business Location: Macroeconomic Analysis of Opportunities and Threats.” *Proceedings, Academy of Economic and Finance*, Vol. 20, July 1996.
15. Yigletu, A. “Agricultural Trade Liberalization and the World Trade Organization: Economic Analysis of Implications on Developing Countries.” *Proceedings, Academy of Economics and Finance*, Vol. 19, July 1995.
16. Yigletu, A. “Recent Democratic Changes in South Africa: Overview and Comment on Economic Environment and Investigating Opportunities.” *American Society of Business and Behavioral Science Perspective Journal*, Vol. No. 4 Springs 1995.

### ***Professional Development***

- Attended *Reflect SEE – Reunion for Entrepreneurship Educators at Babson College*, Boston, MA – June 2 – 4<sup>th</sup>, 2005.
- Attended *Reflect SEE – Reunion for Entrepreneurship Educators at Babson College*, Boston, MA – June 2 – 4<sup>th</sup>, 2004.
- Attended Globalization Seminars – “Engaging Africa in the 21<sup>st</sup> Century” at the University of Memphis CIBER – May 5 – 7<sup>th</sup>, 2005
- Attended *Minority Serving Institutions 2<sup>nd</sup> Conference Jackson State University*, September 2004.
- Attended the *Price Babson Symposium for Entrepreneurship Educators - SEE 20*, Baboon College, Boston, MA – June 1 – 5<sup>th</sup>, 2004.



- *Attended Faculty Development in International Business - Globalization Seminars at the University of Memphis – June 5-8<sup>th</sup>, 2003*
- *Attended SAP Training Workshop, Miami, Fl - January 6 – 9, 2003.*
- *Attended Annual Grant Writing Workshop, Southern University, Baton Rouge, February 27-28, 2003*
- *Attended Globalizing HBCU Business Schools Grants and Best Practices Workshop at Dillard University, New Orleans, LA – November 22 – 23, 2002*
- *Attended the Global Dimensions of business Education Faculty Development Summer Program at the Faculty Resource Network, New York University, NY.*

### ***Funded Grants***

1. Serves as Principal Investigator on a U.S. Department of Commerce, Economic Development Administration Grant (\$102,000 per year for five years), University Center for Economic Development, Southern University Baton Rouge, Louisiana (2018-2023).
2. Serves as Principal Investigator on a U.S. Department of Commerce, Economic Development Administration Grant (\$150,000 per year for two years), Supplemental Grant COVID-19, University Center for Economic Development, Southern University Baton Rouge, Louisiana (2020-2022).
3. Serve as Principal Investigator on U.S. Department of Education, Business and International Education Grant (\$95,000 per year for two years). Promoting International Business Education by Enhancing Export Readiness and Digital Entrepreneurship Skills of Minority and Women-owned Businesses, Through Academic Exchange Partnership Between, Southern University A&M College, Baton Rouge and Kwame Nkrumah University of Science and Technology, Kumasi, Ghana (2021-2023).
4. Serve as Principal Investigator U.S. Department of Commerce, Minority Business Development Agency (MBDA) Accelerating Entrepreneurship Education Across the Southern University and A&M College Campus by Establishing the Entrepreneurship Institute for Strengthening Innovation, Venture Creation and Global Competitiveness, Minority Colleges and Universities Support to Entrepreneurship for Undergraduate Students Grant (\$601,422 for two years), College of Business, Southern University Baton Rouge, Louisiana (2022-2024).

5. Alliant Insurance Foundation Grant for Creation of a Degree Program for Risk Management and Insurance (\$1,330,000 for three years), College of Business, Southern University Baton Rouge, Louisiana (2022-2024). Project involves curriculum and program development along with scholarship support to students.
  
6. Creating Digital Leaders Plan Grant \$3,029,000 via the Connecting Minority Communities (CMC) grant to SULC by the National Telecommunication and Information Administration (NTIA) awarded on January 26, 2023. To address the needs of the students and the communities, SULC developed the *Creating Digital Leaders Plan*. Through this grant, SULC will be able to: i) build the Broadband infrastructure and IT capacity of SULC and the Southern University Landmass to support over 9,000 individuals; ii) **partner with the College of Business (COB) to build skills and IT workforce capacity through STEAM programs offered to 33 community organizations (high schools, churches, community centers, libraries), and members of the community**; iii) stimulate the adoption and community use of broadband services by accessing tele-law via the clinical legal programs with a concentration on disaster preparedness, business formation and entrepreneurship, and business technical assistance for thousands of individuals; iv) provide need-based students with the resources needed to compete in a digital age; and v) provide subsidized broadband access and technology equipment to low income and in-need high schools, churches, community centers, libraries, and members of the community. With the technological advancements and digital resource improvements, SULC will not only serve the Baton Rouge area considerably, but its successes can be replicated anywhere in the country, using the documented best practices from the “*Creating Digital Leaders Plan*” model.
  
7. A&M Agenda Entrepreneurial and Economic Development Program  
150,000 Funded Proposal to the City of Baton Rouge and Parish of East Baton Rouge  
July 2023 to June 2024
  
8. Internationalizing Existing Curricula at the College of Business, Southern University, and Baton Rouge Funded by Louisiana Board of Regents, 1996-98.
  
9. Enhancing International Business Education at Southern University and A&M College – A Comprehensive Program to Expand and Strengthen International Business and Small Business Export Development Education in Louisiana – funded by the US Department of Education, Business, and International Education – Title VI B, 1998 – 2000.

10. Creation of an Academic Exchange Partnership Between Southern University and A&M College, Baton Rouge and Makerere University, Kampala, Uganda – funded by the United Negro College Fund Special Program/International Development Program, 2003-06.
11. Collaborative Approach in Internationalizing Business Education:  
A Strategy for Building Global Understanding and Competence – **funded by** funded by the US Department of Education, Business, and International Education – Title VI B, 2003-06
12. Promoting International Business Education by Enhancing Export Readiness and Digital Entrepreneurship Skills of Minority and Women-owned Businesses Through Academic Exchange Partnership 2021-2023.
13. Internationalizing Existing Curricula at the College of Business, Southern University, and Baton Rouge Funded by Louisiana Board of Regents, 1996-98.
14. Enhancing International Business Education at Southern University and A&M College – A Comprehensive Program to Expand and Strengthen International Business and Small Business Export Development Education in Louisiana – funded by the US Department of Education, Business, and International Education – Title VI B, 1998 – 2000.
15. Creation of an Academic Exchange Partnership Between Southern University and A&M College, Baton Rouge and Makerere University, Kampala, Uganda – funded by the United Negro College Fund Special Program/International Development Program, 2003-06.
16. Collaborative Approach in Internationalizing Business Education:
17. A Strategy for Building Global Understanding and Competence – **funded by** funded by the US Department of Education, Business, and International Education – Title VI B, 2003-06

### ***College and University Service***

- Initiated and serve as the editor of the Graduate School Newsletter - ***The Lighthouse***
- Chaired the SUBR Inaugural Graduate Student Research Symposium 2023 Committee
- Chaired the SUBR Academic Affairs Policies and Procedures Review Committee
- Chaired the College of Business Globalization Studies Standing Committee 2005-2020
- Coordinated five five-year COB Strategic Plans 1995-2020
- Developed Proposal on Master of **Science** in International Business Program for the **COB** at Southern University.
- Chaired the College of Business Curriculum Committee 1994 - 2020
- Served as the SUBR Reorganization Committee member 2014-2017
- Chaired the SUBR Tenure and Promotion Committee 2015-18
- Serve as Chair and member of the SUBR Curriculum Committee 1995 – present.

### ***Membership in Professional Organizations:***

1. Academy of Economics and Finance
2. National Economic Association
3. American Economic Association
4. Southwestern Society of Economists
5. North American Small Business in International Trade Education
6. American Society of Environmental Sciences

### ***Honors and Recognitions***

1. Elected Board Member of the National Economic Association 2005-present.
2. In March 1999 inducted into the Beta Gamma Sigma Honor Society of AACSB accredited Business Schools and served as the organization's Secretary/Treasurer and V/President of the SUBR Chapter 1999-2020
3. Elected President of the American Society of Environmental Sciences (Louisiana Chapter) in 1999 – 2003.
4. Awarded the Southern University and A&M College, Baton Rouge 1998 Cluster Quality Employee.
5. PHI BETA LAMBDA, Professional Business Fraternity Outstanding Service Award, 1994 - 1995.
6. Selected for inclusion in the Fourth Edition of "***Who is Who Among America's Teachers, 1996***"
7. Member of the World Conflict Watch Society of the Institute of All Nations, New York, 1994 - present
8. SU 25 and 30 years Service award.



## SOUTHERN UNIVERSITY AT NEW ORLEANS

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

### Office of the Chancellor

August 2, 2023

President-Chancellor Dennis J. Shields  
Southern University and A&M College System  
4th Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

Dear President-Chancellor Shields:

I am requesting approval to hire Ms. Patrice D. Johnson as the Comptroller for Southern University at New Orleans (SUNO). Approval of this appointment would immediately provide additional oversight and support needed in order to maintain consistent controls over the University's accounting and financial operations. Ms. Johnson's salary will be \$100,000 annually with a start date of September 1, 2023.

Ms. Johnson is a Certified Public Accountant with over 20 years of experience in general accounting, finance, and auditing functions. She maintains expertise in financial analysis, revenue recognition, financial reporting/consolidation, full cycle accounting, and in designing effective process improvements. Ms. Johnson is a 1999 graduate of Southern University and A&M College. She also earned her Master's degree in Business Administration in 2007 from the University of Phoenix.

I believe that this personnel action will help to provide strength and stability in our Administration and Finance division as we continue to move the University forward.

Thank you for considering this request and submitting it for approval at the August 18, 2023 meeting of the Board of Supervisors of the Southern University and A&M College System.

With kind regards,

A handwritten signature in blue ink that reads 'James H. Ammons, Jr.'.

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

APPROVED: \_\_\_\_\_

President-Chancellor Dennis J. Shields  
Southern University and A&M College System

***"An Equal Educational Opportunity Institution"***

JOB CLASS				
JOB CODE				
CAL ID				

**SOUTHERN UNIVERSITY SYSTEM**

**Personnel Action Form**

POSITION NUMBER

CAMPUS: SUS \_\_\_\_\_ SUBR \_\_\_\_\_ SULAC \_\_\_\_\_ SUAREC \_\_\_\_\_ SUNO X SUSLA \_\_\_\_\_

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

Academic  Non-Academic  Civil Service  
 Temporary  Part-Time ( \_\_\_\_\_ % of Full Time)  Restricted  
 Tenured  Undergraduate Student  Job Appointment  
 Tenured Track  Graduate Assistant  Probationary  
 Other (Specify) \_\_\_\_\_  Retiree Return To Work  Permanent Status

Previous Employee Shawn Charles Reason Left Resigned  
 Date Left 02.28.23 Salary Paid \_\_\_\_\_

**Profile of Person Recommended**

Length of Employment Not applicable. To Not applicable.

Effective Date 09.01.2023

Name Patrice Johnson SS# XXX-XX- Sex \_\_\_\_\_ Race\* \_\_\_\_\_

Position Title: Comptroller Department: Office of Comptroller

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

New Position Expiration Date: \_\_\_\_\_

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

Years Experience 20+ Southern University Experience \_\_\_\_\_

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
	<u>Bachelor, Accounting</u>	<u>Southern University, Baton Rouge</u>	<u>1999</u>
	<u>MA, Business Administration</u>	<u>University of Phoenix</u>	<u>2007</u>

Current Employer \_\_\_\_\_

**Personnel Action**

Check One  New Appointment \_\_\_\_\_ Continuation \_\_\_\_\_ Sabbatical \_\_\_\_\_ Leave of Absence \_\_\_\_\_  
 Transfer \_\_\_\_\_ Replacement \_\_\_\_\_ Other (Specify) \_\_\_\_\_

Recommended Salary \$100,000 Salary Budgeted \$100,000

Source of Funds General Fund/State

Identify Budget: \_\_\_\_\_ Location \_\_\_\_\_  
Form Code: \_\_\_\_\_ Page \_\_\_\_\_ Item # \_\_\_\_\_

Change of: From \_\_\_\_\_ To \_\_\_\_\_

Position \_\_\_\_\_  
 Status \_\_\_\_\_  
 Salary Adjustment \_\_\_\_\_

**Financial Aid signature (if, applicable):**

List total funds currently paid this employee by Southern University:

\*See Reverse Side

Source of Funds	Amount
411001 44210 61002 4600	\$100,000

Comments: (Use back of form)

\*See Reverse Side

**Graduate School signature (if, applicable):**

DocuSigned by: Arlean White 7/26/2023 Date  
4E5C8ACA78CD438  
 DocuSigned by: Arlean White 7/26/2023 Date  
4E5C8ACA78CD438  
 DocuSigned by: J. Bernette Taylor 7/30/2023 Date  
8FFA6F484D5C41B

DocuSigned by: Arlean White 7/26/2023 Date  
4E5C8ACA78CD438  
 DocuSigned by: James H. Ammons, Jr. 7/31/2023 Date  
0FF08685FE6A403  
 DocuSigned by: Arlean White 7/30/2023 Date  
4E5C8ACA78CD438 Finance  
 Business Affairs/Comptroller

President \_\_\_\_\_ Date \_\_\_\_\_ Chairman/S.U. Board Of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

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

**ETHNIC ORIGIN (Please check one):**

Hispanic or Latino  Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

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

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

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

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

**COMMENTS:**

**EMPLOYEE REGULAR WORK SCHEDULE:**

M-F, 8a to 5p

**EMPLOYEE DIRECT SUPERVISOR:**

Arlene Wehle

**NUMBER OF EMPLOYEES SUPERVISED, (if any)**

6

**HR USE ONLY:**

STATUS (circle one):

EXEMPT

NON-EXEMPT

**GUIDELINES:** All employees, students graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

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

**Do Not Write Below This Area**  
**For Human Resource And Budgetary Control Use Only!**

**PAF APPROVAL PROCESS CHECKLIST** (Must have the information outlined below):

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Pre-Employment Application Form (Civil Service Application for classified employees)
- Supervisory Criminal/Background Check Forms and Authority to Release (signed by employee)
- Exemptions Survey Form
- Proposed Employee Appointment
- Proposed Employee Clearance
- Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

# **PATRICE D JOHNSON, BS, MBS, CPA**

New Orleans, La

## **Accounting Leader**

Analytical accounting professional with more than 20 years' experience in general accounting, finance, and auditing functions. Practical and detailed financial guru with expertise in financial analysis, revenue recognition, financial reporting/consolidation, full cycle accounting, and designing effective process improvements. A team player and leader seeking to leverage background into a controller or accounting management role with progressive organization.

## **Core Competencies**

G/L Month End Close • Balance Sheet Reconciliations • Financial Analysis • Internal/External Audits • Financial Reporting • Non-Profit Audit • Governmental Audit • Regulatory Compliance • Controllership • Technical Accounting • Equity/Investments • Consolidation • Team Building

## **Professional Certification**

Licensed Board: Texas State Board of Public Accountancy  
Certified Public Accountant

## **Education**

University of Phoenix (Phoenix, AZ) – Master of Business Administration  
Southern University and A&M College (Baton Rouge, La) – Bachelor of Science, Accounting

## **Technical Skills**

PeopleSoft • Oracle/Hyperion • QuickBooks • Microsoft Dynamics (Great Plains) • Microsoft Office Suites • SAP • Blackline • Yardi • Invision

## **Professional Experience**

**Resource Global Professionals (Atlanta, Ga)**

**Accounting and Finance Consultant (February 2019 – Present)**

**Industries: Media/ Entertainment, Insurance, Hospitality & Professional Services**

- Compiled and prepared detailed monthly financial statements and management reports.
- Executed complete controllership duties for clients.
- Worked with Revenue Manager to perform monthly related tasks and analysis to improve efficiencies of the Revenue Recognition process.
- Managed day-to-day accounting support of various departments such as Legal, FP&A, and Management Services.
- Examined monthly, quarterly, and annual accruals, journal entries and cost allocations while performing comprehensive variance analysis.



# **PATRICE D JOHNSON, BS, MBS, CPA**

- Supervised, trained, and evaluated a team of 3 to 6 senior accountants, oversaw all accounting and cash activities.
- Participated in annual audit preparation and resolved other formal financial inquiries from external auditors.
- Developed and completed numerous as hoc reports requested by upper management and other duties as assigned.

## **Beacon Hill Group (Dallas, Tx)**

**Accounting and Finance Consultant (January 2017 – December 2018)**

**Industries: Healthcare and Private Equity Firm**

- Performed and reviewed month end close process, bank reconciliations, and equity method accounting.
- Completed corporate controllership responsibilities including financial statement preparation and presentation to key stakeholders quarterly and annually.
- Examined contracts between partners and investment managers to ensure funds are recorded and presented according to the agreements.
- Computed capital call, distributions, and transfer according to investment structure.
- Generated quarterly partner's capital statements to show allocation dollars in private equity fund.
- Participated and led quarterly and annual year-end audit preparation according to GAAP.
- Performed various as hoc reporting upon request and other assigned duties.

## **Encore Enterprise, Inc. (Dallas, Tx)**

**Controller (January 2016 – December 2016)**

**Industry: Commercial and Residential Real Estate.**

- Reported and presented projections of monthly, quarterly, and yearly financial status to executive management.
- Directed the responsibilities of the month-end close process, reviewed entries and reconciliations prepared by other accounting staff for completeness and accuracy.
- Maintained all aspects of general ledger including but not limited to monthly, quarterly, and year-end closing and analysis of accounts.
- Overseen general accounting responsibilities of funds and limited partnership accounting.
- Responsible for identifying areas for process improvement for accounting team's financial reporting to ensure compliance with US GAAP and corporate requirements.
- Participated in quarterly and year-end audit preparation (GAAP) and resolve other formal financial inquiries from external auditors.

## **NORTHSTAR ANESTHESIA (IRVING, TX)**

**Assistant Controller/Financial Reporter (January 2015 – December 2015)**

**Industry: Healthcare**

- Managed general accounting activities such as accounts payable, accounts receivables, prepaid expenses, and accrued expenses, bank reconciliation, and ensured compliance with company policies.

## **PATRICE D JOHNSON BS MBS CPA**

- Performed routine examination of Balance Sheet and P/L with variances analysis explanations and dispositions for Chief Financial Officer's review.
- Directed the responsibilities of the month-end close process, and reviewed journal entries, reconciliations prepared by other accounting staff for completeness and accuracy.
- Accountable for Fixed Assets Ledger including creation, transactions, depreciation, and review reconciliation.
- Review deal structure and provided recommendation on financial and revenue recognition timing.
- Overseen the activities of the accounting department for the accurate and timely dissemination of financial management reports including, but not limited to, internal and external monthly financial statements.
- Maintained equity schedules including compensation and performed equity method accounting on minority owned investments.
- Maintained good working relationships, acts of professionalism, and positively represented the company.
- Performed various ad hoc reporting upon request and other assigned duties. Participated in quarterly and year-end audit preparation (GAAP) and resolve other formal financial inquiries from external auditors during planning and execution phase.

### **MEDMARK SERVICES, INC. (LEWISVILLE, TX)**

**Accounting Supervisor (March 2009 – October 2014)**

**Industry: Healthcare**

- Managed accounting functions and financial reporting process.
- Reviewed and prepared monthly and quarterly financial statements with variances analysis.
- Documented accounting policies and procedures making recommendations for better processes, and effectively implemented changes through training sessions.
- Managed and overseen various accounting functions including GL, AP, AR, and Payroll.
- Prepared supporting schedules, documents, and work papers for auditors during planning and execution phase.
- Recorded and maintained Capital & Operating Leases.
- Prepared sales and use tax, business/personal property, and business license tax returns.
- Interacted with independent auditors, providing support for year-end audits, and assisted in the preparation of the corporate tax returns.
- Investigated budget-to-actual variances monthly to determine discrepancies within the financial statements such as: balance sheets, profit/loss, cash flow, etc.
- Performed other duties as assigned.

### **BRITISH TELECOMMUNICATIONS (IRVING, TX)**

**Financial Analyst FP&A (June 2006 – February 2009)**

**Industry: Global Telecommunications**

- Collaborated directly with Operational Vice-Presidents to improve company performance through recommendations, interpretations, and presentations of financial statements' such as Balance Sheets, P&L, and Capital Expenditures reports.

## **PATRICE D JOHNSON, BS, MBS, CPA**

- Analyzed trends in the business each month (monthly variance analysis of actuals, budgets, and forecasts) and produced detailed reporting for senior management highlighting key trends.
- Explained financial matters to Operational employees when necessary, adapting communication style to help others understand.
- Produced monthly and quarterly forecasting for various operations.
- Performed contentious analysis, research, and performance evaluation to properly report profitability to executive level management.
- Prepared profit and loss and financial statements as well as balance sheet and cash flow analysis.
- Performed multiple cost analysis functions, including cost allocations tracking, purchase order approval and cost control methods to decrease any unexpected elevations.
- Performed ad hoc analyses and provided decision support as requested.
- Managed and overseen various accounting functions including GL, AP, and Revenue Accountant.

### **DAVE & BUSTER'S INC. (DALLAS, TX)**

**Financial Reporting Analyst (January 2000 – May 2006)**

**Industry: Restaurant & Hospitality**

- Performed financial statement analysis on a monthly, quarterly, and annual basis, assisted in the preparation of a quarterly reporting package for executive leadership.
- Managed the timeline and collection of the information required from various teams across the company.
- Responsible for managing all aspects of the financial reporting including preparation, review, and distribution of internal and external financial reports and statements.
- Prepared consolidated balance sheet, profit and loss, and cash flow statement.
- Managed the preparation of work papers supporting SEC financial filing requirements including financial statements and footnote disclosures.
- Worked closely with the Controller and the Accounting team in the monthly closing process, while performing quality control test to assure the accuracy of reported numbers.
- Maintained reporting procedures to comply with internal control requirements.
- Provided direct support on various special projects.



## 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)

### Office of the Chancellor

August 2, 2023

President-Chancellor Dennis J. Shields  
Southern University and A&M College System  
4<sup>th</sup> Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

Dear President-Chancellor Shields:

I am requesting permission to undergo a title change from the current Division of Student Affairs & Enrollment Management position to the Division of Enrollment Management & Student Success. This action will help SUNO better align strategic initiatives that are student centric.

This title change request will also rename Dr. Zackeus Johnson's position to the Vice Chancellor for Enrollment Management & Student Success at Southern University New Orleans (SUNO). Dr. Johnson's salary will remain the same at \$140,000 annually. The effective date of this title change will be August 18, 2023, upon approval by the Southern University System Board of Supervisors.

At SUNO, we are committed to improving measurable outcomes in the following areas:

- **Retention Rates.** Under this newly reorganized division, University College will be housed under Student Success and will be integrated in all of our enrollment management strategies for a more cohesive unite.
- **Academic Achievement.** Partnering with the Office of Academic Affairs, the University will implement an intrusive advising model to help our students achieve improved levels of academic services.
- **Educational Attainment.** With an academically integrated approach to enrollment management, the Student Success Model will help our students persist to the completion of a baccalaureate degree.
- **Holistic Development.** Under the Student Success Model, an emphasis will be placed on developing a "learner-centered" student, as they matriculate through their college career. This includes intellectual, emotional, social, ethical, physical, and spiritual development.

Thus, with Dr. Johnson's proven ability in the areas of recruitment, academic advisement, tutoring, student success, retention and persistence, I am confident this personnel action will strengthen and stabilize SUNO's Student Success Model.

***"An Equal Educational Opportunity Institution"***

Thank you for considering this request and submitting it for approval at the August 18, 2023 meeting of the Southern University and A&M College System Board of Supervisors.

With kind regards,

A handwritten signature in blue ink that reads "James H. Ammons". The signature is written in a cursive style.

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

APPROVAL: \_\_\_\_\_  
President-Chancellor Dennis J. Shields  
Southern University and A&M College System

JOB CLASS				
JOB CODE				
CAL ID				

### SOUTHERN UNIVERSITY SYSTEM

#### Personnel Action Form

POSITION NUMBER

CAMPUS: SUS \_\_\_\_\_ SUBR \_\_\_\_\_ SULAC \_\_\_\_\_ SUAREC \_\_\_\_\_ SUNO X SUSLA \_\_\_\_\_

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

_____ Academic	<u>X</u>	Non-Academic	_____ Civil Service
_____ Temporary	_____	Part-Time ( _____ % of Full Time)	_____ Restricted
_____ Tenured	_____	Undergraduate Student	<u>X</u> Job Appointment
_____ Tenured Track	_____	Graduate Assistant	_____ Probationary
<u>X</u> Other (Specify) _____	_____	Retiree Return To Work	_____ Permanent Status

Previous Employee Zackeus Johnson Reason Left n/a  
 Date Left n/a Salary Paid \$140,000

#### Profile of Person Recommended

Length of Employment 07/01/23 To present

Effective Date 08/18/23

Name Zackeus Johnson SS# XXX-XX- Sex \_\_\_\_\_ Race\* \_\_\_\_\_

Position Title: Vice Chancellor Department: Enrollment Mgt & Student Success

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

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

Years Experience \_\_\_\_\_ Southern University Experience \_\_\_\_\_

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
	<u>Ph.D., Educ Leadership</u>	<u>Louisiana State University</u>	<u>2020</u>
	_____	_____	_____
	_____	_____	_____

Current Employer \_\_\_\_\_

#### Personnel Action

Check One \_\_\_\_\_ New Appointment \_\_\_\_\_ Continuation \_\_\_\_\_ Sabbatical \_\_\_\_\_ Leave of Absence \_\_\_\_\_  
 \_\_\_\_\_ Transfer \_\_\_\_\_ Replacement X Other (Specify) TITLE CHANGE ONLY

Recommended Salary \$140,000 Salary Budgeted \$140,000

Source of Funds General Fund

Identify Budget: \_\_\_\_\_ Location \_\_\_\_\_  
 Form Code: \_\_\_\_\_ Page \_\_\_\_\_ Item # \_\_\_\_\_

Change of: \_\_\_\_\_  
 \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_  
 Position \_\_\_\_\_  
 Status \_\_\_\_\_  
 Salary Adjustment \_\_\_\_\_

#### Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University: \_\_\_\_\_  
\*See Reverse Side

Source of Funds	Amount
411001 46110 61002 45000	\$140,000

Comments: (Use back of form)

\*See Reverse Side

#### Graduate School signature (if, applicable):

DocuSigned by: James H. Ammons, Jr. 8/1/2023  
 \_\_\_\_\_ Date

Dean/Unit Head \_\_\_\_\_ Date  
 DocuSigned by: \_\_\_\_\_ 8/2/2023

Vice Chancellor \_\_\_\_\_ Date  
 DocuSigned by: J. Bernette Taylor 8/1/2023  
 \_\_\_\_\_ Date

\_\_\_\_\_ Date  
 DocuSigned by: Arlean White 8/1/2023  
 \_\_\_\_\_ Finance  
 Business Affairs/Comptroller

President \_\_\_\_\_ Date

Chairman/S.U. Board Of Supervisor \_\_\_\_\_ Date

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

**ETHNIC ORIGIN (Please check one):**

\_\_\_\_\_ Hispanic or Latino

\_\_\_\_\_ Non-Hispanic or Non-Latino

**RACE (Please check all that apply):**

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

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

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

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

\_\_\_\_\_ American Indian or Alaskan Native. A person having origins in any of the original peoples of North American, and who maintains cultural identification through tribal affiliation or community recognitions.

**COMMENTS:**

**EMPLOYEE REGULAR WORK SCHEDULE:**

\_\_\_\_\_ M-F, 8A-5P

**EMPLOYEE DIRECT SUPERVISOR:**

\_\_\_\_\_ James H. Ammons, Jr., Ph.D.

**NUMBER OF EMPLOYEES SUPERVISED, (if any)**

\_\_\_\_\_ 3 Director and 10 Indirect

**HR USE ONLY:**

STATUS (circle one):

EXEMPT

NON-EXEMPT

**GUIDELINES:** All employees, students graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

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

**CLASS OF EMPLOYMENT (VISA STATUS):**

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

**Do Not Write Below This Area**  
**For Human Resource And Budgetary Control Use Only!**

**PAF APPROVAL PROCESS CHECKLIST** (Must have the information outlined below):

- \_\_\_\_\_ Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- \_\_\_\_\_ Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- \_\_\_\_\_ Pre-Employment Application Form (Civil Service Application for classified employees)
- \_\_\_\_\_ Supervisory Criminal/Background Check Forms and Authority to Release (signed by employee)
- \_\_\_\_\_ Exemptions Survey Form
- \_\_\_\_\_ Proposed Employee Appointment
- \_\_\_\_\_ Proposed Employee Clearance
- \_\_\_\_\_ Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)



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

August 7, 2023

President-Chancellor Dennis Shields  
Southern University and A&M College System  
4th Floor, J. S. Clark Administration Building  
Baton Rouge, LA 70813

RE: Salary Increases - Faculty

Dear President-Chancellor Shields:

Faculty pay increases at SUNO were approved to be allocated based on merit and across-the-board percentages. The amount to be allocated after a 5% reserve for omissions/exceptions (\$15,461.25) and benefits (\$117,505.50) is \$176,258.25. Approximately 52% will be allocated for all ranks with a \$1,200 increase and \$600 for instructors. The remaining 48% will be allocated by the colleges and schools based on merit and the criteria of each respective discipline.

Faculty salary increases have been given priority by the legislature. The increases over the last three years have brought faculty salaries in range of the Southern Regional Education Board's average.

With kind regards,

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

Cc: Arlean Wehle  
Vice Chancellor for Administration and Finance

***"An Equal Educational Opportunity Institution"***





Aubra Gantt, Ed.D.  
Chancellor

August 7, 2023

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

**RE: Faculty Salary Adjustments**

Dear President Shields:

This correspondence comes seeking your approval to provide a 4% salary increase to all SUSLA full-time faculty. SUSLA received \$181,621 in our FY 2023-24 state appropriation for faculty raises. This action will allow SUSLA to continue offering a competitive salary structure for our faculty. Therefore, I respectfully request your endorsement and that of the Southern University System Board to move forward with approving the proposed request.

Respectfully submitted,

Aubra Gantt, Ed.D.  
Chancellor

Approved:

\_\_\_\_\_  
Dennis Shields, President-Chancellor

\_\_\_\_\_  
Date

3050 MARTIN LUTHER KING, JR. DRIVE, \* SHREVEPORT, LOUISIANA 71107  
PHONE: (318) 670-9312 \* FAX (318) 670-6374  
TOLL FREE: 1-800-458-1472, EXT 6312  
[www.SUSLA.EDU](http://www.SUSLA.EDU)



## "Linking Citizens of Louisiana with Opportunities for Success"

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Southern University and A & M College System  
AGRICULTURAL RESEARCH AND EXTENSION CENTER  
and the COLLEGE OF AGRICULTURAL, FAMILY, AND CONSUMER SCIENCES

Ashford O. Williams Hall  
P. O. Box 10010  
Baton Rouge, LA 70813  
(225) 771-2242  
(225) 771-2861 Fax

### OFFICE OF THE CHANCELLOR-DEAN

[www.suagcenter.com](http://www.suagcenter.com)

## MEMORANDUM

**TO:** President-Chancellor Dennis J. Shields  
**FROM:** Orlando F. McMeans, Ph.D.   
**DATE:** August 1, 2023  
**SUBJECT:** SUAREC Raise Request

Please allow this memo to serve as a request to implement raises up to 4% for eligible Southern University Agricultural Research and Extension Center (SUAREC) employees, effective August 1, 2023. The impact of this proposed increase equates to \$296,374.77 in salaries and \$148,187.39 in fringe benefits, at a total cost of \$444,562.16.

In accordance with the fiscal year 2023-2024 budget for the Southern University Agricultural Research and Extension Center, it has been confirmed that there are sufficient resources to satisfy this proposed raise for this year and in subsequent fiscal years.

Thank you in advance for your consideration.

### Approval:

---

Dennis J. Shields  
President-Chancellor



## SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

### Office of the Executive Vice-Chancellor and Provost

J. S. Clark Administration Building, Third Floor  
Baton Rouge, LA 70813  
Phone: (225) 771-4582

---

August 7, 2023

Dennis J. Shields  
President-Chancellor  
4<sup>th</sup> Floor, JS Clark Administration Building  
Baton Rouge, LA 70813

Dear President-Chancellor Shields,

We worked under the guidance provided by the Board of Regents (BOR) and allocated all \$926,976 that was provided to increase faculty salaries for all full-time faculty members, including full-time instructors.

We used a diversified process to receive input from deans, department chairs, faculty senate and the Vice Chancellor for Finance and Administration. The funds provided by the BOR was allocated to the academic units in proportion to their share of the total faculty cost for the campus. After accounting for 37.5% cost for fringe benefit (\$347,616), reserve for errors and omissions (\$28,968) and allocation of raises to vacant positions (\$14,649), net amount which could be distributed for salary raises was \$535,743. After consultation, the academic Deans recommended that a \$1,200 raise be given to faculty members who held the rank of instructors. Faculty members who held the rank of assistant professors, associate professors, and full professors would then receive \$2,000 pay adjustment. Based upon aforementioned calculations, \$66,943 was leftover for lab instructors and discretionary salary adjustments to be made by the deans of the colleges.

With kindest regards,

A blue ink signature of Bijoy K. Sahoo, consisting of a stylized 'B' and 'S' followed by a horizontal line.

Bijoy K. Sahoo, Ph.D.  
Executive Vice-Chancellor and Provost

A blue ink signature of Desiree Honore Thomas, featuring a large, flowing 'D' and 'T' followed by a horizontal line.

Desiree Honore Thomas  
Vice-Chancellor Finance  
and Administration

# **SOUTHERN UNIVERSITY BOARD OF SUPERVISORS**

**(Following Personnel Affairs Committee)**

Board of Supervisors' Meeting Room  
J. S. Clark Administration Bldg. 2nd Floor  
Baton Rouge, LA.

## **AGENDA**

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s) <sup>i</sup>
  - A. Approval of Minutes of the July 21, 2023, SUS Board of Supervisors Meeting
  - B. Approval of Committee Recommendations
  - C. Request Approval of Corporate Sponsorship Agreement between Athletics and OLOL (SUBR) *5-year sponsorship agreement that provides for use of NCAA certified trainers or funds to hire NCAA certified trainers*
  - D. Request Approval of Reorganization (SUS/SUBR)  
*Modification of John Pierre's additional title from Interim Executive Vice President to Interim Executive Vice Chancellor of the SUBR Campus; Reinstatement of Dr. James Ammons as the Executive Vice President of the Southern University System; Recommendation to Deconsolidate the Roles of President-Chancellor; and Initiation of a Search for a New Chancellor for SUBR*
  - E. Annual Evaluation of President-Chancellor
6. Resolutions
7. Informational Item(s)
  - A. Presidential Report
  - B. Chancellor's Reports
8. Other Business
9. Adjournment

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<sup>i</sup> Pursuant to Louisiana Revised Statute 42:17, executive session may be required.

## 9.. Adjournment

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<sup>i</sup> Pursuant to Louisiana Revised Statute 42:17, executive session may be required.

## SOUTHERN UNIVERSITY BOARD OF SUPERVISORS ACADEMIC AFFAIRS COMMITTEE

Friday, July 21, 2023

Board of Supervisors' Meeting Room  
J S Clark Administration Bldg. 2<sup>nd</sup> Floor  
Baton Rouge, LA 70813

The meeting of the Southern University Board of Supervisors was called to order by Board Chair Myron K. Lawson.

The invocation was given by Rev. Joseph James Mitchell, Pastor of True Vine Baptist Church. The Pledge of Allegiance was led by Ariel Stewart, a Senior at Southern University Lab School.

Amendment was made to the agenda. Added Agenda Item B under Special Presentations.

### **AGENDA ITEM 3: SPECIAL PRESENTATIONS – Chairman Myron K. Lawson**

#### A. Above and Beyond Award

Dr. Appeaning introduced the recipient as his mentee. He presented the award to Dr. Toni W. Manogin, she is The System Associate Vice President and SUBR Associate Vice Chancellor for Institutional Effectiveness Policy and Planning.

#### B. **Special Recognition of Harry Williams / President and CEO of Thurgood Marshall College Fund (SUS)**

#### C. Artificial Intelligence (AI) Chat GPT Presentation by IBM and the Southern University Law Center (SULC)

Chancellor Pierre introduced Dr. Derrick Warren to come to podium and discuss AI and introduce the IBM representatives. Dr. Warren introduced the AI team (Alexis, Spark, and Rick) who gave a brief AI presentation. There were questions and comments from Dr. Whitfield and Atty Rutledge. Dr. Warren and Mr. Rick Weaver responded to the board members.

The academic affairs committee was called to order by Dr. Leon Tarver.

### **AGENDA ITEM 4: ROLL CALL**

#### **Roll Call by President-Chancellor Dennis J. Shields**

**Present:** Dr. Leon Tarver - Chairman, Mr. Sam Gilliam –Vice-Chair, Atty Jody Amedee, Mrs. Maple Gaines, Mrs. Ann Smith, and Mr. Myron K. Lawson - Ex Officio

**Absent:** Dr. Arlanda Williams

### **AGENDA ITEM 5: ADOPTION OF THE AGENDA**

There was a motion by Mr. Sam Gilliam and second by Atty Jody Amedee that the agenda was recommended for adoption.

Motion passed.

**AGENDA ITEM 6: PUBLIC COMMENTS**

None

**AGENDA ITEM 7: ACTION ITEM(s)**

Dr. Sahoo gave a summary. The motion was made by Mr. Sam Gilliam and seconded by Mrs. Ann Smith to approve Action Items 6A.

Motion Approved.

- A. Request Approval of Curriculum Change (New Undergraduate Degree in Construction Management) – College of Sciences and Engineering (SUBR)
- B. Request Approval of Curriculum Revision – (Traditional on-campus) Master of Science in Criminal Justice (SUBR)

The motion was made by Mrs. Ann Smith and seconded by Mr. Raymond Fondel to approve Action Items 6B.

Motion Approved.

**AGENDA ITEM 8: INFORMATIONAL ITEM(s)**

None

**AGENDA ITEM 9: OTHER BUSINESS**

**AGENDA ITEM 10: ADJOURNMENT**

A motion was made to adjourn the meeting.

## **FACILITIES AND PROPERTY COMMITTEE**

(Following Academic Affairs Committee)

Friday, July 21, 2023

Board of Supervisors' Meeting Room  
J S Clark Administration Bldg. 2<sup>nd</sup> Floor  
Baton Rouge, LA 70813  
9:00 AM

### **MINUTES**

Board Chair Myron Lawson announced the convening of the Facilities and Property Committee. Chairman Atty Edwin Shorty called the committee meeting to order.

Roll Call by President-Chancellor Shields

**Present:** Atty. Edwin Shorty – Chairman, Atty Domoine Rutledge – Vice Chair, Dr. Leon Tarver II, Mrs. Ann Smith, Dr. Rani Whitfield, and Mr. Myron K. Lawson, - Ex Officio

**Absent:** Mr. Paul Mathews

#### **AGENDA ITEM 3: ADOPTION OF THE AGENDA**

Upon the motion by Dr. Leon Tarver and seconded by Mrs. Ann Smith the agenda was recommended for adoption.

Motion passed.

#### **AGENDA ITEM 4: PUBLIC COMMENTS**

None

#### **AGENDA ITEM 5: INFORMATIONAL ITEM(s)**

Mr. Kenneth Dawson and Ms. Simone Whitmore gave a presentation and update on all campuses. There were questions from the board members. Mr. Dawson addressed all questions.

Information provided in package.

A. Facilities Planning Project Updates (SUS)

#### **AGENDA ITEM 6: OTHER BUSINESS**

NONE

#### **AGENDA ITEM 7: ADJOURNMENT**

A motion was made to adjourn the meeting.



**FINANCE COMMITTEE**  
(Following Facilities and Property Committee)

**Friday, July 21, 2023**

Board of Supervisors' Meeting Room  
J S Clark Administration Bldg. 2<sup>nd</sup> Floor  
Baton Rouge, LA 70813  
9:00 AM

**MINUTES**

Board Chair Myron K. Lawson announced the convening of the Finance Committee. Vice Chair Mrs. Ann Smith called the committee meeting to order.

Roll Call by President-Chancellor Shields

**Present:** Mrs. Ann Smith -Vice-Chair, Mr. Sam Gilliam, Atty. Domoine Rutledge, Dr. Leon Tarver II, and Atty. Mr. Myron K. Lawson - Ex Officio

Mr. Raymond Fondel sat in on the committee (quorum)

**Absent:** Mrs. Christy Reeves and Dr. Arlanda Williams- Chairman

**AGENDA ITEM 3: ADOPTION OF THE AGENDA**

Upon the motion by Mr. Sam Gilliam and seconded by Mr. Raymond Fondel the agenda was recommended for adoption.

Motion passed.

**AGENDA ITEM 4: PUBLIC COMMENTS**

NONE

**AGENDA ITEM 5: ACTION ITEM(s):**

Mr. McClinton mentioned the information was in the package, but he is available for any questions. Atty Domoine Rutledge asked Mr. McClinton if there should be any concerns about the finances. Mr. McClinton addressed with additional details. Atty Rutledge thanked Mr. McClinton for the information.

The motion was made by Mr. Sam Gilliam and second by Atty Domoine Rutledge that Action Item 5A be approved.

Motion Approved

A. Request Approval of Ratification of Fiscal Year 2022-2023 Budget Adjustment (BA-7) #1 for the Southern University System:

1. Southern University Board of Supervisors
2. Southern University Baton Rouge (SUBR)
3. Southern University Law Center (SULC)
4. Southern University New Orleans (SUNO)
5. Southern University Shreveport (SUSLA)
6. Southern University Agricultural Extension and Research Center (SUAREC)

The motion was made by Mr. Sam Gilliam and second by Mr. Raymond Fondel that Action Item 5B be approved.

Motion Approved

B. Request Approval of Ratification of Fiscal Year 2022-2023 Budget Adjustment (BA-7) #2 for the Southern University System:

1. Southern University Board of Supervisors
2. Southern University Baton Rouge (SUBR)
3. Southern University Law Center (SULC)
4. Southern University New Orleans (SUNO)
5. Southern University Shreveport (SUSLA)
6. Southern University Agricultural Extension and Research Center (SUAREC)

**AGENDA ITEM 6: INFORMATIONAL ITEM(s):**

A. Interim Financial Reports (SUS)

Per Mr. McClinton, The detailed information is in the packet. There were some questions from the board members in reference to the financial report. Mr. McClinton addressed all questions.

**AGENDA ITEM 7: OTHER BUSINESS:**

None

**AGENDA ITEM 8: ADJOURNMENT**

A motion was made to adjourn the meeting.

## PERSONNEL AFFAIRS COMMITTEE

(Following Governance Committee)

Friday, July 21, 2023

Board of Supervisors' Meeting Room  
J S Clark Administration Bldg. 2<sup>nd</sup> Floor  
Baton Rouge, LA 70813  
9:00 AM

### MINUTES

Board Chair Myron Lawson announced the convening of the Personnel Affairs Committee. Chair Mr. Sam Gilliam called the committee meeting to order.

Roll Call by President Shields

**Present:** Mr. Sam Gilliam - Chairman, Atty Jody Amedee, Ms. Zazell Dudley, Dr. Leon Tarver, II., and Mr. Myron Lawson - Ex Officio

**Absent:** Mrs. Christy Reeves–Vice-Chair and Dr. Arlanda Williams

### AGENDA ITEM 3: ADOPTION OF THE AGENDA

Upon the motion by Mr. Raymond Fondel and seconded by Ms. Zazell Dudley the agenda was recommended for adoption.

Motion passed.

### AGENDA ITEM 4: PUBLIC COMMENTS

1. Dr. Anthony Igieide – Reference to Action Item 5H – In support of Reorganization.
2. Dr. Thomas Miller - Reference to Action Item 5H – In support of Reorganization.
3. Dr. Albert Samuels Reference to Action Item 5H – Need to split the roles of President and Chancellor
4. Dr. Jill Murray – Reference to Action Item 5E – Ask for delay of vote

Dr. Ammons responded to Dr. Murray. He wanted to let her know that the PAFs submitted in the board packet were incorrect.

### AGENDA ITEM 5: ACTION ITEM(S)

The motion was made by Mr. Raymond Fondel and second by Ms. Zazell Dudley that Action Item 5(A-E) be approved globally with amendment to correct title on 5E (5 & 6).

Motion Approved

#### A. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000 (SUS)

Name	Position/Campus	Waived/Search	Salary	Funding Source
1. Tracey Taylor-Jarrell	Coordinator of Board Relations Salary Adjustment	N/A	\$85,000.00	State

## Board of Supervisors Meeting Minutes July 21, 2023

## B. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000 (SUSLA)

Name	Position/Campus	Waived/Search	Salary	Funding Source
2. Michael Thomas	Director of Marketing and University Relations New Appointment	<i>Waived</i>	\$72,400.00	State

## C. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000 (SUAREC)

Name	Position/Campus	Waived/Search	Salary	Funding Source
1. Devaiah Kambiranda	Research Professor Rehire	<i>Waived</i>	\$97,500.00	State
2. Oscar Udoh	Director of Grants and Contracts Title Change Only	<i>N/A</i>	No Change	State

## D. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000 (SUBR)

Name	Position/Campus	Waived/Search	Salary	Funding Source
1. Winton Anderson	Director of Student Leadership and Engagement Salary Adjustment	<i>N/A</i>	\$65,000.00	State
2. Dale Auzenne	Director of Intramural Sports and Recreation Salary Adjustment	<i>N/A</i>	\$74,165.00	State
3. Michael Rennie Bailey	Asst Men's Basketball Coach New Appointment	<i>Waived</i>	\$65,000.00	State
4. Alencia Ellis	Assistant Director of the Health Center Salary Adjustment	<i>N/A</i>	\$116,418.50	State
5. Anthony Jackson	Associate Vice Chancellor and Dean of Students Salary Adjustment	<i>N/A</i>	\$107,000.00	State
6. Jermaine Proshee	Director of Student Media Salary Adjustment	<i>N/A</i>	\$67,980.00	State
7. Rashaad Richardson	Academic Liaison/Asst Men's Basketball Coach New Appointment	<i>Waived</i>	\$75,000.00	State
8. Sean Stanford	Mental Health Therapist 2 New Appointment	<i>Waived</i>	\$64,000.00	State
9. Greta Wilkes	Director of the Health Center Salary Adjustment	<i>N/A</i>	\$148,500.00	State

## Board of Supervisors Meeting Minutes July 21, 2023

## E. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000 (SUNO)

Name	Position/Campus	Waived/Search	Salary	Funding Source
1. Heather Freeman	Director of University College, Access and Inclusion New Appointment	<i>Waived</i>	\$105,000.00	State
2. Gregory Ford	Tenured Associate Professor Biomedical Science New Appointment	<i>N/A</i>	\$108,000.00	State
3. Alonda Gibson	Chief Disbursement Officer Salary Adjustment	<i>Search</i>	\$70,907.00	State
4. Adriel Hilton	Associate Professor Education & Human Development New Appointment	<i>N/A</i>	\$ 84,000.00	State
5. Treniese Monday	<del>Tenured Professor</del> Instructor Bachelor of Science in Nursing New Appointment	<i>Search</i>	\$75,000.00	State
6. Tanisha Smothers	<del>Tenure Track</del> Instructor Bachelor of Science in Nursing New Appointment	<i>Search</i>	\$75,000.00	State

## F. Request Approval of Leave of Absence for Tracie Reed (SUSLA)

There were questions from Dr. Tarver and Atty Shorty. Atty Blache responded to the questions.

The motion was made by Mr. Raymond Fondel and second by Ms. Zazell Dudley that Action Item 5F be approved.

Motion Approved

## G. Request Approval of the Recommendation of Chancellor Emeritus for Dr. Leodrey Williams at the Southern University Agricultural Research and Extension Center. (SUAREC)

The motion was made by Dr. Leon Tarver and second by Ms. Zazell Dudley that Action Item 5F be approved.

Motion Approved

## H. Request Approval of Southern University System Reorganization Plan (SUS)

There was lengthy discussion around the Reorganization Plan and separation of positions. Several Board members made comments.

The motion was made by Mr. Raymond Fondel and second by Ms. Zazell Dudley that Chancellor John Pierre be appointed to be the Interim Executive Vice President and Chief Academic Officer.

Motion Approved

**AGENDA ITEM 6: INFORMATIONAL ITEM(s)**

A. Discussion on Filling Key Vacancies on Each Campus

**AGENDA ITEM 7: OTHER BUSINESS**

None

**AGENDA ITEM 8: ADJOURNMENT**

A motion was made to adjourn the meeting.

## **SOUTHERN UNIVERSITY BOARD OF SUPERVISORS**

**(Following Personnel Committee)**

**Friday, July 21, 2023**

Board of Supervisors' Meeting Room  
J S Clark Administration Bldg. 2<sup>nd</sup> Floor  
Baton Rouge, LA 70813  
9:00 AM

### **MINUTES**

The meeting of the Southern University Board of Supervisors was called to order by Chairman Myron K. Lawson.

Roll Call by President Shields

#### **PRESENT**

Atty Jody Amedee, Ms. Zazell Dudley, Mr. Raymond Fondel, Jr., Ms. Maple Gaines, Mr. Myron Lawson, Atty Edwin Shorty, Mrs. Ann Smith, Dr. Leon Tarver, II, Rev. Dr. Rani Whitfield, and Mr. Jy'Ron Young

#### **ABSENT**

Mr. Paul Matthews, Ms. Christy Reeves, Atty Domoine Rutledge, Dr. Samuel Tolbert, and Dr. Arlanda Williams

#### **AGENDA ITEM 3: ADOPTION OF THE AGENDA**

Upon the motion by Dr. Tarver and seconded by Atty Edwin Shorty the agenda was recommended for adoption.

Motion passed.

#### **AGENDA ITEM 4: PUBLIC COMMENTS**

None

#### **AGENDA ITEM 5: ACTION ITEM(s):**

There was a motion and second to approve action item (5A-5D) to be approved globally.

Motion passed.

- A. Approval of Minutes of the June 16, 2023, SUS Board of Supervisors Meeting
- B. Approval of Committee Recommendations
- C. Request Approval of Ratification Authorizing the Southern University Law Center/ Southern University System to Apply for Infrastructure Grants (SULC)
- D. Request Approval of the Cooperative Endeavor Agreement (CEA) between Southern University and A&M College and the Southern University System Foundation (SUS)

**AGENDA ITEM 7: RESOLUTIONS**

Dr. Allen Vital, Chief of Staff read resolutions and commendations for the following:

Resolutions

- Cheryl Coleman Bass
- Vera Skinner Henry
- Macqueline Arline Jenkins Joseph

Commendations

- Southern University Alum Colonel Paris D. Davis

There was a motion by Mrs. Ann Smith to approve the read resolutions and commendations and Dr. Rani Whitfield second the motion.

Motion approved.

**AGENDA ITEM 8: INFORMATIONAL ITEM(s):**

- A. Presidential Report
- B. Chancellor's Reports

**To Do: For next meeting, CISCO Presentation (SUNO) and recognize the Cricket Team (SUBR)**

**AGENDA ITEM 9: OTHER BUSINESS**

Chairman Lawson thanked everyone for their attendance and wished everyone a great weekend.

**AGENDA ITEM 10: ADJOURNMENT**

Motion made to adjourn the meeting.



## CORPORATE SPONSORSHIP AGREEMENT

THIS CORPORATE SPONSORSHIP AGREEMENT (this “Agreement”) made on the \_\_\_\_ day of August, 2023 (“Effective Date”), by and between Our Lady of the Lake Hospital, Inc. (the “Sponsor”), a Louisiana non-profit corporation, with its principal place of business at 5000 Hennessey Blvd., Baton Rouge, LA 70808, and Southern University and Agricultural and Mechanical College (the “University”), a Louisiana public higher education institution, with its principal place of business at 801 Harding Blvd, Baton Rouge, LA 70807.

### WITNESSETH

WHEREAS, Sponsor is a Louisiana non-profit corporation that operates a general acute care hospital located in Baton Rouge, Louisiana;

WHEREAS, University is a four-year institution of higher education operating in the state of Louisiana, to provide world-class education, allow access for all, and be a sustaining resource in the economic development of the state of Louisiana;

WHEREAS, Sponsor has an interest in the providing support for University as set forth herein;

WHEREAS, in recognition of the Sponsor’s support as evidenced by the commitment to contribute resources and other support pursuant to this Agreement, University wishes to recognize and acknowledge Sponsor’s contributions to the support of University in accordance with, and subject to the provisions of, this Agreement; and

NOW, THEREFORE, in consideration of the premises and the covenants and agreements set forth herein, the parties hereto, each intending to be legally bound, hereby agree as follows:

**Section 1. Sponsorship Commitment.** In consideration of the recognition as set forth herein, the Sponsor hereby agrees to contribute \$80,000.00 a year (for a total of \$400,000) (the “Sponsor Amount”) and other in-kind services as set forth in Exhibit A for the recognition, publicity and other requirements as set forth in Section 2 with a total value of \$1,350,000.00 to the University. The Sponsor Amount shall be paid by the Sponsor in the equal installments of \$20,000 (each a “Sponsor Payment”) with the first Sponsor Payment being made within sixty (60) days of the Effective Date of this Agreement and then each quarter thereafter.

**Section 2. Recognition, Publicity and Equipment.** In consideration of Sponsor Payments, University agrees to the following:

(a) During the Term of this Agreement, University agrees to also deliver to, or on behalf of, Sponsor recognition (the “Recognition”) described in Exhibit B attached hereto and made a part hereof. In the event that the University is unable to deliver any of the Recognition as set forth in Exhibit B, University shall immediately notify Sponsor of such inability and provide Sponsor with a plan to add additional public relations benefits of similar value. Sponsor, in its reasonable discretion, may accept or reject the plan for such additional

public relations benefits. If the plan for such additional public relations benefits is rejected by Sponsor, Sponsor shall have the right to immediately terminate this Agreement.

(b) University will pay for all costs associated with the Recognition as described in Exhibit B, except where such signage is included with construction of said facility(ies). If the name of the Sponsor or Sponsor logo changes and the Sponsor requests changes to the Recognition, such additional cost to change signage will be subject to Sponsor's expense to add, remove or change signage.

(c) In the event the name of the University changes due to restructuring, merger or acquisition, the naming shall remain intact as long as the terms of this Agreement, the Sponsor Payments and the Sponsor Amount are honored by the successor organization. If the successor organization does not honor this Agreement, the Sponsor Payments and the Sponsor Amount, the naming will be rescinded within ninety (90) days of non-compliance. If the successor organization requests revisions to physical signage to reflect the successor organization's name, any change and other incurred costs related to the replacement signage will be at the successor organization's expense.

(d) During the Term of this Agreement, University agrees that the Sponsor and its affiliates shall be University's athletic program preferred provider with respect to the medical category ("Category"), which shall include acute care hospitals, outpatient surgical hospitals, standalone emergency rooms, urgent care facilities (as well as large orthopedic cardiovascular and neurological clinics), and medical and urgent care clinics; provided however, Category shall not include healthcare services currently being provided by CareSouth.

(e) During the Term of this Agreement, University will give the first right of refusal to Sponsor on the sponsorship or naming rights for sports medicine, athletic facilities and internal spacing prior to give a sponsorship or other naming right to another entity in the Category.

(f) During the Term of the Agreement, University will adhere to the professional standards for the provision of health care and athletic training to all University student athletes as set forth by the University, the National Athletic Trainers' ("NATA") Appropriate Medical Care Standards, and the guidelines of the National Collegiate Athletic Association ("NCAA") and the Southwestern Athletic Conference ("SWAC").

**Section 3. Licensed Marks.** Sponsor hereby grants to the University, a restricted, non-exclusive and nontransferable license to use the Marks (as defined below) for the purposes set forth on Exhibit B. University acknowledges that the Marks and all goodwill associated therewith are, and shall remain, the sole property of Sponsor and that no rights are conferred upon University with respect to the Marks, except as specifically set forth herein. University may not acquire or claim any title to the Marks adverse to Sponsor by virtue of the license granted herein or through University's use of the Marks; all uses or claims to ownership of the Marks inuring solely to the benefit of Sponsor. University shall promptly advise Sponsor, in writing, of any known, unauthorized acts of infringement or potential infringement of the Marks of which University becomes aware in the ordinary course of its business. Sponsor makes no representations or warranties of any kind with respect to the Marks. For the purposes of this Agreement, the term "Marks" shall mean any

and all trademarks, service marks, logos, brand names, trade names and/or commercial or advertising symbols used in conjunction with or associated with Sponsor's name.

University will use the Marks in a manner consistent with Sponsor's high standards and reputation for quality. University shall not take any action that could reasonably be expected to harm or impair the Marks or the reputation of Sponsor or its affiliated companies. University shall provide Sponsor with pre-production samples and specimens of all signage, advertisements, advertising materials or content, labels or other written materials of any nature whatsoever bearing the Marks for Sponsor's prior written approval, provided that Sponsor shall be deemed to approve the samples and/or specimen if Sponsors fails to notify University within ten (10) calendar days of receiving such sample and/or specimen. University shall not distribute or display any signage, advertisements, advertising materials or content, labels or other written materials bearing the Marks that have not been pre-approved by Sponsor, nor shall University make any substantive changes to any specimens or materials which were previously approved by Sponsor without resubmitting same for Sponsor's approval. If at any time Sponsor finds, in Sponsor's reasonable discretion, University's use of the Marks to be inconsistent with the provisions of this Agreement or otherwise objectionable (an "Objectionable Use"), Sponsor has the right to demand University immediately cease and discontinue the Objectionable Use, and University agrees to immediately comply with such demand by Sponsor.

University hereby grants to Sponsor, a restricted, non-exclusive and nontransferable license to use the Marks (as defined below) for the purposes set forth on Exhibit B. Sponsor acknowledges that the Marks and all goodwill associated therewith are, and shall remain, the sole property of University and that no rights are conferred upon Sponsor with respect to the Marks, except as specifically set forth herein. Sponsor may not acquire or claim any title to the Marks adverse to University by virtue of the license granted herein or through Sponsor's use of the Marks; all uses or claims to ownership of the Marks inuring solely to the benefit of University. Sponsor shall promptly advise University, in writing, of any known, unauthorized acts of infringement or potential infringement of the Marks of which Sponsor becomes aware in the ordinary course of its business. University makes no representations or warranties of any kind with respect to the Marks. For the purposes of this Agreement, the term "Marks" shall mean any and all trademarks, service marks, logos, brand names, trade names and/or commercial or advertising symbols used in conjunction with or associated with University's name.

Sponsor will use the Marks in a manner consistent with University's high standards and reputation for quality. Sponsor shall not take any action that could reasonably be expected to harm or impair the Marks or the reputation of University or its affiliated companies. Sponsor shall provide University with pre-production samples and specimens of all signage, advertisements, advertising materials or content, labels or other written materials of any nature whatsoever bearing the Marks for University's prior written approval, provided that University shall be deemed to approve the samples and/or specimen if University fails to notify Sponsor within ten (10) calendar days of receiving such sample and/or specimen. Sponsor shall not distribute or display any signage, advertisements, advertising materials or content, labels or other written materials bearing the Marks that have not been pre-approved by University, nor shall Sponsor make any substantive changes to any specimens or materials which were previously approved by University without resubmitting same for University's approval. If at any time University finds, in University's reasonable discretion, Sponsor's use of the Marks to be inconsistent with the provisions of this

Agreement or otherwise objectionable (an “Objectionable Use”), University has the right to demand Sponsor immediately cease and discontinue the Objectionable Use, and Sponsor agrees to immediately comply with such demand by University.

**Section 4. Use of Sponsor’s Name, Logo, and Corporate History.** University agrees that, so long as this Agreement is in effect, all public acknowledgments of the Sponsor Amount, including announcements, press events, articles, and signage, will recognize the Sponsor. The Sponsor agrees that the Sponsor’s efforts pursuant to this Agreement may be recognized in future publications or other media presentations by University. University, as applicable, will submit any formal press release or other media presentation relating primarily to the undertakings and commitments made by the Sponsor pursuant to this Agreement to the Sponsor or its designee for approval prior to publication or dissemination, provided that Sponsor shall be deemed to approve the press release and/or other media presentation if Sponsors fails to notify University within ten (10) calendar days of receiving such press release and/or other media presentation. Except as provided in this Section 4 or as may otherwise be required by law, all other information regarding this Agreement will be confidential.

**Section 5. Term; Termination of Agreement or Naming Rights.**

(a) Term. The term of the Agreement shall be from the Effective Date until June 30, 2028 (the “Term”).

(b) Termination for Failure to Comply with or Satisfy Conditions or Obligations.

(i) University may terminate this Agreement if Sponsor fails to comply in any material respect with Sponsor’s obligations under Section 1 of this Agreement within thirty (30) days of receiving written notice of such failure from University.

(ii) Upon termination of this Agreement pursuant to the provisions of this Section 5(b), University may terminate any naming and recognition or other rights of Sponsor under this Agreement, including, without limitation, the provisions of Section 2, Section 3, and Section 4 of this Agreement, without penalty and without refunding any contributions made under, pursuant to or otherwise related to this Agreement prior to the date of such termination. Sponsor agrees that such decision is in the reasonable discretion of University. In that event, Sponsor hereby waives any and all claims, causes of action or other actions against University and its officers, employees, representatives, agents, board members, and volunteers, and covenant not to take any legal or administrative action against any of University and associated persons related to the termination of said naming and recognition or other rights.

(c) Termination by University. Sponsor agrees that if, in the view of the University, and mutual agreement of the Athletic Director and Chancellor, the continued association of the Sponsor with University could bring University into disrepute or otherwise cause potential harm to University, in their reasonable discretion, University may terminate any naming and recognition or other rights of Sponsor under this Agreement, including, without limitation, the provisions of Section 2, Section 3 and Section 4 of this Agreement,

without penalty and without refunding any contributions made under or otherwise related to this Agreement prior to the date of such termination. Sponsor agrees that such decision is in the reasonable discretion of University, Athletic Director and Chancellor. In that event, Sponsor and its affiliates hereby waive any and all claims, causes of action or other actions against University and its officers, employees, representatives, agents, board members, and volunteers, and covenant not to take any legal or administrative action against any of University and associated persons related to the termination of said naming and recognition or other rights.

(d) Termination by Sponsor. Sponsor shall have the following rights to terminate with respect to this Agreement:

(i) After thirty (30) days' written notice of a breach of this Agreement by University, if a cure of such breach is not performed by University.

(ii) Immediately, in the event that the University is dissolved, closed, loses its corporate charter for any reason whatsoever, or is otherwise no longer an operating entity.

(iii) Immediately, in the event of a Bankruptcy with respect to the University. The term "Bankruptcy" shall mean, with respect to the University, any of the following: (i) a court order: (A) granting relief in any involuntary case commenced against the University, as debtor, under the Federal Bankruptcy Code, as now or hereafter constituted, and said order is not vacated within sixty (60) days; (B) appointing a custodian, receiver, liquidator, assignee, trustee, sequestrator, or other similar official of, or for the University or a substantial part of the properties or assets of the University; or (C) winding up or liquidating the affairs of the University, and the continuance of any such decree or order unstayed and in effect for sixty (60) consecutive days; and/or (ii) commencement by the University of a voluntary case under the Federal Bankruptcy Code, as now or hereafter constituted.

(iv) University agrees that if, in the view of the Sponsor, the continued association of the Sponsor with University could bring the Sponsor into disrepute as viewed by Sponsor in its reasonable discretion, the Sponsor may terminate the right of University to utilize the name, image and biographical information of the Sponsor as set forth in Exhibit B, without penalty; provided, that University shall have a reasonable period of time following such termination to cease using Sponsor's name, image and biographical information. University agrees that such decision is in the reasonable discretion of Sponsor. In the event of such termination, University hereby waives any and all claims, causes of action or other actions against Sponsor and covenant not to take any legal or administrative action against the Sponsor related to such termination.

(e) No Implied Rights. Sponsor acknowledges and agrees that, except as specifically provided in this Agreement, neither Sponsor, nor anyone acting on Sponsor's behalf, shall have any rights, control, say, or claim, concerning any operations of University.

(f) Effect of Termination. In the event of any termination of this Agreement, Sponsor shall have no obligation to make any further Sponsor Payments.

**Section 6. Tax Exempt Status of University.** University hereby represents and warrants to Sponsor that University is a public political subdivision of the State of Louisiana, and that the University has done nothing to impair such status.

**Section 7. Miscellaneous.**

(a) Governing Law; Jurisdiction; Venue. This Agreement shall be considered as having been entered into in the State of Louisiana, and shall be construed and interpreted in accordance with the laws of that state. In any action or proceeding arising out of or relating to this Agreement (an “Action”), each of the parties hereby irrevocably submits to the exclusive jurisdiction of the 19th Judicial District Court sitting in East Baton Rouge Parish, Louisiana. Each party hereby irrevocably waives, to the fullest extent it may effectively do so, the defense of an inconvenient forum to the maintenance of any Action in Louisiana.

(b) No Tax Advice. University and Sponsor will work together to provide Sponsor with confirmation of receipt of contributions made pursuant to this Agreement. However, University and Sponsor agree that University has not made any representations or warranties concerning the tax consequences of any contributions or payments made pursuant to this Agreement to Sponsor. Further, Sponsor acknowledges that neither University nor any of its attorneys or accountants affiliated with University have given it tax or legal advice with respect to this Agreement or any contributions or payments to be made pursuant to this Agreement.

(c) Headings and Captions. The descriptive headings and captions used in this Agreement are for the purposes of convenience only and do not constitute a part of this Agreement.

(d) Further Assurances. Each party hereto shall execute, deliver, file and record, or cause to be executed, delivered, filed and recorded, such further agreements, instruments and other documents, and take, or cause to be taken, such further actions, as the other party hereto may reasonably request as being necessary or advisable to effect or evidence the transactions contemplated by this Agreement.

(e) Amendments; Waiver. This Agreement may not be amended except by an instrument in writing signed by Sponsor and University. The failure to require strict compliance with, or performance of, any one or more terms of this Agreement on one or more occasions shall not be deemed a waiver of that or any other term or condition on that or any other occasion. Any waiver of any right or default hereunder shall be effective only if made in writing and only in the instance given and shall not operate as, or imply, a waiver of any similar right or default on any subsequent occasion.

(f) Notices. Any notice required or permitted to be given under this Agreement shall be in writing and will be deemed to have been delivered: (i) when hand-delivered to the appropriate party; (ii) one (1) business day following deposit with Federal Express (or any other national “next day” delivery service); or (iii) three (3) business days following deposit in the United States mail via registered or certified mail, postage prepaid, return receipt requested, and addressed to the respective party at their address set forth below:

To the University: Southern University and Agricultural and Mechanical College  
Attention: Athletic Director Roman Banks  
801 Harding Blvd  
Baton Rouge, LA 70807

With a copy to: Southern University and A&M College  
Office of the President  
Attention: General Counsel  
J.S. Clark Admin. Building, 4<sup>th</sup> Floor  
Baton Rouge, LA 70813

To Sponsor: Our Lady of the Lake Hospital, Inc.  
Attention: President  
5000 Hennessy Boulevard  
Baton Rouge, Louisiana 70808

With a copy to: FMOL Health System  
Attention: General Counsel  
4200 Essen Lane  
Baton Rouge, Louisiana 70809

(g) Entire Agreement. This Agreement contains all of the promises, agreements, conditions, inducements and understandings among Sponsor and University concerning the transaction contemplated by this Agreement and there are no promises, agreements, conditions, understandings, inducements, warranties or representations, oral or written, expressed or implied, between them concerning same other than as expressly set forth herein or as may be expressly contained in any enforceable written agreements or instruments executed simultaneously herewith or hereafter by the parties hereto. This Agreement supersedes all previous contracts, including that certain Corporate Sponsorship Agreement with a term that began on August 1, 2021, and/or letters of intent and constitutes the entire agreement of whatsoever kind or nature existing between or among the parties respecting the subject matter and no party shall be entitled to benefits other than those specified herein.

(h) Gender, Etc. The gender used in this Agreement shall be deemed to refer to the masculine, feminine, or neuter gender, as the context or the identity of the persons being referred to may require. The singular shall include the plural and vice versa as the context may dictate.

(i) Invalidity of Certain Provisions. The provisions of this Agreement are intended to be severable. If any term or provision of this Agreement or the application thereof to any person or circumstances shall, to any extent, be invalid and unenforceable, the remainder of this Agreement, and the application of such term or provision to persons or circumstances other than those as to which it is held invalid and unenforceable, shall not be affected thereby and each term and provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

(j) No Partnership or Joint Venture. This Agreement is not intended to

create nor shall be construed to create any relationship between University, on the one hand, and Sponsor, on the other hand, other than that of independent entities/persons contracting for the purpose of effecting provisions of this Agreement. It is further expressly agreed that no work, act, commission or omission of any party, its agents, servants or employees, pursuant to the terms and conditions of this Agreement, shall be construed to make or render any party, its agents, servants or employees, an agent, servant, representative, or employee of, or joint venturer with, another party. No party shall have any right to bind or obligate any other party in any way nor shall it represent that it has any right to do so.

(k) Successors and Assigns. The agreements, terms, covenants and conditions herein shall be binding upon, and inure to the benefit of, Sponsor and its respective successors and permitted assigns and to University and its successors and permitted assigns. The parties may not assign or otherwise transfer any rights or delegate any obligations under the Agreement without the other parties' prior written permission, which permission may be withheld unreasonably.

(l) Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which together will constitute one and the same instrument. Facsimile and portable document file (pdf) signatures shall be binding upon the signing party.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first above written.

**SPONSOR:**

Our Lady of the Lake Hospital, Inc.

**UNIVERSITY:**

Southern University and Agricultural and Mechanical College

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Richard R. Vath, M.D.  
Authorized Representative

---

Dennis J. Shields, President-Chancellor  
and Authorized Representative



STATE OF LOUISIANA  
EAST BATON ROUGE PARISH

I, the undersigned, a notary public in and for said parish in said state, hereby certify that Richard R. Vath, M.D., whose name as Authorized Representative of Our Lady of the Lake Hospital, Inc., a Louisiana non-profit corporation, is signed to the foregoing instrument, and who is known to me, acknowledged before me on this day that, being informed of the contents of said instrument, (s)he, as such officer and with full authority, executed the same voluntarily for and as the act of said corporation.

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 2023.

\_\_\_\_\_

Notary Public

[NOTARIAL SEAL]

My commission expires: \_\_\_\_\_

STATE OF LOUISIANA  
EAST BATON ROUGE PARISH

I, the undersigned, a notary public in and for said parish in said state, hereby certify that Dennis J. Shields, President-Chancellor and Authorized Representative of Southern University and Agricultural and Mechanical College, signed to the foregoing instrument, and who is known to me, acknowledged before me on this day that, being informed of the contents of said instrument, (s)he, as such officer and with full authority, executed the same voluntarily for and as the act of said corporation.

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 2023.

\_\_\_\_\_

Notary Public

[NOTARIAL SEAL]

My commission expires: \_\_\_\_\_

**Exhibit A**  
**In-Kind Services**

Access to Medical Provider (orthopedic physician), up to 300 hours per year, to be mutually agreed upon by the parties.

Provide NCAA Certified trainers (“Trainers”) to evaluate, treat, and assist with the prevention of injuries for student athletes at specified sporting events (including but not limited to practices, scrimmages, and games). University may elect to employ such Trainers. If University elects to employ such Trainers, then Sponsor will provide University up to \$150,000 a year for University (or \$12,500 a month) to employ such Trainers and Sponsor will add \$12,500 to the Sponsor Payment for each month the University employs the Trainers.

Sponsor shall obtain and maintain at its own expense professional liability insurance with minimum coverage limits of \$1,000,000 per claim/occurrence and \$3,000,000 in the aggregate, and participate as a Qualified Healthcare Provider in the Patient’s Compensation Fund, for each Medical Provider and Trainer, providing services on behalf of Sponsor. Such coverage may be provided under a program of self-insurance. Sponsor will not provide such coverage for the Trainers if University elects to employ the Trainers.

NCAA Certified Trainers will report directly to the designated University Sports Medicine Training Coordinator but will take direction regarding clinical care from the designated Medical Provider.

Equipment to support athletic healthcare operations (FMV \$40,000)

**Exhibit B**  
**Recognition**

The Recognition as set forth in the Agreement and herein will go into effect immediately upon signature and the receipt of the first Sponsor Payment.

For the 2023-2024 Academic Year Athletic & Healthcare Provider Partner.

At the end of the 2023-2024 Academic Year, the parties will mutually agree to review and revise this Recognition as necessary.

Preferred Healthcare Provider Partner (for the Term of this Agreement)<sup>1</sup>

- Unless by mutual agreement of the parties, like which has been approved for CareSouth, University will not advertise or otherwise promote the services of any other entity with respect to the Category (Healthcare) during athletic events;
- Sponsor will have the first right of refusal to name any current or future athletic facility on University campus;
- Press event / coverage for ground-breaking and center opening.

Sponsorship includes:

- Radio, Media, and Brand
- Sponsor recognition: logos, panels, and messages
- Game Day Activities/Access: Football, Baseball & Basketball
- Club Suite: \$9,600
- Sponsor recognition: Track, Tennis & Bowling
- Sponsor Fall Fan Day
- Coaches Golf Tournament 2nd Tier Sponsor

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<sup>1</sup> This designation does not prevent volunteer medical professionals from assisting the Athletic Department.



# Southern University and A&M College System

J.S. Clark Administration Building

4th Floor

Baton Rouge, Louisiana 70813

Office of The  
President-Chancellor  
(225) 771-4680

Fax Number  
(225) 771-5522

August 10, 2023

Board of Supervisors  
Southern University & A&M College System  
P.O. Box 10878  
Baton Rouge, LA 70813

*Re: Request for Approval for Reorganization*

Dear Honorable Board Members:

During this last year we have taken strides in a renewed focus on student outcomes and diversifying revenue streams within the Southern University System. Recently I've been developing a pathway for pragmatic assistance at Southern University and A&M College. Previous observations coupled with progress over this month has provided me additional insight that I'd like to share with you, and which forms the basis of the following request.

Last month, Chancellor John K. Pierre was approved by the Board to be the Interim Executive Vice President. In the recent past the EVP was the lead campus officer at SUBR and served as the chief academic officer of the System. Chancellor Pierre's immediate role was running the day-to-day operations of the Southern University and A&M College campus. He wasted no time which is evidenced by many of the personnel actions before you for your consideration. However, his focus is best utilized on the operations for the law center and SUBR campuses. This leaves a gap as it relates to having a centralized person concentrating on academics for the System. Given the acute need, Dr. James Ammons is willing to continue his role as Executive Vice President, overseeing academics for the System.

Therefore, I am asking that the Board approve the reinstatement of Dr. Ammons as Executive Vice President; the modification Chancellor Pierre's additional title from Interim Executive Vice President to Interim Executive Vice Chancellor for the SUBR campus and pay him additional compensation of \$9,000/month for six (6) months commencing August 1, 2023; deconsolidation of the president-chancellor role; and the commencement a search for a permanent chancellor for SUBR. Upon the selection of a new chancellor, I will relinquish my role so that I can dedicate my full time and attention to the needs of the System.

I do not make this request lightly. As I've stated previously, my firm commitment is to the students that we serve. I believe approving these requests will assuage any confusion as to everyone's role and allow us to continue the work deserving of our students, employees, and community.

Sincerely,

  
Dennis J. Shields

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