

NOTICE OF MEETINGS

Meeting will be held via Video Conference

Meeting can be viewed at:
<https://regents.la.gov/live/>

Public comments can be made at:
<https://regents.la.gov/publiccomment>



*The meeting may begin later contingent upon adjournment of previous meeting. Meetings may also convene up to 30 minutes prior to posted schedule to facilitate business

BOARD OF REGENTS

P. O. Box 3677, Baton Rouge, Louisiana 70821-3677
Phone: (225) 342-4253 and FAX: (225) 342-9318

Board of Regents Thursday, January 6, 2022

Event	Time	Location
<p>(Meeting as a Committee of the Whole) <i>Board of Regents</i></p> <ul style="list-style-type: none">➤ Legislative➤ Facilities and Property➤ Academic and Student Affairs➤ Planning, Research & Performance	10:00 a.m.	<p>Meeting will be held via Video Conference</p> <p>Meeting can be viewed at: https://regents.la.gov/live/</p>

If you plan to attend any meeting listed on this notice and need assistance at that time because you are disabled, please notify this office seven (7) days in advance and arrangements will be made to accommodate you.

INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND ON THE INTERNET AT – <https://regents.la.gov>

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Cameron T. Jackson, Student

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AGENDA
BOARD OF REGENTS*
Meeting as a Committee of the Whole
Thursday, January 6, 2022
10:00 a.m.

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

- I. Call to Order
- II. Roll Call
- III. Certification for Virtual Meeting
- IV. Public Comments
- V. Oaths of Office
- VI. Chair's Comments
- VII. Ratification of Committee Assignments for 2022
- VIII. Approval of Minutes from December 15, 2021
- IX. Reports and Recommendations
 - A. Legislative
 1. Legislative Study Reports Update
 2. Overview of 2022 Legislative Priorities
 3. Power-Based Violence Reports Update
 4. HBCU Advisory Council Report
 - B. Facilities and Property
 1. Public-Private Partnership Lease Agreement: LSU A&M Utilities Modernization Initiative
 - C. Academic and Student Affairs
 1. Academic Programs
 - a. Bachelor of Applied Arts & Sciences – LSU Alexandria

2. Revisions to the Associate of Science in Teaching Statewide Transfer Agreement
- D. Planning, Research and Performance
 1. Response to House Concurrent Resolution 19 of the 2021 Regular Session (Louisiana Minority Sports Initiative Task Force)
- X. Reports and Recommendations by the Commissioner of Higher Education
 - XI. Other Business
 - XII. Adjournment

*Note: The Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S

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LA-R.S. 42.17.1 CERTIFICATION

I certify that the January 6, 2022 meeting of the Louisiana Board of Regents (BoR) will be held via videoconference in accordance with La. R.S. 42.17.1.

The State of Louisiana continues to operate under a state of public health emergency declared by the Governor, most recently renewed in Proclamation 235 JBE 2021 (effective December 22, 2021). As a result, a traditional public meeting would be detrimental to the health, safety and welfare of the public. The BoR meetings concern, and are limited to, matters that are directly related to its response to the public health emergency and are critical to the health, safety, and welfare of the public.

Pursuant to La. R.S. 42.17.1, BoR will provide for attendance by the public at the meeting of January 6, 2022 via video or teleconference, in a manner that allows for observation and input by members of the public, including a mechanism to receive electronic comment both prior to and during the meeting, as set forth in this notice, posted on December 30, 2021.

Members of the public can view the meetings and make public comment as follows:

The meetings can be viewed at: <https://regents.la.gov/live/>.

Public comments can be made prior to the meetings (until 5:00 p.m. on Wednesday, January 5, 2022) via email to: bor.publicaffairs@laregents.edu or online at: <https://regents.la.gov/publiccomment/>.

Public comments can be made during the meetings via open conference call at: [888-204-5984](tel:888-204-5984); access code 1755460#.

A handwritten signature in black ink, appearing to read "Blake R. David". The signature is fluid and cursive, with a long, sweeping underline that extends to the left.

Blake R. David, Chair
Louisiana Board of Regents

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education



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Board of Regents Meeting as a Committee of the Whole
RATIFICATION OF COMMITTEE ASSIGNMENTS FOR 2022
Thursday, January 6, 2022

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Ratification of Committee Assignments for 2022



BOARD of REGENTS
STATE OF LOUISIANA

PROPOSED 2022 BOARD OF REGENTS COMMITTEES

Academic and Student Affairs*

(Standing Committee under R.S. 17:3399.5)

Blake R. David, Chair
Stephanie A. Finley, Vice Chair
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Judy A. Williams-Brown
Cameron T. Jackson (*Student Member*)
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative
Staff: Tristan Denley

Facilities & Property Committee*

(Standing Committee under R.S. 17:3399.5)

Darren G. Mire, Chair
Robert W. Levy, Vice Chair
Randy L. Ewing
Charles R. McDonald
Felix R. Weill
Cameron T. Jackson (*Student Member*)
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative
Staff: Chris Herring

Audit Committee

(Standing Committee)

T. Jay Seale III, Chair
Sonia A. Pérez, Vice Chair
Randy L. Ewing
Gary N. Solomon, Jr.
Felix R. Weill
Judy A. Williams-Brown
Staff: Kim Hunter Reed

Finance Committee*

(Standing Committee under R.S. 17:3399.5)

Gary N. Solomon, Jr., Chair
Robert W. Levy, Vice Chair
Blake R. David
Phillip R. May, Jr.
Sonia A. Pérez
T. Jay Seale, III
Judy A. Williams-Brown
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative
Staff: Matthew LaBruyere

Executive Committee for 2022

(Ad hoc Committee)

Collis Temple, III, Chair
Gary N. Solomon, Jr., Vice Chair
Sonia A. Pérez, Secretary
Blake R. David
Wilbert D. Pryor
T. Jay Seale, III
Felix R. Weill
Staff: Kim Hunter Reed

*This committee is comprised of members from the management boards.

2022 Board of Regents Committees
Page 2

Legislative Committee*

(Standing Committee under R.S. 17:3399.5)
Sonia A. Pérez, Chair
Terrie P. Sterling, Vice Chair
Blake R. David
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Cameron T. Jackson, *(Student Member)*
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative
Staff: Erin Cowser

Personnel Committee

(Standing Committee)
Wilbert D. Pryor, Chair
Blake R. David, Vice Chair
Robert W. Levy
Phillip R. May, Jr.
Darren G. Mire
T. Jay Seale, III
Terrie P. Sterling
Staff: Matthew LaBruyere

Planning, Research & Performance

(Standing Committee)
Terrie P. Sterling, Chair
Judy A. Williams-Brown, Vice Chair
Stephanie A. Finley
Robert W. Levy
Charles R. McDonald
Sonia A. Pérez
Wilbert D. Pryor
Felix R. Weill
Staff: Susannah Craig

Research and Sponsored Initiatives

(Standing Committee)
Felix R. Weill, Chair
Phillip R. May, Jr., Vice Chair
Stephanie A. Finley
Darren G. Mire
T. Jay Seale III
Gary N. Solomon, Jr.
Staff: Carrie Robison

Statewide Programs

(Standing Committee)
Randy L. Ewing, Chair
Charles R. McDonald, Vice Chair
Stephanie A. Finley
Darren G. Mire
Wilbert D. Pryor
Felix R. Weill
Cameron T. Jackson *(Student Member)*
Staff: Carrie Robison

*This committee is comprised of members from the management boards.

DRAFT
MINUTES
BOARD OF REGENTS
December 15, 2021

The Board of Regents met in session at 1:21 p.m. on Wednesday, December 15, 2021, in the Thomas Jefferson Room A & B (1-136), Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Chair Blake David called the meeting to order.

ROLL CALL

Doreen Brasseaux called the roll, and a quorum was established.

Present for the meeting were:

Blake David, Chair
T. Jay Seale III, Vice Chair
Sonia Pérez, Secretary (present for Committee meetings)
Stephanie Finley
Cameron Jackson
Phillip May, Jr.
Charles McDonald
Darren Mire
Wilbert Pryor
Gary Solomon, Jr.
Terrie Sterling
Collis Temple III
Felix Weill
Judy Williams-Brown

Absent from the meeting were:

Randy Ewing
Robert Levy

Mgt. Board Representatives present:

Alterman “Chip” Jackson, LCTCS System
Brad Stevens, UL System

PUBLIC COMMENTS

Chair David asked if there were any public comments. Ms. Brasseaux responded that there were none.

APPROVAL OF THE MINUTES OF OCTOBER 20, 2021

On motion of Regent Temple, seconded by Regent Finley, the Board voted unanimously to approve the minutes of the October 20, 2021 meeting.

CHAIR'S COMMENTS

Chair David made the following comments:

- He acknowledged student member Cameron Jackson and asked him to share his report. Regent Jackson provided updates on the task force, created by the Governor, of the Council of Student Body Presidents (COSBP).
 - The task force had its first meeting on November 15, 2021 and members wanted to refocus on assessment of the ongoing vaccination efforts, to develop more innovative peer-to-peer vaccination campaigns, to identify possible barriers to uptake and solutions, and to build awareness of the impacts of COVID-19 on the mental health of college students.
 - In the task force they discussed the Mask Up, Vax Up campaign occurring at Grambling State University and the student body presidents expressed interest in participating.
 - COSBP met on November 5, 2021. Led by Bruce Buggs, LSU, the Council discussed mental health. The next meeting will be held on March 4, 2022 but Regent Jackson will not be in attendance due to travel.
 - In January, COSBP will travel to Washington, D.C. to meet with Louisiana's Congressional Delegation.

- Chair David spoke about the LABI Business Roundtable and thanked Regent May, Regent Temple and Regent Sterling for participating in this event along with him. He thanked Commissioner Reed and Erin Cowser for organizing and attending the event. Various business leaders throughout the surrounding area attended the Roundtable to discuss how they are working with higher education and what can be improved. They agreed that further action is wanted and discussed the possibility of dividing into sectors to continue moving the work forward. Commissioner Reed and Chair David spoke about targeting small- and medium-sized businesses so they can align students with interest in various sectors and locations across the state.

- Chair David then announced the retirement of Terrence Ginn, Deputy Commissioner for Finance and Administration. Mr. Ginn's retirement date is January 1, 2022, after 20 years of service to the state of Louisiana, nine of which were at the LA Board of Regents.
 - Mr. Ginn spoke of the Regents as his "home agency" and acknowledged Commissioner Jim Purcell, who hired him, Commissioner Joe Rallo, who promoted him and Commissioner Reed, who constantly challenged him to be his very best. After his retirement, he will be starting a government relations firm.
 - Chair David presented three official commendations to Mr. Ginn from Governor John Bel Edwards, Speaker of the House Clay Schexnayder and Senate President Page Cortez, along with a retirement gift from the Board's Senior Staff.

- Chair David gave his farewell message as Chair and expressed his excitement for Regent Temple to take over the position. He noted the time commitment of this service, as all members have extensive work obligations, but stressed the importance of serving is to make this state better and help students succeed.

- Commissioner Reed presented Chair David with an honorary Regents gavel in recognition of his service and discussed Chair David's dedication to further the work for student success.

MASTER PLAN – Student Success Council Action Plan 2022-2025

Chair David introduced Dr. Susannah Craig, Ms. Mellynn Baker and Dr. Toya Barnes-Teamer (HCM Strategists) to present on the Student Success Council Action Plan 2022-2025. Dr. Craig stated that the purpose of the Student Success Council is to bring student-centered recommendations forward to support the Master Plan goal of doubling, within the next decade, the number of degrees and high-value credentials awarded annually. Dr. Craig spotlighted the definition of today's student, including students who are first in family, working parents in need of training, veterans, incarcerated/formerly incarcerated individuals, adults in rural areas, foster youth and traditional secondary-to-postsecondary individuals. To support the creation of the Council, BoR partnered with Dr. Toya Barnes-Teamer, HCM Strategists.

Dr. Teamer discussed the mission of the Council, which is to advise the Board on student-centered work to reach Master Plan's talent development goals. Dr. Teamer discussed the Council's approach of diversity, equity and inclusion, noting a presentation by HCM Strategists in April 2021 on achieving student success through the equity lens and next steps to ensure the Council has a clear understanding of diversity, equity and inclusion concepts.

Ms. Baker then spoke of the composition of the 18-member Council, all of whom are students, faculty and staff at public and private postsecondary institutions across the state. The Council organized itself into three subcommittees: expanding access to and success in completing postsecondary education, continuing students and completers, and supporting adult students. These subcommittees worked to create specific, measurable, attainable, relevant and time-bound (S.M.A.R.T.) goals. Common themes were identified across committees including awareness of college affordability options, math pathways, best practices in advising and supporting adult students.

Ms. Baker briefly provided information on each of the goals and acknowledged that the action plan provides details on measurement of goals and the timeline.

The first theme was College Affordability, for which the Council identified two goals for such:

- *Develop a set of financial literacy concepts for incorporation into a statewide training for all institutions to be shared with students and faculty, and staff.*
- *Conduct a dual enrollment finances study exploring the feasibility of any adjustments to the current funding structure to promote equity and access within dual enrollment, a Master Plan initiative.*

The second theme, math pathways, has one goal:

- *Build on the Louisiana Math Forward developmental math reform initiative by establishing math pathways that better align college-level math with a student's intended area of study.*

For the third theme, best practices in advising, the Council identified one goal:

- *Establish statewide recommendations and best practices for secondary school counselors and postsecondary institutions to advise students on college and career pathways.*

The fourth theme, focused on supporting adult learners, included four goals:

- *Building on the work of the Governor's Education Workforce Sub-Cabinet, expand education and benefit alignment work with students to reduce barriers to enrollment.*
- *Review and provide statewide recommendations of completion strategies for adult including reverse transfer, prior learning assessment, WorkReadyU, and other opportunities that align with workforce demands.*
- *Research other state practices and provide recommendations for statewide work-based learning opportunities including internships and apprenticeships.*
- *Compile and research other states' practices for collecting pre- and post-graduate earnings.*

Ms. Baker discussed the Council's next steps, with the work shifting into the workgroups created around each one of the goal themes. Council meetings will occur on a quarterly basis and the group will continue to serve as a network of problem-solvers, centered around student success and support of the Master Plan.

Ms. Baker also acknowledged the contributions of Council members as well as staff to this work.

Chair David thanked Dr. Craig, Dr. Teamer and Ms. Baker for the Student Success Council report. He mentioned that work for the supporting adult learners goal came from Dr. René Cintrón, LCTCS, who passed away earlier this month. Commissioner Reed thanked Dr. Craig, Dr. Teamer and Ms. Baker for their work with this Council and mentioned the significance of collaboration of public and private postsecondary institutions in our state, which highlights the commitment to supporting student success in the state of Louisiana.

REPORTS AND RECOMMENDATIONS

Chair David transitioned to consideration of Committee actions and asked if any Board member wished to discuss these reports and recommendations separately. Hearing no request to take up reports separately, Chair David asked for a motion to approve all Committee recommendations.

On motion of Regent Temple, seconded by Regent Weill, the Board voted unanimously to approve all recommendations from the December 15, 2021 Committee meetings.

AUDIT COMMITTEE

Mrs. Laura Soileau and Mrs. Kailey Armbruster from Postlethwaite & Netterville (P&N) presented an update to the Audit Committee on the progress of contract year 4. They explained there are three audits in the approved audit plan: Competitive Contracts & Endowments, LOSFA Louisiana GO Grants, and Information Technology Policy and Procedures. The LOSFA Louisiana GO Grants and Information Technology Policy and Procedures reviews have not yet been completed.

Mrs. Laura Soileau discussed the results of the Competitive Contracts & Endowments process assessment, which focused on compliance and processes in the Board of Regents Support Fund endowment matching programs. Two moderate- and one low-risk observations were identified. Mrs. Soileau summarized the conditions, causes, and management action plans related to the two moderate-risk observations.

Accept the report.

PERSONNEL COMMITTEE

DIVISION OF DEPUTY COMMISSIONER OF ACADEMIC AFFAIRS, INNOVATION & STUDENT SUCCESS AND APPOINTMENT FOR ACADEMIC AFFAIRS AND INNOVATION POSITION

Commissioner Reed provided background on the recent position consolidation and the need to create two deputy-level positions to support the work. She announced that Regents is now able to hire one of the most innovative postsecondary leaders in the country, Dr. Tristan Denley, as Deputy Commissioner

for Academic Affairs and Innovation. Dr. Denley currently serves as Executive Vice Chancellor for Academic Affairs and Chief Academic Officer at the University System of Georgia. Throughout his career, he has taken a hands-on approach to advancing systemic changes in higher education focused on math reform, academic momentum, and program alignment to meet immediate and emerging workforce needs. His most recent work has been to transform developmental education and advising at scale in multiple states and to create a new type of degree responsive to the needs of learners and employers in Georgia.

Commissioner Reed commented on the work accomplished by Dr. Susannah Craig and described the work she will undertake as Deputy Commissioner for Strategic Planning and Student Success.

Approve the hiring of Dr. Tristan Denley as Deputy Commissioner for Academic Affairs and Innovation and appointment of Dr. Susannah Craig as Deputy Commissioner for Strategic Planning and Student Success.

APPOINTMENT OF DEPUTY COMMISSIONER FOR FINANCE AND ADMINISTRATION

Commissioner Reed notified the Committee of the upcoming retirement of Deputy Commissioner for Finance and Administration Terrence Ginn, and the need to appoint Mr. Ginn's replacement. She noted Mr. Matthew LaBruyere, currently the Associate Commissioner for Finance and Administration, is recommended to serve in the Deputy role.

Approve the appointment of Mr. Matthew LaBruyere as Deputy Commissioner for Finance and Administration.

FACILITIES & PROPERTY COMMITTEE

ADDITIONS TO BoR FY 2022-23 CAPITAL OUTLAY BUDGET RECOMMENDATION

Mr. Herring presented five capital outlay projects submitted by the University of Louisiana System (ULS) for consideration after the BoR's approval of the capital outlay budget recommendation during its October meeting. Four projects were submitted on behalf of the University of Louisiana – Lafayette (ULL) and one on behalf of Grambling State University (GSU).

GSU Project:

(1) Campus-Wide Protective Barrier

ULL Projects:

- (1) New Iberia Research Center (NIRC) Bio-Safety Level (BSL) 3 Lab and Animal Housing**
- (2) NIRC Iberia Bio-Innovation Accelerator**
- (3) ULL/LSU Health Sciences Education Collaboration Building**
- (4) ULL Learning Lab**

Approve the additions to the Board's FY 2022-23 Capital Outlay Budget Recommendation.

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success, presented the Consent Agenda and Academic Programs and Ms. Elizabeth Bourgeois, Assistant Commissioner for Audit and Compliance, presented the 2020 Admissions Audit.

CONSENT AGENDA

Dr. Craig noted that the Consent Agenda consisted of routine staff approvals including several certificate programs, which the Board authorized staff to approve at the October meeting as part of the Academic Planning item.

Approve the items on the Consent Agenda.

ACADEMIC PROGRAMS

Dr. Craig presented five academic program proposals:

- 1. Associate of Arts in American Sign Language Studies – Baton Rouge Community College**
- 2. Associate of Applied Science in Heating, Air Conditioning and Refrigeration – Nunez Community College**
- 3. Bachelor of Arts in Theatre – Southeastern Louisiana University**
- 4. Bachelor of Science in Occupational Therapy Assistance – University of Louisiana at Monroe**
- 5. Master of Science in Clinical Nutrition and Dietetics Leadership – Nicholls State University**

Approve the following proposed programs: AA American Sign Language Studies – Baton Rouge CC, AAS Heating, Air Conditioning & Refrigeration – Nunez CC, BA Theatre – Southeastern Louisiana University, BS Occupational Therapy Assistant – UL Monroe, and MS Clinical Nutrition & Dietetics Leadership – Nicholls State University.

2020 ADMISSIONS AUDIT

Ms. Elizabeth Bourgeois presented the 2020 Admissions Audit findings and stated that the audit was conducted in accordance with the Admissions Audit Plan approved in August 2020. Due to changes in the admissions standards and approval of the emergency COVID-19 policy for placement scores, the audit was conducted with the objective of verifying the accuracy of admissions data reported during fall 2020 in the Statewide Student Profile System (SSPS). The scope was limited to reviewing data; therefore, no exceptions or admissions decisions were reviewed. Reviews included only those institutions which were not reviewed in prior audits: Louisiana State University of Alexandria, Louisiana Tech University, McNeese State University, Nicholls State University, Southeastern Louisiana University, and the University of Louisiana at Monroe. No site visits were performed, and meetings were conducted via Zoom.

Further discussion regarding audit findings included the next steps, intentions, and expectations. Ms. Bourgeois stated that the intention is not to conduct a full audit of corrective actions taken, but to review resubmissions to make sure the corrections have been made. Prior to the initiation of this audit, these fields were not audited, so the expectation is that the data mix-match issue identified will no longer exist once the changes have been enacted.

Accept the 2020 Admissions audit.

RESEARCH & SPONSORED INITIATIVES COMMITTEE

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, presented the Consent Agenda and FY 2022-23 Board of Regents Support Fund Plan and Budget.

CONSENT AGENDA

Ms. Carrie Robison noted that the Consent Agenda consisted of a request from LSU and A&M College to appoint an internal candidate, Dr. Oliver Garden, Dean of the School of Veterinary Medicine, to the Kenneth Burns Endowed Chair in Veterinary Medicine.

Approve the item on the Consent Agenda.

FY 2022-23 BOARD OF REGENTS SUPPORT FUND PLAN AND BUDGET

Ms. Robison provided an overview of the constitutionally designated Board of Regents Support Fund and the requirement to provide a budget to the Governor and the Legislature for the coming fiscal year for consideration during the 2022 Regular Session. She reviewed recent trends in revenue generation and summarized the process for identifying a base funding level for the next fiscal year.

Ms. Robison indicated that a base budget of \$20 million was recommended by staff and committees advisory to the Board. She explained that the recommended budget is greater than current revenue estimates because extremely low estimates threaten the viability of Support Fund programs, high levels of unexpended earnings were generated FY 2020-21, and opportunities are sufficient to adjust the approved budget based on contingencies.

Ms. Robison then provided a breakdown of the budget request by program and subprogram, acknowledging prior commitments, administrative costs, and funds for new projects, as well as contingency plans in the event that revenues in FY 2022-23 exceed or fail to meet the base budget level.

Approve the FY 2022-23 Board of Regents Support Fund Plan and Budget, with contingencies, as presented.

STATEWIDE PROGRAMS COMMITTEE

Dr. Sujuan Boutté, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), presented the Consent Agenda.

- A. Approval of Rulemaking extending the applicability of COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS from the fall semester/winter quarter of 2021 through the summer of 2022.**

B. Approval of Rulemaking to amend the Scholarship and Grants program rules to add Dual Enrollment African American History as a course that may be graded on a 5.0 scale.

C. Approval of TOPS Exception

Approve the Consent Agenda items.

PLANNING, RESEARCH AND PERFORMANCE COMMITTEE

Dr. Susannah Craig presented the Consent Agenda items:

CONSENT AGENDA

R.S. 17:1808 (Licensure)

- 1. Initial Applications**
 - a. Rocky Vista University (RVU)
- 2. Renewal Applications**
 - a. California State University Sacramento (CSUS)
 - b. Lamar State College Orange (LSCO)
 - c. Liberty University (LU)
 - d. Teachers College, Columbia University (TC)
 - e. William Carey University

State Authorization Reciprocity Agreement (SARA)

- 1. Initial Applications**
 - a. Dillard University

Proprietary Schools Advisory Commission

- 1. Initial Applications**
 - a. Brow Design By Dina, Denham Springs
 - b. The Laser and Medical Aesthetic Academy at ACWH, Gonzales
- 2. Change of Ownership Applications**
 - a. SIHAF Career Institute, Shreveport
- 3. Renewal Applications**
 - a. Academy of Interactive Entertainment, Lafayette, LA (09/22/2010)
 - b. Acadiana Area Career College Lafayette, LA (09/28/2012)
 - c. Accelerated Dental Assisting Academy - Metairie, Metairie, LA (09/24/2015)
 - d. Accelerated Dental Assisting Academy - Houma, Houma, LA (09/24/2015)
 - e. Ayers Career College, Shreveport, LA (10/25/1990)
 - f. Becker Professional Education - New Orleans, New Orleans, LA (10/24/1996)
 - g. Coastal College - Baton Rouge, Baton Rouge, LA (09/28/2000)
 - h. Coastal Truck Driving School of New Orleans, Harvey, LA (09/25/2014)
 - i. Crescent City School of Gaming & Bartending, New Orleans, LA (09/14/1983)
 - j. Delta College Inc. - Slidell Branch, Slidell, LA (09/23/2004)
 - k. Delta College, Inc. - Covington, Covington, LA (10/26/1995)
 - l. Diesel Driving Academy - Shreveport, Shreveport, LA (10/06/1974)
 - m. Eastern College of Health Vocations, New Orleans, LA (09/23/1985)
 - n. iWeld Institute, Houma, LA (10/21/2020)
 - o. Joshua Career Institute of Louisiana, Shreveport, LA (09/25/2019)
 - p. Lafayette Dental Assistant School, Lafayette, LA (09/22/2016)
 - q. Mia's Medical Academy, Baton Rouge, LA (09/25/2014)

- r. National Aesthetic Laser Institute, Baton Rouge, LA (09/26/2018)**
- s. New Orleans Dental Assistant School, Terrytown, LA (09/22/2016)**
- t. Nursing Assistant Network Association (NANA), New Orleans, LA (10/27/1994)**
- u. Over Drive Truck Driving School of Louisiana, LLC, Deville, LA (09/27/2017)**
- v. Pelican Chapter, ABC - Baton Rouge Campus, Baton Rouge, LA (09/27/2012)**
- w. Pelican Chapter, ABC - Southwest Campus, Westlake, LA (09/27/2012)**
- x. Shreveport Dental Assistant School, Shreveport, LA (09/22/2016)**
- y. The Captain School, LLC, Marrero, LA (09/22/2011)**
- z. The Microblading Institute, Maurice, LA (10/21/2020)**
- aa. Thomas Training and Developmental Center, Inc., Franklin, LA (10/26/1995)**
- bb. Unitech Training Academy - Baton Rouge, Baton Rouge, LA (09/22/2016)**
- cc. Unitech Training Academy - West Monroe, West Monroe, LA (09/23/2004)**
- dd. United Training Academy, Metairie, LA (10/21/2020)**
- ee. Woodland Healthcare Training, LLC, Denham Springs, LA (09/27/2018)**

Approve the items in the Consent Agenda.

OTHER BUSINESS

Dr. Craig shared two additional items for informational purposes only. First, she notified the Board that the M.J. Foster Promise Program Advisory Council met on November 18, 2021. Act 457 of the 2021 Regular Session of the Louisiana Legislature created this Council to identify programs in which a student may enroll to receive a Foster Promise award. The process included a review of current statewide and regional industry and occupational forecasts, input from economic development organizations, and a review of nationally recognized databases for industry and occupational projections. At its November meeting the Council approved the qualified programs for the M.J. Foster Promise Award, including programs within five high demand industry sectors: Construction, Health Care and Social Assistance, Information Technology, Manufacturing, and Transportation and Warehousing.

The second informational item was an update on Act 147 of the 2021 Regular Legislative Session. This legislation requires an annual report on the work of the Dual Enrollment Task Force and a report was considered by the Board of Regents and BESE in June. The report will be transmitted to the legislature on behalf of the Board and will include the one-pager of dual enrollment tasks. The work of the Dual Enrollment Task Force on participation, performance, and equity at both school and institutional levels will continue to be reported annually.

NOMINATING COMMITTEE

NOMINATION OF BOARD OFFICERS FOR 2022 CHAIR, VICE CHAIR, AND SECRETARY

Nominating Committee Chair Regent Jay Seale requested approval of the nomination of the following Board Officers for 2022: Regent Collis Temple, III as Chair, Regent Gary Solomon, Jr. as Vice Chair, and Regent Sonia Pérez as Secretary.

Approve Regent Collis Temple, III as Chair, Regent Gary Solomon, Jr. as Vice Chair, and Regent Sonia Pérez as Secretary.

NOMINATION OF FOUR NON-OFFICER MEMBERS TO SERVE ON THE EXECUTIVE COMMITTEE FOR 2022

Regent Seale requested approval of the following four non-officer members to serve on the Executive Committee for 2022: Regent T. Jay Seale, III, Regent Blake David, Regent Wilbert Pryor, and Regent Felix Weill.

Approve the selection of Regent T. Jay Seale, III, Regent Blake David, Regent Wilbert Pryor, and Regent Felix Weill to serve on the Executive Committee for 2022.

REPORTS AND RECOMMENDATIONS BY DR. KIM HUNTER REED, COMMISSIONER

Commissioner Reed highlighted recent activities in the agency and work being done as we start preparing for 2022.

- SHEEO (State Higher Education Executive Officers Association) recently conducted a site visit to discuss the work being done in Louisiana. SHEEO is visiting multiple states across the nation. As part of the visit, Dr. Rob Anderson, President of SHEEO, and Commissioner Reed co-lectured a Ph.D. class on higher education policy at LSU.
- Mr. Matthew LaBruyere and Commissioner Reed each participated in multiple panels at the 2021 SHEEO policy conference in Washington, D.C.
- The agency exceeded its fundraising goal through the State Combined Charitable Campaign (SCCC), with a total of \$11,000 in estimated contributions. Commissioner Reed acknowledged the work of BoR/LOSFA staff members Mighan Johnson, Deborah Paul and Laurie Blandino in leading the Regents' SCCC Committee.
- The agency's annual season of giving campaign, "Think Inside the Box", will assist students, faculty and staff at Fletcher Technical Community College and Nicholls State University who were affected by Hurricane Ida.
- Commissioner Reed spoke in memory of Dr. René Cintrón, who passed away earlier this month.

Dr. Cintrón was the Chief Academic & Talent Officer for LCTCS. She spoke of his leadership and the great work that he did in support of student success. A scholarship program, the Dr. René Cintrón Hispanic Student Scholarship, has been established in his honor by the LCTCS Foundation.

OTHER BUSINESS

There was no other business to come before the Board.

ADJOURNMENT

There being no further business, on motion of Regent Seale, seconded by Regent Temple, the meeting was adjourned at 2:59 p.m.

Appendix A

Board Meeting Guest List

Wednesday, December 15, 2021

NAME	AFFILIATION
Richard Baker	LSU
Michael Duarte	The Center for Literacy & Learning
Caroline Roemer	LA Association of Public Charter Schools
Aleen LeBoeuf	St. Bernard Parish Schools
Anna Bartel	LSU
Jackie Bach	LSU
JM Wolfe	LSU
Frank Neubrandner	LSU – Cain Center
Jeannine Kahn	UL System
Matt Lee	LSU
Marcus Thomas	LAE
Terrence Lockett	ERN
Gordan Ford	Lincoln Prep Schools
Brad Stevens	ULS
Bruce Boyet	CA
Kevin Englande	CA
Michelle Mastainich	CA
Alterman “Chip” Jackson	LCTCS
Toya Barnes – Teamer	HCM Strategists

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education



BOARD OF REGENTS

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Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Cameron T. Jackson, Student

Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
LEGISLATIVE COMMITTEE
Thursday, January 6, 2022

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

IX. Reports and Recommendations

A. Legislative

1. Legislative Study Reports Update
2. Overview 2022 Legislative Priorities
3. Power-Based Violence Reports Update
4. HBCU Advisory Council Report

Agenda Item IX.A.1&2.
EXECUTIVE SUMMARY
LEGISLATIVE COMMITTEE
January 6, 2022

An overview of all Legislative Study Reports that involve the Board of Regents will be presented for informational purposes only. More in-depth information on several reports being submitted for approval by the Board will be presented later during the Board meeting as a whole.

A list of proposed Legislative priorities for the 2022 Regular Session will also be shared for informational purposes only. It is necessary for the Commissioner of Higher Education and Chair of the Board to have authority to take action relative to bills that impact Regents' 2022 Legislative agenda both during Session preparations, as bills are drafted and content is discussed during meetings with legislators and staff, and also throughout the Legislative Session.

STAFF RECOMMENDATION

Senior Staff recommends granting the Commissioner and Board Chair authority to finalize the 2022 Legislative agenda and act on legislation, as needed.

Agenda Item IX.A.3.

Power-Based Violence/Title IX Report

The Board of Regents created the Uniform Policy on Power-Based Violence as required by Act 472 of the 2021 Regular Legislative Session. In reinforcing BoR's commitment to maintaining safe campus cultures, this new policy was adopted in a special Board meeting on August 10, 2021.

Regarding implementation:

- **Uniform Policies:** Following the adoption of the BoR Uniform Policy on Power-Based Violence, each public postsecondary management board and its member institutions adopted policies aligned to the Uniform Policy and forwarded them to BoR by December 15 as prescribed by law.

- **Training:** The newly adopted BoR Uniform Policy on Power-Based Violence requires annual training for all Title IX coordinators, responsible employees, and confidential advisors. We are pleased to report that more than 350 higher education leaders have completed the training videos created by Nelson Mullins, LLP, a nationally recognized Title IX law firm with expertise in power-based violence. This includes 100% of public postsecondary management board and Regents members.

- In collaboration with the Louisiana Office of the Attorney General and the Louisiana Foundation Against Sexual Assault (LaFASA), BoR created specialized training for those who will serve as confidential advisors. Utilizing a ratio of 1:1,500, our state should have a minimum of 137 confidential advisors; to date, 188 confidential advisors (or 143.8%) have completed this training.

Additionally, through the continued partnership with Nelson Mullins, LLP, BoR has created the new 2022 mandatory training for responsible employees to educate campus communities on creating safe campus cultures and how to report incidents of power-based violence, while supporting students in the process. Campus distribution is expected early in 2022.

- **Administrative Reporting:** Pursuant to Act 472, the BoR Uniform Policy on Power-Based Violence requires that each institution's Title IX coordinator submit reports of power-based violence to their chancellor by October 10th in fall semesters and April 10th in spring semesters. Within fourteen (14) days of receiving the report from the Title IX coordinator, the chancellor of each institution published a report detailing complaints of power-based violence on the institution's website and submitted this information to the appropriate system president.

Upon receipt of each institutional report of incidences of power-based violence, each system president summarized this information into a systemwide report, submitted the report to their management board, published the report on their system website and forwarded the summarized report to the Board of Regents in

early December.

A statewide summary of received reports of power-based violence in fall 2021, from June 29th to October 31st, as reported from each system, is attached along with each system's report.

- **Memoranda of Understanding (MOUs):** By January 1, 2022, each institution was required to enter a Memorandum of Understanding (MOU) with all jurisdictional law enforcement and criminal justice agencies to clearly delineate responsibilities and share information in accordance with applicable federal and state confidentiality laws, including but not limited to trends in power-based violence committed by or against students of the institution.

Each MOU is now required to be signed by all applicable parties and reviewed annually by each institution's chancellor, Title IX coordinator and the executive officer of the criminal justice agency, with revisions occurring as necessary.

- **Data Publications:** The Board of Regents Uniform on Power-Based Violence requires each institution to publish power-based violence statistics as outlined in Act 472 and Act 447 of the 2021 Regular Legislative Session. Publications include semiannual crime statistics (October 10th and April 10th), an annual sex crimes data report (February 15th) and results from a power-based violence campus climate survey that will be administered every three years beginning in spring 2023.

Pursuant to Act 447 of the 2021 Regular Legislative Session, each institution is required to publish on its website a semiannual security report, to contain updated campus security policies and campus crime statistics, by October 10th of each fall semester. At a minimum, campuses have made available all information specified in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (Clery Act).

Due to the disruption caused by Hurricane Ida, institutions were granted a short extension to comply with this requirement. The Board of Regents verified online publication of compliance as required by law.

- **Legislative Response:** Pursuant to Act 472 of the 2021 Regular Legislative Session, the BoR has prepared a legislative report containing the information above to be submitted to the statutorily required and invested parties.

STAFF RECOMMENDATION

Senior Staff recommends the Board receive the Legislative Response to Act 472 of the 2021 Regular Legislative Session and authorize Regents staff to submit this report on behalf of the Board to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Senate Education Committee, and the

House Committee on Education, as well as the Senate Select Committee on Women and Children.

Agenda Item IX.A.4.
HBCU Advisory Council Report

During the 2018 Regular Session, the Legislature approved ACT 236 to establish an advisory council to focus on Louisiana's six Historically Black Colleges and Universities (HBCUs), both public and private.

Legislation amending Act 236, HB119/ACT 417, passed in the 2021 Regular Legislative Session. It adds a student member to the Task Force and requires an annual report on the HBCU Advisory Council's actions and recommendations to be shared with the Legislature.

The report highlights the election of the first student member of the Advisory Council by a vote of the HBCU Student Government Association Presidents from across the state. Xavier SGA President Emmanuel Ukot was elected to serve.

The report also captures the work of the four member committees: academics, public relations and outreach, state and federal programs, and workforce and economic development.

Council goals achieved in 2021 include:

- A workgroup was created to focus on Partnerships to Improve K12/HBCU Pipeline.
- A mapping survey of the campuses was led by Dr. Michael Stubblefield at SUBR, who worked over the past year to assemble a collaborative of public/private HBCUs to address grand challenges particularly related to businesses and industry in HBCU communities and federal funding/Small Business Innovation and Research (SBIR) opportunities. All campuses pledged participation, with engagement of an external consultant planned to help shape the partnership and set priorities.
- Formation of an HBCU research collaborative is part of the initiative being organized by Dr. Stubblefield.
- A review of HBCU designated funding from federal COVID relief dollars and the massive injection of digital divide/broadband funding will help to bring parity to campuses and communities in terms of access.
- An update providing an overview of state and federal broadband funding opportunities presented by LA Office of Broadband and Connectivity Executive Director Veneeth Iyengar and Brian Looser, Policy Advisor, Sen. Bill Cassidy's Office. Application information for state GUMBO Grants and the National Telecommunications and Information Administration's Connecting Minority Communities pilot program was presented and encouraged.
- Senior leaders from Louisiana Economic Development Fast Start worked individually with HBCU institutions to hold LED-led Playbook Training for campus teams.
- Internship opportunities for HBCU students were shared by Perry Sholes, founder of the Corporate Internship Leadership Institute (CILI) Program, a Louisiana-based 501c3 that addresses regional and state challenges related to unemployment and underemployment of degree students of color.
- An opportunity was facilitated for the state's HBCUs to work with the Louisiana Department of Public Safety

and Corrections (DPSC) to position themselves to take advantage of Second Chance Pell opportunities.

- The Workforce Ecosystem 101 Statewide Regional Tour brought together partners in each of the state's eight economic development regions for half-day workshops designed to share the nuts and bolts of the workforce activities underway (and our policy frameworks and funding sources) and explore methods for sustainable and regular dialogue.
- Members of the Workforce Investment Council (WIC) and its Industry-Based Certification (IBC) Council were provided with information on the Master Plan, TOPS and other LOSFA-led initiatives, as well as an HBCU Advisory Council update and a LaSTEM update.
- A highly visible campaign touting HBCU value was launched to coincide with the week of HBCU Day at the Capitol, which led to more than 255,000 social media impressions.

STAFF RECOMMENDATION

Senior Staff recommends the Board receive the 2021 HBCU Advisory Council Report, compiled pursuant to Act 236 of the 2021 Regular Legislative Session, and authorize Regents staff to submit this report on behalf of the Board to the Senate Education Committee and House Committee on Education as required by law.



LEGISLATIVE RESPONSE TO ACT 472 OF THE 2021 REGULAR LEGISLATIVE SESSION

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I. EXECUTIVE SUMMARY

The Title IX portion of the Education Amendments of 1972 and its implementing regulations, along with other applicable laws, charges campuses to foster safe learning environments that are free from sexual misconduct and discrimination or harassment based on sex for all students and employees of educational systems that receive federal funding.

In furtherance of providing safe campus communities and implementation of Act 472 ([Appendix A](#)) and Act 447 ([Appendix B](#)) of the 2021 Regular Legislative Session, the Board of Regents gathered stakeholders across systems and functional areas to develop the BOR Uniform Policy on Power-Based Violence. Stakeholders included registrars, Title IX coordinators, systems' counsel, student affairs staff, academic affairs staff, and deans of students with the expert guidance of Nina Gupta, a nationally recognized Title IX/power-based violence attorney and partner at Nelson Mullins, LLP.

This policy elevates safety education, prohibits retaliation against those reporting possible instances of power-based violence in good faith, implements “up-the-chain” reporting from Title IX coordinators to management boards to legislative bodies, allows for termination of employees who fail to report or falsely report instances of power-based violence, and creates a provision to withhold or notate transcriptions of pending investigations or findings of violations for transferring students.

Additionally the Board of Regents Uniform Policy on Power-Based Violence required the establishment of Memoranda of Understanding (MOUs) between each institution and its local law enforcement and criminal justice agencies with jurisdiction by January 1, 2022, recommends best practices for handling instances of power-based violence and grievance procedures under Title IX, requires annual training for all Title IX coordinators, responsible employees and confidential advisors while also requiring institutional participation in a campus climate survey every three years and the publishing of relevant crime data.

Upon adoption of the Board of Regents Uniform Policy on Power-Based Violence ([Appendix C](#)) at a special Board meeting on August 10, 2021, each management board immediately began crafting its own policy for adoption by the end of October 2021 as required.

In the absence of a systemwide policy, each institution was required to develop an institutional policy in compliance with the BOR Policy and any other applicable laws and regulations to be verified by its management board. Upon adoption and verification of compliance, all management boards forwarded their policies to the Board of Regents by December 15, 2021.

The Louisiana Community & Technical College System (LCTCS) policy can be found in [Appendix D](#); the policy for the Louisiana State University System can be found in [Appendix E](#); the policy for the Southern University System can be found in [Appendix F](#); and the policy for the University of Louisiana System can be found in [Appendix G](#).

While training over 350 higher education community members on the new policy since adoption, the Board of Regents, in collaboration with the Louisiana Office of the Attorney General, the Louisiana Foundation Against Sexual Assault (LaFASA) and Nelson Mullins, LLP, has also developed specialized training for those who will serve as confidential advisors. Furthermore, through continued partnership with Nelson Mullins, LLP, the Board of Regents has produced new mandatory training for responsible employees to educate campus communities on creating safe campus cultures and how to report incidents of power-based violence, while supporting students in the process.

II. ADMINISTRATIVE REPORTING

Pursuant to Act 472, the BOR Uniform Policy on Power-Based Violence requires that each Institution's Title IX coordinator submit reports of power-based violence to their chancellor by October 10th in fall semesters (April 10th in spring semesters). Within fourteen (14) days of receiving the report from the Title IX coordinator, the chancellor of each institution published a report detailing complaints of power-based violence on their website as well as submitted this information to their system president.

Upon receipt of each institutional report of incidences of power-based violence, each system president summarized this information into a systemwide report, submitted the report to the appropriate management board, published the report to the system website and forwarded the summarized report to the Board of Regents in early December.

A statewide summary of received reports of power-based violence in fall 2021 (June 29, 2021 – October 31, 2021) as reported from each system can be found in [Appendix H](#). Individual systemwide reports can be found as follows: for the Louisiana Community & Technical College System (LCTCS) in [Appendix I](#); for the Louisiana State University System in [Appendix J](#); for the Southern University System in [Appendix K](#); and for the University of Louisiana System in [Appendix L](#).

III. LEGISLATIVE RECOMMENDATIONS

Through steady collaboration with each public postsecondary management board from policy development through early implementation, the recommendations below have emerged.

A. ALIGNMENT OF DATA PUBLICATIONS

While all campuses recognize the need to report annual crime statistics, the higher education community has flagged an opportunity to better align the reporting into two, rather than three, annual reports. This can be accomplished by combining the Sex Crimes Data Report with the Semi-Annual Crime Statistics reports for both April 10th and October 10th.

B. ALIGNMENT OF ANNUAL MANDATORY TRAININGS

In compliance with Act 472, the newly developed Board of Regents mandatory training for responsible employees includes instructions that differ from existing State Civil Service training on preventing sexual harassment.

In existing State Civil Service training, incidents are to be routed to an employee's supervisor, whereas new training for responsible employees in higher education requires that incidents of power-based violence be routed to one's institutional Title IX coordinator.

Additionally, the State Civil Service training does not mention, acknowledge, or define power-based violence.

Alignment of the state training modules is important. Therefore, in any forthcoming updates to the State Civil Service training to prevent sexual harassment, the inclusion of power-based violence information (even as a caveat for employees in higher education) should be included to reduce confusion and reinforce the specific expectations for higher education related to power-based violence.

C. LEGISLATIVE SUPPORT FOR ANNUAL REVIEW OF MOUs

Act 472 of the 2021 Regular Legislative Session requires a signed MOU between each institution and all jurisdictional law enforcement and criminal justice agencies to be reviewed annually by each institution's chancellor, Title IX coordinator, and the executive officer of the criminal justice agency. This MOU shall be revised as considered necessary.

Annual written legislative communication to non-institutional parties in the facilitation of obtaining timely signatures would be both beneficial and welcome.

IV. CONCLUSION

We will continue to work diligently and strategically with the legislature, public postsecondary management boards, campuses, students, law enforcement and other stakeholders to ensure that we are creating safe campus communities that reflect our collective commitment to prevention, education and support.

The continued elevation and evaluation of this work will be ongoing through the work of the Power-Based Violence Review Panel established through Act 441 of the 2021 Regular Legislative Session ([Appendix M](#)).

V. APPENDICES

A. ACT 472 OF THE 2021 REGULAR LEGISLATIVE SESSION

B. ACT 447 OF THE 2021 REGULAR LEGISLATIVE SESSION

C. BOARD OF REGENTS UNIFORM POLICY ON POWER-BASED VIOLENCE

D. LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM POWER-BASED VIOLENCE/SEXUAL MISCONDUCT POLICY

E. LOUISIANA STATE UNIVERSITY PERMAMENT MEMORANDUM 73: PROHIBITING POWER-BASED VIOLENCE, INCLUDING SEX- AND GENDER-BASED HARASSMENT AND DISCRIMINATION, AND SEXUAL MISCONDUCT

F. SOUTHERN UNIVERSITY SYSTEM UNIFORM POLICY ON POWER-BASED VIOLENCE, SEXUAL MISCONDUCT, AND TITLE IX

G. UNIVERSITY OF LOUISIANA SYSTEM SEXUAL MISCONDUCT/ POWER-BASED VIOLENCE POLICY

H. BOARD OF REGENTS STATEWIDE DATA REPORT

I. LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM – SYSTEM DATA REPORT, FALL 2021

J. LOUISIANA STATE UNIVERSITY SYSTEM – SYSTEM DATA REPORT, FALL 2021

K. SOUTHERN UNIVERSITY SYSTEM – SYSTEM DATA REPORT, FALL 2021

**L. UNIVERSITY OF LOUISIANA SYSTEM – SYSTEM DATA REPORT,
FALL 2021**

M. ACT 441 OF THE 2021 REGULAR LEGISLATIVE SESSION

**Board of Regents Statewide Data Report
2021-2022 Academic Year, Fall Semester¹
June 29, 2021 - October 31st, 2021**

Confidential Advisors and Responsible Employees²	Total
<ul style="list-style-type: none"> a. Number of Responsible Employees b. Number of Confidential Advisors 	
<p>Annual Training <i>(please include number and percentage)</i>³</p> <ul style="list-style-type: none"> a. Completion rate of System/Campus Leadership b. Completion rate of Public Postsecondary Management Boards c. Completion rate of Confidential Advisors d. Completion rate of Responsible Employees <i>(training required by Fall 2022)</i> 	
<p>Responsible Employee Reporting⁴</p> <ul style="list-style-type: none"> a. Number of employees who made false reports <ul style="list-style-type: none"> i. Number of employees terminated b. Number of employees who made false reports <ul style="list-style-type: none"> i. Number of employees terminated 	
<p>Power-Based Violence Formal Complaints⁵</p> <ul style="list-style-type: none"> a. Formal Complaints received b. Formal Complaints resulting in occurrence of power-based violence c. Formal Complaints resulting in discipline or corrective action <ul style="list-style-type: none"> Type of discipline or corrective action taken <ul style="list-style-type: none"> i. Suspension ii. Expulsion 	
<p>Retaliation⁶</p> <ul style="list-style-type: none"> a. Reports of retaliation received b. Investigations c. Findings <ul style="list-style-type: none"> i. Retaliation occurred ii. Retaliation did not occur 	

¹ June 29, 2021 is the effective date of the state statute for purposes of complying with the Title IX Coordinator reporting requirements under Act 472 for 2021-2022 Academic Year, Fall Semester only. Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of August 1st.

² In accordance with Act 472, the System's report shall include the number of Responsible Employees (i.e., employees) and Confidential Advisors for the system.

³ In accordance with Act 472, the System's report shall include the number and percentage of Responsible Employees and Confidential Advisors who have completed annual training.

⁴ Although this section is not required by Act 472, for data collection purposes BOR requests statistics regarding a responsible employees' failure to comply with reporting requirements.

⁵ In accordance with Act 472, the System's report shall include (1) the number of Formal Complaints of power-based violence received by a system, (2) the number of Formal Complaints which resulted in a finding that power-based violence violations occurred, (3) the number of Formal Complaints in which the finding of power-based violations resulted in discipline or corrective action, (4) the type of discipline or corrective action taken, and (5) the amount of time it took to resolve each Formal Complaint (*see 2nd form*).

⁶ In accordance with Act 472, the System's report shall include information about retaliation which includes the number of reports of retaliation, and any findings of any investigations or reports of retaliation.

BOR Statewide Data Report : 2021-2022 Academic Year, Fall Semester
Reporting Dates: June 29, 2021 - October 31, 2021

Institution	Date Formal Complaint Filed [1]	Status of Formal Complaint [2]	Basis for Complaint [3]	Disposition [4]	Disciplinary Status [5]	Gender of Complainant [6]	Gender of Respondent [7]
Louisiana Delta Community College	10/5/2021	Investigation ongoing	Sexual Harrasment	Ongoing	Ongoing	Female	Male
Louisiana Delta Community College	10/6/2021	Investigation ongoing	Sexual Harrasment	Ongoing	Ongoing	Female	Male
South Louisiana Community College	9/25/2021	Formal Complaint Filed	Sexual Harrasment	Dismissed under Title IX; adjudicating under Employee Policy 6.011	TBD	Female	Male
LSU A&M	9/27/2021	Open	Hostile Environment			Female	Male
LSU A&M	9/22/2021	Open	Hostile Environment			Male	Male
LSU A&M	9/29/2021	Open	Hostile Environment			Female	Male
LSUA	N/A						
LSUE	N/A						
LSUS	N/A						
Health Science New Orleans	N/A						
Health Science Shreveport	N/A						
AgCenter	8/24/2021	Closed	Sexual Harrasment	Dismissed	N/A	Female	Male
AgCenter	9/6/2021	Closed	Sexual Harrasment	Dismissed	N/A	Female	Male
Pennington	N/A						
HCSO	N/A						
SULC	10/29/2021	Closed	Harassment/Assault	Referred to System	N/A	Female	Male
SUBR	9/13/2021	Dismissed	Racial Discrimination	Referred to Academic Affairs	N/A	Female	Male
SUBR	10/25/2021	Dismissed	Racial Discrimination	Referred to Academic Affairs	N/A	Female	Male
SUBR	9/8/2021	Dismissed	Retaliation	Referred to Human Resources	N/A	Female	Male
SUBR	9/28/2021	Under Investigation	Sexual Assault	Title IX Investigation	N/A	Female	Male
SUBR	9/28/2021	Dismissed	Violence	Referred to Student Conduct	N/A	Female	Male
SUBR	10/28/2021	Dismissed	Bullying	Referred to Academic Affairs	N/A	Male	Female
	7/8/2021	Case Resolved	Harassment Student	Respondent found guilty	1. Conduct probation for one year 2. Letter of apology to complainant	Female	Male
McNeese State University	10/7/2021	Case Resolved	Inappropriate Sexual Contact	Resondent accepted responsibility	1. Campus community service 2. Conduct probation for one year 3. Letter of apology to complainant 4. No-contact order	Female	Male
McNeese State University							
University of Louisiana at Lafayette	8/25/2021	Informal Resolution	Cyberstalking	N/A	N/A	Female	Male
University of Louisiana at Lafayette	8/31/2021	Informal Resolution	Sexual Battery	N/A	N/A	Female	Male
University of Louisiana at Monroe	9/10/2021	Under Investigation	Sexual Harrasment	Pending	Pending	Female	Male

[1] Information about Formal Complaints is specifically required to be included in the Chancellor's report. For convenience, BOR Recommends the Title IX Coordinators' reporting in the third column serve as the basis of information to be included in the Chancellor's report, so effectively Title IX Coordinators can copy and paste their reports regarding Formal Complaints into the Chancellor's report.

[2] Status of investigation as it pertains to Formal Complaints filed for an accusation of power-based violence or retaliation.

[3] Type of power-based violence or retaliation alleged.

[4] Disposition of any disciplinary processes arising from the Formal Complaints.

[5] Institution should indicate where they are in the disciplinary status and also note if there was a sanction imposed and what sanction was imposed.

[6] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.

[7] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.



2020-21 Annual Report



DILLARD
UNIVERSITY



SOUTHERN
UNIVERSITY SYSTEM
BATON ROUGE • NEW ORLEANS • SHREVEPORT



Background

During the 2018 legislative session, the Legislature approved Act 236 (See Page 16) to establish an advisory council to focus on Louisiana's eight Historically Black Colleges and Universities (HBCUs), both public and private.

In partnership with the Board Regents, the Council will focus on ways to strengthen the capacity of HBCUs to provide the highest-quality education, increase opportunities for HBCUs to participate in and benefit from state programs, and ensure that Louisiana has the highest proportion of college graduates from HBCUs in the country. The Council shall:

- Advise the Commissioner of Higher Education regarding methods to enhance the capabilities of HBCUs;
- Strengthen the capacity of HBCUs to participate in federal and state programs; and Enhance the ability of HBCUs to fully participate in Louisiana's workforce and economic development activities.

Legislation amending Act 236 passed in the 2021 Regular Legislative Session and is now enrolled as Act 417. It adds a student member to the HBCU Advisory Council and requires an annual report of the Council's actions and recommendations to be shared with the Legislature. More details on HB119/Act 417 can be found on Page 24.

2021 Membership List (with appointing authority)

Dr. Kim Hunter Reed, Chair, Board of Regents

Dr. James Ammons, Southern University at New Orleans

Dr. Ray Belton, Southern University System

Sen. Joseph Bouie, Jr., Senate President

Sen. Gerald Boudreaux, Senate Committee on Education

Mr. Preston Castille, Board of Elementary and Secondary Education

Secretary Ava Dejoie, Workforce Commission

Dr. Rodney Ellis, Southern University at Shreveport

Sen. Cleo Fields, Louisiana Legislative Black Caucus

Mr. Rick Gallot, Jr., Grambling State University

Rep. Patrick Jefferson, House of Representatives Committee on Education

Dr. Jim Henderson, University of Louisiana System

Rep. Randal Gaines, Black Caucus

Rep. Jason Hughes, House Speaker

Dr. Walter M. Kimbrough, Dillard University

Dr. Orlando McMeans, Southern University Agricultural Research & Extension Center

Ms. Mandi Mitchell, Louisiana Economic Development

Mr. John Pierre, Southern University Law Center

Ms. Kelsey Perine, National Association for the Advancement of Colored People

Dr. Larissa Littleton-Steib, LA Community and Technical College System

Dr. Toya Barnes-Teamer, Urban League of Louisiana

Mr. Emmanuel Ukot, SGA President at Xavier University

Dr. Reynold Verret, Xavier University of Louisiana

Ms. Arlanda Williams, Southern University System

Ms. Stephanie L. Willis, American Civil Liberties Union of LA

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Executive Summary

Louisiana HBCU Advisory Council

Louisiana is proud to be home to eight Historically Black Colleges and Universities (HBCUs) – Dillard University, Grambling State University, Southern University and A&M College, Southern Agriculture Research and Extension Center, Southern Law Center, Southern University at New Orleans, Southern University at Shreveport and Xavier University of Louisiana – and the nation's only HBCU System (Southern University System) – which uniquely positions it as an exemplar of successful HBCU policy and practice.

The Legislature established the HBCU Advisory Council in 2018 to foster collaboration and the achievement of collective objectives on behalf of the more than 20,000 students annually enrolled in both the private and public institutions (See Appendix A). In 2019-20 the state's HBCUs served a total of 22,854 students.

To efficiently address the charges of the HBCU Advisory Council, the members divided into four committees: academics, public relations and outreach, state and federal programs and workforce and economic development. This report provides updates on the work of the Council and its actions and activities throughout 2021.

Student Member Election

Outreach to SGA presidents and SGA advisors at Louisiana's HBCUs informing them of the Student Member position within the HBCU Advisory Council and determining interest in running for the position began on June 14, 2021.

Four candidates opted to run for the student member position. An online meeting was scheduled on Thursday, September 23 at 3:00 p.m., to provide the candidates with an opportunity to introduce themselves to the full group with an online vote following immediately.

The election stemmed from Act 417 (HB119), which became law following the 2021 Regular Legislative Session. This law added an elected student body president to the HBCU Advisory Council (See Appendix A).

Xavier SGA President Emmanuel Ukot was elected to serve. A senior from Houston, he is majoring in Business Management. He has served in SGA since his freshman year and is serving his second term as Student Body President. During his tenure, the SGA advocated to adjust school scholarship GPA requirements and implemented a new digital ticketing system with the campus police department; students also voted to increase the SGA operating budget by over \$300,000, allowing Mr. Ukot to increase funding for student organizations by an average of 65%. Outside of college, Emmanuel is active in his local church, loves biking, and can be found performing on the piano, which he has played for over 17 years. With a passion for project management and operations, he hopes to secure a job in business operations or administration next summer.

He attended his first meeting of the Council and was welcomed as a member on November 2, 2021, at which time it was shared that student membership will rotate between private and public institutions. With Xavier represented this year, the student member next year will be elected from among the state's public HBCUs. The following year another LAICU HBCU student will serve, and so on.

Priorities and Meeting Topics

Full Advisory Council meetings, coupled with meetings of the academics, public relations and outreach, state and federal programs and workforce and economic development committees are designed to highlight topics of shared importance and explore unique opportunities available to HBCUs.

Priority topics discussed during the three full Advisory Council meetings in 2021 include addressing pandemic needs and uncertainties; the impact of various storms and natural disasters including the January ice storms and Hurricane Ida; increasing visibility of the value of HBCUs; HBCU small business innovation and research; and broadband funding opportunities for HBCUs (See Appendix B).

Beyond Council and committee meetings, members have access to information and networking throughout the year. The Council also serves as an internal marketing resource for members who want to promote HBCU-specific opportunities.

2021 Committee Priorities



Academics Committee

NARRATIVE: The scope of the Academics Committee focuses on the specific deliverables outlined in Act 236 which include:

- Promoting centers of academic research and programmatic excellence;
- Increasing HBCUs' contributions to the state's educational and workforce goals; and
- Working with the Louisiana Workforce Commission to help identify educational programs to address workforce gaps.

Co-Chairs: James Ammons and Randal Gaines

2021 Goals

- Teacher Preparation, specifically the Black Male Initiative (partnership with Dr. Cade Brumley, Superintendent of Education)
- Expand dual enrollment/college credit opportunities
- Increase K-12 outreach and influence
- Strengthen relationships with LCTCS (transfer pipeline)

Goals Achieved

Partnerships to Improve K-12 Pipeline - A workgroup is being created following a meeting with Dr. Brumley, Dr. Reed and university deans and directors. Conversations included diversity in teacher recruitment efforts and the workforce, as well as potential solutions to barriers for PRAXIS requirements and certifications.

Strengthen Transfer Relationships - The Committee identified work needed to improve the postsecondary pipeline, which will include an emphasis on strengthening students' transfer pathways. This entails a more seamless process among institutions for student mobility, acceptance of credit, and program alignment. It was announced that the Board of Regents is currently working with LCTCS in developing a common crosswalk for veterans and transfer students.

Institutions' focuses on strengthening teacher preparation and expanding dual enrollment are ongoing.



State and Federal Programs Committee

NARRATIVE: The scope of the State & Federal Programs (S&FP) Committee encompasses strengthening the capacity of Historically Black Colleges & Universities in Louisiana to participate in federal and state programs. The specific deliverables in Act 236 addressed by the S&FP Committee are to work with state and federal departments, agencies and offices to identify programs and initiatives in which HBCUs may be either underserved or underused as a resource; encourage HBCUs to participate in state and federal programs and initiatives; establish methods to increase the capacity of HBCUs to effectively compete for grants, contracts, or cooperative agreements; and encourage public- and private-sector involvement with HBCUs on such initiatives.

2021 Goal

- Cultivating federal- and state-level champions

Goals Achieved

Mapping: A mapping survey of the campuses was conducted, led by Dr. Michael Stubblefield at SUBR, who has worked over the past year to assemble a collaborative of public/private HBCUs to address grand challenges particularly related to businesses and industry in HBCU communities and federal funding/Small Business Innovation and Research

(SBIR) initiatives. All campuses pledged participation, with engagement of an external consultant planned to help shape the partnership and set priorities.

Long-term Sustainability: HBCU-designated funding from federal COVID relief dollars and the massive injection of digital divide/broadband funding help bring parity to these campuses in terms of access.

HBCU Research Collaborative: A research collaborative is part of the initiative being organized by Dr. Stubblefield.

Broadband Funding Opportunities: An update providing an overview of state and federal broadband funding opportunities was presented by Louisiana Office of Broadband and Connectivity Executive Director Veneeth Iyengar and Brian Looser, Policy Advisor, Senator Bill Cassidy's Office. Application information for state GUMBO Grants and the National Telecommunications and Information Administration's Connecting Minority Communities pilot program was presented and submission was encouraged.



Workforce and Economic Development Committee

NARRATIVE: The primary focus of the Economic and Workforce Development Committee of the HBCU Advisory Council is strengthening the capacity of HBCUs to fully participate in Louisiana's workforce and economic development activities. To accomplish this goal, the EWD Committee works with the Department of Economic Development to ensure full participation and inclusion of HBCUs at inception and throughout implementation of economic development activities. Additionally, the EWD Committee collaborates with the Louisiana Workforce Commission to help identify educational programs to address workforce gaps.

2021 Goals

- Identify advocates in business and industry around work-based learning initiatives
- Serve as a connector for hiring practices with a focus on diversity, equity, and inclusion

Goals Achieved

LED Playbook Training - Senior leaders from LED Fast Start worked individually with HBCU campuses to hold LED-led Playbook implementation training for campus teams at the state's HBCUs.

Internship Opportunity for HBCUs through CILI - In its quest to identify advocates in business and industry around work-based learning initiatives, the EWD invited Perry Sholes, Founder of the Corporate Internship Leadership Institute (CILI) Program, to address the Committee. CILI is a Louisiana based 501c3 that addresses regional and state challenges related to unemployment and underemployment of degreed students of color.

Second Chance Pell (SCP) Opportunity for HBCUs - In December of 2020, the FASFA Simplification Act amended the HEA to eliminate provisions that prohibited students from receiving Pell grants if they were incarcerated in state or federal institutions. This allows all eligible offenders housed at state and federal institutions to leverage Pell Grant dollars and enroll in postsecondary programs, with Department of Corrections (DOC) approval. The U.S. Department of Education (U.S. DOE) has been given until 2023 to establish regulations and policies to authorize these changes. Over the next two years, the DOC will work with Louisiana colleges and universities to implement Pell-funded programs in all state facilities. This amendment will allow any DOC-approved school to provide postsecondary education opportunities within the prison system. With the SCP Experimental Sites Initiative, only U.S. DOE schools are allowed to provide programming.

To this end, the EWD Committee facilitated an opportunity for the state's HBCUs to work with the Louisiana Department of Public Safety and Corrections (DPSC) to position themselves to participate in Second Chance Pell offerings (See Appendix C).

Workforce Ecosystem 101 Statewide Regional Tour - Consistently in conversations with various partners, a clear need was raised for more visibility and situational awareness of each other's work on the ground level. To that end, partners in each of the state's eight economic development regions gathered for a Workforce Ecosystem 101 half-day workshop. The basic purpose of the gathering was to come together, meet key points of contact in the region, share the basic nuts and bolts of the workforce activities each partner has underway (along with policy frameworks and funding sources), and explore methods for sustainable and regular dialogue.

Over a two-and-a-half-month period, hybrid half-day workshops (virtual and in-person) were held in each region, inviting the following groups to come together along with HBCUs:

- Community college staff, including workforce and adult education teams
- Regional and local economic development authorities and chambers of commerce
- Local workforce development boards
- Perkins Regional coalition coordinators
- Regional vocational rehab (LRS) leaders
- JumpStart leaders and relevant K-12 stakeholders
- Local corrections and prison education partners
- State partners, including workforce leads at LWC, LED, DCFS, and the Board of Regents (and/or their relevant regional staff)
- Other training providers, foundations, and community service organizations as relevant by region

Update to WIC and IBC Council - On December 16, 2021 Board of Regents staff provided an update to members of the Workforce Investment Council (WIC) and its Industry-Based Certification (IBC) Council members, which includes information on the Master Plan, TOPS and other LOSFA-led Initiatives, as well as HBCU Advisory Council and LaSTEM updates.



Public Relations and Outreach Committee

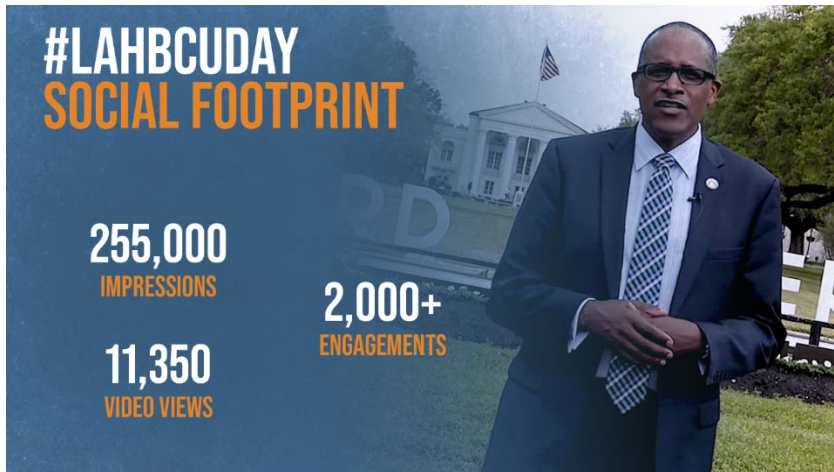
NARRATIVE: The Public Relations/Outreach Committee works to improve the identity, visibility, distinctive capabilities and overall competitiveness of HBCUs in Louisiana. By informing public policy discussions and practices, this workgroup will enhance the availability and dissemination of high-quality information concerning HBCUs to elected officials and the public.

2021 Goal

- Provide an HBCU update to the Workforce Investment Council and Industry-Based Certification Council

Goals Achieved

Highly Visible Campaign on HBCU Value - With a focused social media campaign the week of HBCU Day at the Capitol, campuses assisted with video promotions to highlight the value of Louisiana HBCUs. The social footprint led to a significant number of impressions, video views and engagements (see graphic below).



Update to WIC and IBC Council - On December 16, 2021 Board of Regents staff provided an update to members of the Workforce Investment Council (WIC) and its Industry-Based Certification (IBC) Council members, which included information on the Master Plan, TOPS and other LOSFA-led Initiatives, as well as HBCU Advisory Council and LaSTEM updates.

HBCU Day at the Capitol



In order to meet COVID-19 protocols, HBCU Day at the Capitol in 2021 was hybrid in format. While the formal HBCU Advisory Council meeting that kicked off the day was held virtually, members were extended the invitation to attend in person when the House and Senate convened that day.

The virtual morning meeting included reports from several legislators, including the following:

- Rep. Jason Hughes stated that the previous week he was joined in the House Education Committee by Dr. Kim Hunter Reed to present a bill to make adjustments to the HBCU Advisory Council.
- Rep. Hughes also stated his intention to present House Concurrent Resolution 38 in acknowledgement of the state's HBCUs and invited Dr. Reed and other Council members to join him for its reading in the legislative chambers that afternoon.
- Rep. Ted James noted that the Legislative Black Caucus had released its legislative agenda, specifying three tax bills in the House Ways and Means Committee.
- Additionally, Rep. James informed the Council of a series of bills authored by other Black Caucus members pertaining to education, criminal justice reform, and women's health.
- Higher Education Council members mentioned the importance of faculty pay in the proposed budget.

After the meeting a number of Advisory Council members were recognized on behalf of the Council when resolutions in honor of HBCU Day were read in both chambers (See Appendix D). Grambling President Rick Gallo, a former state senator, and Southern University System President Dr. Ray Belton were also on hand to speak with legislators about the manifold contributions and value of HBCUs to Louisiana and her citizens.

Information Sharing

Throughout the year, Advisory Council members received information regarding opportunities available to HBCUs and their students, as well as notices of and invitations to events, seminars, conferences, and online meetings to benefit their institutions. The list below provides an overview of the communications shared with members:

- Sent 3.23.21
An article from The Advocate highlighting the vital role of the HBCU football tradition
HBCU football bowl in La. a good bet for players, schools, state
<https://advocate-la.newsmemory.com/?editionStart=Baton+Rouge>
- Sent 4.1.21
Call for Letters of Inquiry for *Equity-Minded Pathways to STEM Graduate Education* investment by the Sloan Foundation
- Sent 4.13.21
Southern Area HBCU Servant Leader Scholarship Application
- Sent 7.16.21
Request for outreach regarding IGNITE HBCU Excellence Act
- Sent 8.20.21
Office of Broadband and Connectivity Memo re: FCC Broadband Affordability Program
- Sent 9.18.21
HBCU Green Careers Roundtable Invitation
- Sent 9.17.21
Second Chance Pell Application Opportunity
- Sent 9.30.21
Second Chance Pell Application Information and Template
 1. Federal Student Aid Letter: Invitation to Participate in the Second Chance Pell Experiment Under the Experimental Sites Initiative (ESI) (EA ID: GENERAL-21-46)
 2. State map of DOC facilities
 3. List of educational programs currently being offered throughout DOC institutions
 4. Second Chance Pell SAMPLE Letter of Interest
- Sent 10.5.21
Thurgood Marshall Scholarship Opportunity

APPENDIX A

Applicable Laws

2018 Regular Session **ENROLLED**

ACT 236

SENATE BILL NO. 199

BY SENATOR BISHOP

2 AN ACT

2 To enact R.S. 17:3138.7 and R.S. 36:651(T)(7), relative to postsecondary education; to
3 establish the Advisory Council on Historically Black Colleges and Universities under
4 the jurisdiction of the Board of Regents; to provide relative to the membership,
5 powers, duties, and functions of the council; and to provide for related matters.

6 Be it enacted by the Legislature of Louisiana:

7 Section 1. R.S. 17:3138.7 is hereby enacted to read as follows:

8 **§3138.7. Advisory Council on Historically Black Colleges and Universities**

9 **A. The Advisory Council on Historically Black Colleges and Universities**
10 **(HBCUs) is hereby established under the jurisdiction of the Board of Regents**
11 **for the purpose of focusing on ways to strengthen the capacity of HBCUs to**
12 **provide the highest quality education, increase opportunities for HBCUs to**
13 **participate in and benefit from state programs, and ensure Louisiana has**
14 **the highest proportion of college graduates from HBCUs in the country. In**
15 **consultation with the Southern University System and Grambling State**
16 **University, the council shall provide guidance and advice to commissioner**
17 **of higher education and the Board of Regents regarding best practices to**

18 **strengthen the capacity of Louisiana’s HBCUs.**

19 **B. The council shall be composed of twenty-three members as follows:**

20 **(1) The commissioner of higher education, or his designee.**

21 **(2) The president of the Southern University System, or his designee.**

22 **(3) The president of the University of Louisiana System, or designee.**

23 **(4) The president of the Louisiana Community and Technical College**
24 **System, or his designee.**

25 **(5) The chancellor of Southern University at New Orleans, or his**
26 **designee.**

27 **(6) The chancellor of Southern University at Shreveport, or designee.**

2 **(7) The chancellor of the Southern University Law Center, or his**
2 **designee.**

3 **(8) The chancellor of Southern University Agricultural Research and**
4 **Extension Center, or his designee.**

5 **(9) The president of Grambling State University, or his designee.**

6 **(10) The president of the State Board of Elementary and Secondary**
7 **Education, or his designee.**

8 **(11) The secretary of the Department of Economic Development, or**
9 **designee.**

10 **(12) The executive director of the Louisiana Workforce Commission,**
11 **or his designee.**

12 **(13) The president of the Louisiana State Conference of the National**
13 **Association for the Advancement of Colored People, or his designee.**

14 **(14) The president of the Urban League of Louisiana, or his designee.**

15 **(15) The president of American Civil Liberties Union of Louisiana,**
16 **or his designee.**

17 **(16) The president of the Senate, or his designee.**

18 **(17) The speaker of the House of Representatives, or his designee.**

19 **(18) The chairman of the Louisiana Legislative Black Caucus, or his**
20 **designee.**

21 **(19) A member of Louisiana Legislative Black Caucus, appointed by**
22 **the chairman of the caucus. If the chairman is a member of the**
23 **House of Representatives, the appointed member shall be a member**
24 **Senate. If the chairman is a member of the Senate, the appointed**
25 **member shall be a member of the House of Representatives.**

26 **(20) The president of Xavier University of Louisiana, or his designee.**

27 **(21) The president of Dillard University, or his designee.**

28 **(22) The chairman of the Senate Committee on Education, or his**
29 **designee.**

30 **(23) The chairman of the House Committee on Education, or his**

2 **designee.**

2 **C. Members of the council shall serve at the pleasure of the appointing**

3 authority and vacancies shall be filled in the manner of the original
4 appointment.

5 D. Members shall serve without compensation but may be reimbursed
6 for expenses as provided by the appointing authority.

7 E. (1) The commissioner of higher education shall call the first meeting
8 of the council no later than September 1, 2018, and a chairman and a vice
9 chairman shall be elected from among the council's membership at this meeting.

10 (2) The council shall meet upon the call of the chairman, but not less than
11 twice annually.

12 F. The Board of Regents shall provide staff support to assist the council
13 in performing its duties and responsibilities.

14 G. The council shall:

15 (1) Advise the commissioner of higher education regarding methods to
16 enhance the capabilities of HBCUs to serve the needs of their students and
17 state and methods whereby the state can better serve HBCUs. The council
18 shall also help identify methods to:

19 (a) Improve the identity, visibility, distinctive capabilities, and overall
20 competitiveness of HBCUs.

21 (b) Provide the highest quality education to the greatest number of
22 students.

23 © Promote centers of academic research & programmatic excellence

24 (d) Strengthen the fiscal stability of HBCUs.

- 25 (e) Increase HBCUs contribution to the st'te's educational and
26 workforce goals.
- 27 (f) Elevate public awareness of the contributions and value of HBCUs.
- 28 (g) Encourage public-private investments in HBCUs.
- 29 (h) Engage the philanthropic, business, government, and education
2 30 communities in a dialogue regarding current and
future HBCU programs and initiatives.
- 2 (i) Foster enduring private-sector initiatives and public-private
3 partnerships.
- 4 (j) Inform public policy discussions and practices by improving the
5 availability and dissemination of high-quality information concerning
6 HBCUs to elected officials and the public.
- 7 (k) Share best practices regarding administrative and programmatic
8 processes.
- 9 (2) Strengthen the capacity of HBCUs to participate in federal and state
10 programs by:
- 11 (a) Working with state and federal departments, agencies, offices to:
- 12 (i) Identify programs and initiatives in which HBCUs may be
13 either underserved or underused as a resource.
- 14 (ii) Encourage HBCUs to participate in state and federal
15 programs and initiatives.
- 16 (iii) Establish methods to increase the capacity of HBCUs to

17 effectively compete for grants, contracts, cooperative agreements

18 (b) Encouraging public-sector and private-sector involvement with

19 HBCUs on such initiatives.

20 (3) Strengthen the capacity of HBCUs to fully participate in Louisiana's

21 workforce and economic development activities by:

22 (a) Working with the Department of Economic Development to ensure

23 full participation and inclusion of HBCUs at inception stage and throughout

24 implementation of economic development activities.

25 (b) Working with the Louisiana Workforce Commission to help identify

26 educational programs to address workforce gaps.

27 (c) Requesting the Department of Economic Development and the

28 Louisiana Workforce Commission to provide periodic updates to council on

29 their activities and initiatives.

2 301 §651. Transfer of boards, commissions, departments, and agencies to

Department of

2 Education; boards, commissions, and agencies within Department of

3 Education

4 * * *

5 T. The following agencies are placed within the Department of Education and

6 shall perform and exercise their powers, duties, functions, and responsibilities as

7 provided by law:

8 * * *

9 **(7) The Advisory Council on Historically Black Colleges and Universities**

10 **(R.S. 17:3138.7).**

11 Section 3. This Act shall become effective upon signature by the governor or, if not
12 signed by the governor, upon expiration of the time for bills to become law without
signature

13 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
14 vetoed by the governor and subsequently approved by the legislature, this Act shall
become

15 effective on the day following such approval.

ACT 417

HOUSE BILL NO. 119

2 BY REPRESENTATIVE HUGHES AND SENATORS BOUIE AND HARRIS AN ACT

2 To amend and reenact R.S. 17:3138.7(B)(introductory paragraph) and to enact R.S.
3 17:3138.7(B)(24) and (G)(4), relative to the Advisory Council on Historically Black
4 Colleges and Universities; to provide for membership of the council; to provide for
5 an annual report to the legislature's education committees; and to provide for related
6 matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:3138.7(B)(introductory paragraph) is hereby amended and
9 reenacted and R.S. 17:3138.7(B)(24) and (G)(4) are hereby enacted to read as follows:

10 §3138.7. Advisory Council on Historically Black Colleges and Universities

11 * * *

12 B. The council shall be composed of twenty-three twenty-four members as
13 follows:

14 * * *

15 (24) A student serving as student body president of a public or private
16 HBCU in Louisiana, selected annually by the HBCU student body presidents.

17 * * *

18 G. The council shall:

19

* * *

20 (4) Submit an annual written report to the House Committee on Education

2 21 and the Senate Committee on Education, not later than sixty days prior to t1

Regular Session of the Legislature, detailing its findings and recommendations on

2 all aspects of its work pursuant to this Subsection.

APPENDIX B



HBCU ADVISORY COUNCIL AGENDA

Monday, February 8, 2021

10:00 a.m. – 12:00 p.m.

10:00 a.m. – 10:03 a.m.	Call to Order/ Roll Call
	<i>Dr. Kim Hunter Reed, Commissioner of Higher Education</i>
10:03 a.m. – 10:05 a.m.	Approval of the August Minutes
10:05 a.m. – 10:35 a.m.	Kellogg Foundation
	<i>Christy Slater, Program Officer</i>
10:35 a.m. -11:20 a.m.	HBCU Small Business Innovation Research Center of Excellence
	<i>Dr. Michael Stubblefield, Vice Chancellor for Research and Strategic Initiatives</i>
11:20 a.m. – 11:35 a.m.	2021 Council Goals Update
	<i>Academic Affairs</i>
	<i>Dr. James Ammons, Co-Chair</i>
	<i>Workforce and Economic Development</i>
	<i>Mandi Mitchell, Co-Chair</i>
	<i>Public Relations</i>
	<i>Dr. Walter Kimbrough, Co-Chair</i>
11:35 a.m. -11:45 a.m.	Board of Regents Update
	<i>Dr. Kim Hunter Reed, Commissioner of Higher Education</i>
11:45 a.m.	Public Comment
11:50 a.m.	Closing Remarks ~ Next Steps, Future Meetings
12:00 p.m.	Adjourn



HBCU ADVISORY COUNCIL AGENDA
Monday, April 26, 2021
10:00 a.m. - 12:00 p.m.

10:00 – 10:05 am	Welcome – Chair Kim Hunter Reed
10:05 – 10:07 am	Approval of Minutes
10:07 – 10:15 am	Presentation of Senate Concurrent Resolution
10:15 – 10:40 am	Open Discussion of 2021 Regular Session Legislation
10:40 – 11:25 am	Around the Table – <u>Spotlight on HBCU Accomplishments</u> Dr. Rick Gallot, Grambling State University Dr. Ray Belton, Southern University Baton Rouge Dr. Rodney Ellis, Southern University Shreveport Dr. James Ammons, Southern University New Orleans Dr. Orlando McMeans, Southern University Ag. Center Chancellor John Pierre, Southern University Law Center Dr. Reynold Verret, Xavier University Dr. Walter Kimbrough, Dillard University
11:25 – 11:35 am	Future Meetings, Future Focus Areas and Next Steps
11:35 – 11:40 am	Public Comments
11:40 – 12:00 pm	Other Business
12:00 pm	Adjournment



HBCU ADVISORY COUNCIL AGENDA

Tuesday, November 2, 2021

10 a.m. – 12 p.m. via Zoom

- 10:00 – 10:05 a.m.** **Welcome, Chair Kim Hunter Reed**
Introduction of Student Member, Emmanuel Ukot, Xavier University
- 10:05 – 10:10 a.m.** **Roll Call and Approval of Minutes**
- 10:10 – 10:30 a.m.** **Louisiana Office of Broadband Update**
Veneeth Iyengar, LA Executive Director of Broadband and Connectivity
- 10:30 – 10:45 a.m.** **Federal Broadband Outlook**
Brian Looser, Policy Advisor, Sen. Bill Cassidy's Office
- 10:45 – 11:00 a.m.** **Southern University Law Center NTIA Grant**
Chancellor John Pierre, Southern University Law Center
- 11:00 – 11:25 a.m.** **Around the Table – HBCU Highlights**
Dr. Ray Belton, Southern University System (15 mins)
Southern University Baton Rouge
Southern University Shreveport
Southern University New Orleans
Southern University Agricultural Center
Southern University Law Center
Dr. Walter Kimbrough, Dillard University (5 mins)
Dr. Reynold Verret, Xavier University (5 mins)
- 11:25 – 11:35 a.m.** **Future Meetings, Future Focus Areas and Next Steps**
- 11:35 – 11:40 a.m.** **Public Comments**
- 11:40 – 12:00 p.m.** **Other Business**
- 12:00 p.m.** **Adjournment**

APPENDIX C

Invitation to Participate in the Second Chance Pell Experiment Under the Experimental Sites Initiative (ESI) (EA ID: GENERAL-21-46)

The Department is pleased to announce that it will consider letters of interest submitted on or after the date of this Electronic Announcement from Title IV-eligible postsecondary institutions to participate, beginning with the 2022-2023 award year, in the Second Chance Pell experiment under the Experimental Sites Initiative (ESI) authorized under title IV of the Higher Education Act of 1965, as amended (HEA).

The Second Chance Pell experiment was established in an August 3, 2015, Federal Register Notice ("2015 Notice"). The 2015 Notice provided that letters of interest received after October 2, 2015, may still be considered for participation, at the discretion of the Secretary. Additional institutions were invited to submit letters of interest in a May 20, 2019 Electronic Announcement. Beginning today, a third round of letters of interest will be considered for participation in the Second Chance Pell experiment. Institutions actively participating in the Second Chance Pell experiment do not need to submit an additional letter of interest to continue participation in the experiment; however, applicants that previously submitted a letter of interest, but were not accepted, may submit a new letter and be considered again.

Under the ESI, the Secretary has authority to grant waivers from certain Title IV, HEA statutory or regulatory requirements to allow a limited number of institutions to participate in experiments to test alternative methods for administering the Title IV, HEA programs. ESI experiments are designed to facilitate efforts by institutions to explore innovative practices aimed at improving student outcomes, the delivery of services, or both.

With the passage of the Consolidated Appropriations Act of 2021, the Department of Education will further expand the ability to serve incarcerated students beyond this experiment by reinstating Pell Grant eligibility for eligible students enrolled in certain prison education programs beginning July 1, 2023. In preparation for these legislative changes, increased participation in the Second Chance Pell experiment will allow the Department to determine what will be needed for institutions to comply with the new provisions. Additional participants will also ensure continued diversity in the experiment, allowing the Department to learn more about how to effectively implement the new legislation and provide insight on how best to serve incarcerated students in the future. In particular, the Department seeks to increase geographic diversity to include institutions from states not currently represented in the experiment.

If your institution is interested in participating in the Second Chance Pell experiment beginning with the 2022-2023 award year, please review the 2015 Notice and submit a letter of interest no later than October 28, 2021. Letters of interest must be submitted as a Portable Document Format (PDF) attachment to an email message sent to experimentalsites@ed.gov. The subject line of the email should read "ESI 2021-Second Chance Pell." The letter of interest should be on

institutional letterhead and be signed by the institution's president, chancellor or chief financial officer. The letter must include the institution's official name and Department of Education Office of Postsecondary Education Identification (OPEID) number, as well as a mailing address, email address, and telephone number of a contact person at the institution.

As stated in the 2015 Notice, please include in the letter a listing of the academic programs that your institution is considering for inclusion in this experiment and, for each of those programs, an estimate of the number of participating students. We understand that institutions' academic program listings and the actual number of students who participate may vary from the information submitted in the letter.

Submitting a letter of interest does not commit the institution to participate in an experiment, nor does it commit the Department to approving an institution's request to participate. From the institutions that submit letters of interest, the Secretary will select a limited number of institutions based on criteria described in the 2015 Notice and with an interest in increasing geographic diversity.

The Department encourages institutions to submit letters of interest that propose to include programs focused on preparing students for employment in a sector or occupation that currently has or is projected to have a number of open positions locally or nationally. We are also interested in programs that would allow students to continue their training or academic program upon release, including on the campus of the institution. The Department will finalize the specific evaluation and reporting requirements before the third cohort begins participating in the experiment.

If you have any questions about the application process or the Second Chance Pell experiment, please send an email to experimentalsites@ed.gov.

Template for Application

1. Must be submitted and dated no later than October 28, 2021
2. Must be submitted as a PDF attachment to an email sent to experimentalsites@ed.gov
3. Must have subject line of the email read "ESI 2021-Second Chance Pell."
4. Must be on institutional letterhead
5. Must be signed by the institution's president, chancellor or chief financial officer
6. Must include the institution's official name
7. Must include Department of Education Office of Postsecondary Education Identification (OPEID) number
8. Must include address, email address, and telephone number of a contact person at the institution

- SAMPLE LETTER -

September 28, 2021

To Whom It May Concern:

Please consider this letter as indication that **(INSERT INSTITUTION OFFICIAL NAME HERE)** is interested in participating in the Second Chance Pell experiment beginning with the 2022-2023 award year.

(INSERT INSTITUTION NAME HERE) would consider experiment inclusion of the following programs with estimated number of participating students for each:

(INSERT LIST OF POSSIBLE ACADEMIC PROGRAMS HERE, ESTIMATED # OF STUDENTS FOR EACH)

We understand that academic program listings and the actual number of students who participate may vary from the information submitted in the letter.

It is our intent that focusing on programs such as these will help prepare learners for employment in a sector or occupation that meets regional or national workforce needs. We are also interested in considering programs that will allow students to continue their training or academic program upon release.

(INSERT NAME OF CAMPUS CONTACT) will serve as campus contact for **(INSERT INSTITUTION NAME HERE)** with Department of Education Office of Postsecondary Education Identification (OPEID) number **(INSERT OPEID NUMBER HERE)**. He/she may be contacted at **(INSERT ADDRESS, EMAIL ADDRESS AND TELEPHONE NUMBER HERE)**.

Thank you in advance for accepting this letter of interested and for considering **(INSERT INSTITUTION NAME HERE)** for participation in this vital experiment.

Sincerely,

APPENDIX D

Senate Resolution 20 by Senator Cleo Fields and House Concurrent Resolution by Rep. Jason Hughes mirrored each other with content that highlights the breadth and depth of the contributions HBCUs make to Louisiana and her citizens.

The instruments read as follows:

Whereas, Louisiana is proud to be home to eight Historically Black Colleges and Universities – Dillard University, Grambling State University, Southern University and A&M College, Southern Agriculture Research and Extension Center, Southern Law Center, Southern University New Orleans, Southern University Shreveport and Xavier University of Louisiana – and the nation's only HBCU System (Southern University System), which uniquely positions it as an exemplar of successful HBCU policy and practice;

Whereas, Louisiana's HBCUs collectively enrolled 22,854 students in 2019-2020;

Whereas, since their establishment 184 years ago, HBCUs have provided Black students with a powerful avenue, and, for some, the only path to a college degree;

Whereas, as Louisiana grapples with both the global COVID-19 pandemic and historic national civil unrest, HBCUs have proven to be invaluable assets based on their history, student experiences, and societal contributions;

Whereas, several HBCUs and their leaders are contributing to research to help fight the biological and socio-political impacts of the pandemic;

Whereas, higher education universally provides wide-ranging benefits to students, including higher average lifetime wages, better career opportunities, increased job security and satisfaction, and better health, as well as a considerable economic impact on communities, the state, and the region;

Whereas, HBCUs enroll and successfully graduate greater numbers of low-income, first-generation and academically underprepared college students compared to non-HBCUs;

Whereas, evidence demonstrates high levels of student-faculty engagement and mentorship at HBCUs leading to stronger student success;

Whereas, HBCUs are credited with building the Black middle class in America with Black graduates of HBCUs significantly more likely to be better off financially and socially;

Whereas, research has found that, on average, 58% of Black HBCU graduates strongly agree that professors at their university cared about them as individuals (compared to 25% for Black non-HBCU graduates);

Whereas, Black HBCU graduates are nearly twice as likely as Black graduates of non-HBCUs to strongly agree that their university prepared them well for life outside of college (55% vs. 29%);

Whereas, the pageantry, traditions, bands and rivalries of HBCUs are second to none; and

Whereas Louisiana's HBCU have distinguished themselves nationally and in our state in numerous ways such as the following:

Dillard University - *One of the nation's leading producers of Black physicists*

Grambling State University - *Leading producer of computer science graduates in the state of Louisiana and the only institution to offer bachelor's degree programs in cybersecurity and cloud computing*

Southern University and A&M College (SUBR) – *Leading producer of Black engineers in Louisiana whose graduates play significant and creative and administrative roles at NASA, Boeing, IBM, Entergy and Dow Chemical among other leading companies*

Southern University at New Orleans (SUNO) – *Only HBCU in the state to offer a forensic science program*

Southern University Shreveport (SUSLA) - *Only comprehensive two-year community college in north Louisiana with an aerospace technology program*

Southern University Agricultural Research and Extension Center - *First HBCU to launch its own CBC and THC medical marijuana lines.*

Southern University Law Center (SULC) – *Counted among SULC alumni are 104 graduates currently serving as judges*

Xavier University of Louisiana – *Nationally recognized for the number of Black graduates who go on to successfully complete Medical School (Medical School Association of American Medical Colleges' 2020 report)*

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
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Cameron T. Jackson, Student

Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
FACILITIES & PROPERTY
Thursday, January 6, 2022

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

IX. Reports and Recommendations

B. Facilities & Property

1. Public-Private Partnership Lease Agreement: LSU A&M Utilities Modernization Initiative

Agenda Item IX.B.1.

Executive Summary

Reports and Recommendations

Facilities and Property

January 6, 2022

1. Public-Private Partnership Lease Agreement: Louisiana State University and A&M College (LSU) Utilities Modernization Initiative

The Louisiana State University Board of Supervisors, on behalf of LSU, submitted a public-private partnership and associated lease agreements for a Utilities Modernization Initiative (UMI) on the flagship campus. The UMI is the culmination of several years of work by LSU to find a suitable method of addressing substantial deferred maintenance in its utility systems and reducing LSU's annual operating costs for heating, cooling, and powering the flagship campus. Through a competitive proposal and negotiation process, LSU reached an agreement with two private vendors, CenTrio and Tiger Energy Partners (TEP), to make substantial capital improvements to LSU's utility plants and distribution system thereby reducing's LSU's energy consumption and lowering its annual operating costs for operating and maintaining its utility plants. The LSU System has relied on CenTrio (under its prior corporate name, Enwave) for over 20 years to manage the utilities systems at its Health Sciences Center – New Orleans with very successful results. LSU expects to save approximately \$142M over the 30-year term of the initiative from a reduction in operating costs, a reduction in emergency procurement costs, and a reduction in energy consumption.

The project involves a cooperative endeavor agreement among LSU, Utilities Modernization LLC (UMLLC, a wholly-owned subsidiary of the LSU Real Estate and Facilities Foundation), CenTrio, and TEP which outlines the roles and responsibilities to be performed by each entity over the 30-year term. The project will also involve a prime lease between LSU and UMLLC granting leasehold interests in LSU's central utility plant assets to UMLLC and directing UMLLC to initiate modernization improvements to that system. UMLLC will concurrently enter into a sublease and concession agreement with CenTrio granting sub-leasehold interests in the same utility plant assets and directing CenTrio to construct and implement the modernization improvements using TEP as its contractor., CenTrio will also operate and maintain the subleased utility plant assets. LSU will pay a monthly utility fee, through UMLLC to CenTrio, in consideration for the construction, operation, and maintenance services. LSU expects net savings each year of the project's term when compared to their anticipated annual expenditures should the project not move forward.

The proposed agreements provide for CenTrio to finance and expend approximately \$111.8M to modernize LSU's central plant located by Tiger Stadium and substantially increase the capacity of its satellite plant located on Highland Road. The capital project will also remedy existing bottlenecks in the system that distributes steam and chilled water across the LSU campus. The construction will be performed by TEP. CenTrio will then operate and maintain LSU's utility plants for the 30-year term of the agreement, meeting certain key performance indicators and performance standards to ensure that LSU achieves the energy savings it has projected.

LSU anticipates multiple benefits from the UMI:

- Elimination of over \$100M in deferred maintenance associated with aging equipment in LSU's utility plants;
- Reduction of LSU's annual costs to operate and maintain its utility system;
- Substantial reduction of the risk of catastrophic failure of the current, aging components of the utility plant systems, thereby reducing the risk that the campus would face prolonged utility outages as well as the risk that LSU would be forced to incur extreme costs for emergency rentals and emergency replacements of failed components; and
- Reduction of LSU's consumption of energy commodities such as electricity and natural gas, through increased energy efficiencies from modern equipment.

CenTrio is responsible for obtaining financing for the initial capital project. Of the amount financed, 10% will be financed from equity (for which CenTrio anticipates a 10% return), while 90% will be financed through private debt with an expected interest rate of approximately 3.3%. The agreements do not create net state tax-supported debt.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Utilities Modernization Initiative submitted by the Louisiana State University Board of Supervisors on behalf of Louisiana State University and A&M College.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
ACADEMIC AND STUDENT AFFAIRS

Thursday, January 6, 2022

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Meeting can be viewed at: <https://regents.la.gov/live/>

IX. Reports and Recommendations

C. Academic and Student Affairs

1. Academic Programs
 - a. Bachelor of Applied Arts & Sciences – LSU Alexandria
2. Revisions to the Associate of Science in Teaching Statewide Transfer Agreement

AGENDA ITEM IX.C.1.a.

Proposed Bachelor of Applied Arts & Sciences Louisiana State University of Alexandria

Background Information

Louisiana State University of Alexandria (LSU-A) requests Board of Regents approval to establish a Bachelor of Applied Arts & Sciences. The Letter of Intent was approved by Regents in August 2021. The proposal was approved by the Louisiana State University Board of Supervisors then submitted to Regents for consideration. LSU Administration requested expedited consideration of the degree to facilitate implementation of the online program for the spring 2022 semester.

Staff Summary

Associate of Applied Arts (AAA) and Associate of Applied Science (AAS) degrees are designed to prepare students for direct entry into the workforce with a heavy focus on professional courses. These programs often require only 15 hours of general education courses while the more academically focused Associate of Arts (AA) and Associate of Science (AS) degrees require a minimum of 27. As graduates of applied associate degrees gain work experience, they often seek to further their education and consequently their earning power by completing a four-year baccalaureate program. These students often have difficulty transferring all previous coursework and must frequently complete far more than the typical 120 hours required for a bachelor's degree increasing time and expense until degree completion.

The proposed onsite and online BAAS will be a completer degree allowing students who have earned an AAA or AAS at an accredited community college to transfer the 60 hours of lower-level credit required by the associate degree to the proposed baccalaureate program. According to the Louisiana Workforce Commission, only 9% of individuals age 25-64 in Alexandria's economic region, Region 6, hold bachelor's degrees giving the proposed program a significant market for those who wish to continue their education after completing an applied associate degree. LSU-A is actively working with regional community colleges to develop clear transfer pathways and has received full endorsement from LCTCS administration. The flexibility of the degree will allow some students, particularly those who have transcripts from several institutions, to transfer up to 84 hours of earned credit to the program. This flexibility will be particularly useful for veterans and active-duty military who, because of the nature of military service, tend to earn credit from a variety of institutions and can be awarded credit based on the assessment of training received from military programs. The degree also provides flexibility for students who have completed applied arts or applied science courses, such as those in culinary arts, that may not be accepted for degree credit in most traditional baccalaureate programs. While common in some other states, this program would be the first of its kind in Louisiana.

1. Value: Per Regent's policy, this program meets the criteria of a Quality Credential of Value.

- a. **Same or Similar In-state Programs:** The proposed program was modeled after a successful program at Texas A&M that was developed to serve the needs of applied arts and science associate degree completers from local community colleges. It will be the only applied bachelor's degree in the state.
- b. **Workforce Demand and Job Opportunities:** While not directly tied to a specific industry, the proposed program provides opportunities for career advancement and increased earnings for students who have completed applied associate degree programs in various professional fields such as culinary arts, fire and emergency services, and military service.

- c. Student Enrollment and Completion: On average, over 2,000 students per year graduate with applied arts and sciences associate degrees in Louisiana. LSU-A anticipates attracting working adults with these credentials, primarily from the local region, and projects initial enrollment of 55 students in year one reaching 100 students total by year 5. Because students will start the program either as transfer students or with a completed associate degree, the LSU-A expects to have its first graduates within the first year.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	55	65	75	85	100
Program Graduates	15	20	25	30	35

2. Resources

LSU-A will be able to offer the proposed program at minimal additional cost as it will not have to hire additional full-time faculty during the first four years of the program's life; courses in the major will be taught by existing full-time and part-time faculty. It is anticipated that as the program develops and its enrollment increases, the university will hire an instructor to teach the two Applied Arts and Sciences courses. This hire would likely take place in year five.

	Current	Needed	Additional Costs
Faculty	The institution's current faculty are sufficient to implement and sustain the program for the foreseeable future.	No additional resource needs projected. Unless enrollment exceeds projections, additional faculty needs are unlikely for the first several years.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing infrastructure and technology are sufficient to implement and sustain the program.	No additional resource needs projected.	\$0
Student Support	Existing student support resources will be adequate for the proposed program.	No additional resource needs projected.	\$0

3. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- Accessibility: The program will be offered both onsite and 100% online. LSU Online, which will administer the program, offers flexible course scheduling and condensed semesters to provide flexibility and access to a variety of students, especially working adults.
- Affordability: Because the program is designed to build off the credits earned in an applied arts or sciences associate degree, students with those professionally-focused degrees will need to take fewer credits to complete the bachelor's degree than they would in a traditional baccalaureate curriculum. This efficiency for the use of credits will reduce tuition costs and enable students to complete the degree and increase salaries faster. LSU-A also has a robust commitment to affordability through the use of Online Educational Resources when possible.
- Partnerships: LSU-A is working directly with community colleges in the region to set up transfer agreements for graduates of applied associate degrees. LCTCS administration submitted a formal letter of support for the proposed program.

- Work-based Learning: The program's accessible online format and flexible schedule will allow students to continue working in their field while working toward completing the degree ensuring continuity in professional experience.

Staff Analysis

The proposed degree would provide access for students who complete job-focused applied associate degrees in fields like culinary arts, hospitality, manufacturing, and technology to complete a four-year degree without needing to complete courses in excess of the number typically required for a bachelor's degree. The goals of the program are in line with the Board of Regents Master Plan to increase access for adult students and develop the state's talent. Region 6 degree attainment is particularly low for the state and LSU Alexandria continues to develop programs driven by the needs and demands of students and regional employers. The proposed program addresses a specific need not yet met by other programs in the state. The proposed program is expected to provide an excellent opportunity for students with workforce-focused associate degrees to complete a baccalaureate degree.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Applied Arts & Sciences (CIP 30.9999) at Louisiana State University of Alexandria with a progress report due July 1, 2023.

AGENDA ITEM IX.C.2.

Revisions to the Associate of Science in Teaching (Grades 1-5) Statewide Transfer Agreement between Louisiana Community and Technical College System, Louisiana State University System, Southern University System, and University of Louisiana System.

Background

The Associate of Science in Teaching (Grades 1-5) was established in 2007 as an associate transfer degree preparing the graduate to transfer directly into a university baccalaureate program in teacher education leading to certification. The program does not directly lead to teacher certification eligibility but was created as a pre-educator pathway to cultivate highly skilled educators on a path to becoming accomplished teachers, beginning in high school and extending into college.

Staff Summary

As of July 1, 2018, teacher candidates admitted into a university baccalaureate program are required to complete 120 credit hours of coursework based on the content knowledge competencies identified in Louisiana Department of Education Bulletin 746 and are required to complete a one-year teaching residency. Traditional and alternative teacher preparation programs require candidates to have a minimum 2.50 GPA and pass the core academic skills for educators' assessment. The addition of the yearlong residency requirement for university baccalaureate programs required each institution to change the sequence and content of coursework to be completed by the end of the third year, thus creating a one year required residency for all candidates. The Associate of Science in Teaching (Grades 1-5) that was established in 2007 as a transfer directly into the university baccalaureate program no longer aligns with the requirements and curriculum of the university baccalaureate programs as each institution has created a unique educator pathway.

The number of graduates from the Associate of Science in Teaching (Grades 1-5) (AST (Gr.1-5) has been declining for the past three academic years (2018/19, 2019/20, and 2020/21) by 36, 21, and 19, respectively, due to the lack of course transferability and lack of alignment to the university baccalaureate program. Additionally, a passing score on the *PRAXIS* content exam is currently required to receive the AST (Gr.1-5) whereas it is not required at a university baccalaureate program until the teacher candidate begins the one-year residency.

Associate of Science in Teaching (Grades 1-5): Majors and Graduates, 2020-21		
Year	AST (Gr.1-5) Teaching Graduates	Enrolled in University
2018 -19	36	23
2019-20	21	14
2020-21	19	9

A workgroup made up of representatives from each two-year institution that offers the AST and all four-year institutions with baccalaureate teaching programs convened to discuss the enrollment and transferability of the AST (Gr.1-5) and to ensure alignment of the AST with the state's revised baccalaureate requirements. This workgroup recommended the two-year institutions offering the AST (Gr. 1-5) have more flexibility to align coursework requirements for the degree with content knowledge competencies identified in Bulletin 746. The group also recommended the elimination of the *Praxis 5001 Elementary Education Multiple*

Subjects content exam requirement for teacher candidates prior to graduating with an AST (Gr.1-5) as it is an unnecessary barrier to graduation, since it is not required by students in baccalaureate programs until their third year or after. The final recommendation of the workgroup is that two-year institutions offering the AST (Gr.1-5) be required to create an articulation agreement with the four-year institution for a seamless transfer for the teacher candidate into the university baccalaureate program.

Staff Analysis

The changes in BESE Bulletin 746 required university baccalaureate programs to create programs that cover the majority of course content in three years to allow for scheduling the one-year residency. This has created a lack of transferability of AST (Gr. 1-5) and a decrease in the number of candidates enrolling in the AST (Gr.1-5) program. The changes requested for the AST (Gr.1-5) will create greater flexibility for the two-year institution to align the new requirements of the university baccalaureate program, ensuring access and a clear pathway for students. These changes will allow more students to enter the AST (Gr.1-5) program to facilitate a clear teacher pipeline.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed changes to the Associate of Science in Teaching (Grades 1-5) Transfer Agreement between Louisiana Community and Technical College System, Louisiana State University System, Southern University System, and University of Louisiana System.

ASSOCIATE OF SCIENCE IN TEACHING (GRADES 1-5)

TRANSFER AGREEMENT BETWEEN LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM AND LOUISIANA STATE UNIVERSITY SYSTEM, SOUTHERN UNIVERSITY SYSTEM, AND UNIVERSITY OF LOUISIANA SYSTEM

Preamble

The Associate of Science in Teaching (Grades 1-5) Transfer Agreement between the Louisiana Community and Technical College System and the Louisiana State University System, Southern University System, and University of Louisiana System has been created to ensure a smooth transition from a Board of Regents approved Associate of Science in Teaching (Grades 1-5) degree program at a regionally accredited public community college to a Board of Regents approved Bachelors of Science in Teaching (Grades 1-5) degree program at a regionally accredited four-year public institution. The outcome generates an increased number of new teachers who possess the knowledge and skills to effectively teach students in grades 1-5.

Transfer Agreement

All 60 credit hours in a Board of Regents approved Associate of Science in Teaching (Grades 1-5) degree program will meet the general education requirements if all Transfer Agreement Conditions have been met. The general education requirements include ~~42~~ **6 hours of English/English Literature; 9 credit hours of Humanities (Literature and History); 6-12 credit hours of Mathematics; 9-15 credit hours of Natural Sciences- Life Sciences (i.e., Biology) and Physical Science (e.g. Chemistry, Physics, Earth Science);** (i.e., ~~Biology, Earth Science, Physics, & Chemistry~~); **9** credit hours of Social **Science** Studies (e.g., ~~History, Government, Geography, & Economics~~); and 3 credit hours of ~~The~~ **Fine Arts**. The Board of Regents Statewide General Education Requirements must be addressed. In addition, 6 credit hours of education courses required in the Associate of Science in Teaching (Grades 1-5) degree program will meet the requirements of two education courses identified by the universities (e.g., Introduction to Education; Child Development; Multicultural/Exceptional Education; Educational Technology, etc.). All graduates of

Associate of Science in Teaching (Grades 1-5) degree programs will be required to complete all remaining hours in the baccalaureate degree program (i.e., completion of ~~60~~ 64 credit hours in a program that contains a total of ~~120~~ 124 credit hours).

Conditions for Transfer Agreement

The following conditions must be met for the Transfer Agreement to be valid:

- The Associate of Science in Teaching (Grades 1-5) degree program at a community college must address the core structure that has been approved by the Louisiana Community and Technical College System and Southern University Shreveport (SUSLA) for all Associate of Science in Teaching (Grades 1-5) degree programs.
- The Associate of Science in Teaching (Grades 1-5) degree program at a community college must have a matrix that demonstrates the alignment of the required general education courses with the Louisiana Department of Education content standards for grades 1-5, **the teacher competencies identified by the Board of Elementary and Secondary Education, and the Praxis expectations for the basic skills and subject assessments.**
- All Associate of Science in Teaching (Grades 1-5) graduates must complete all the courses required for the community college program that was approved by the Board of Regents.
- All Associate of Science in Teaching (Grades 1-5) graduates must (1) attain a passing score on the *Praxis* basic skills ~~assessments~~ ~~Examinations~~ (**e.g., Core Academic Skills for Educators in Mathematics, Reading, and Writing**) or an appropriate ACT **or SAT** score as defined by the Board of Elementary and Secondary Education. ~~AND (2) attain a passing score on the *Praxis* subject assessment for Grades 1-5 Content Examination (*Praxis 5001 Elementary Education: Multiple Subjects*) (Elementary Education) as defined by the Board of Elementary and Secondary Education for teacher certification.~~
- All Associate of Science in Teaching (Grades 1-5) graduates must possess a 2.5 or higher grade point average.

- All Associate of Science in Teaching (Grades 1-5) graduates must meet all university admission requirements to be admitted to a university.
- All Associate of Science in Teaching (Grades 1-5) graduates must meet the same national accreditation (e.g., National Council for Accreditation of Teacher Education; Teacher Education Accreditation Council; **Council for the Accreditation of Educator Preparation**) requirements for admission to the teacher preparation programs as all other candidates (e.g., interview, disposition rating, recommendations, etc.).
- ~~All Associate of Science in Teaching (Grades 1-5) graduates must provide the four year institutions with artifacts from the two education courses that demonstrate mastery of state standards and **competencies** for teachers.~~
- **All two-year community colleges with Associate of Science in Teaching (Grades 1-5) degrees and all four year teacher preparation programs in Louisiana must have a contact person to facilitate an articulation agreement to provide the teacher candidates a seamless transfer from the two-year teacher preparation programs to the four year teacher preparation programs.**

Teacher Preparation Oversight Committee

A Teacher Preparation Oversight Committee will oversee the successful implementation of the Associate of Science in Teaching (Grades 1-5) Transfer Agreement. The committee will meet a minimum of three times a year and be composed of a college of education dean or designee from the LSU System, college of education dean or designee from the Southern University System, college of education dean or designee from the University of Louisiana System, college of education dean from the private universities, directors from three Associate of Science in Teaching (Grades 1-5) degree programs, Board of Regents representative, Louisiana Community and Technical College representative, Louisiana Department of Education representative, and Board of Elementary and Secondary Education representative. The Board of Regents will be responsible for meeting arrangements and the meetings will be co-chaired by the Board of Regents and Louisiana Community

and Technical College system representatives. The oversight committee will be responsible for monitoring the implementation of the transfer agreement and identifying solutions when issues need to be resolved. They will also be responsible for identifying future changes to the Transfer Agreement. All college of education deans and chief academic offices at four year institutions and all directors and chief academic officers at of Associate of Science in Teaching (Grades 1-5) degree programs at two year institutions must approve future changes in the Transfer Agreement before the changes are submitted to the Board of Regents for approval.

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REPORTS AND RECOMMENDATIONS
PLANNING, RESEARCH AND PERFORMANCE
Thursday, January 6, 2022

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IX. Reports and Recommendations

D. Planning, Research and Performance

1. Response to House Concurrent Resolution 19 of the 2021 Regular Session (Louisiana Minority Sports Initiative Task Force)

Agenda Item IX.D.1.

**REPORT OF THE LOUISIANA MINORITY SPORTS
INITIATIVE TASK FORCE PRODUCED IN RESPONSE TO
HOUSE CONCURRENT RESOLUTION 19 OF THE 2021
REGULAR LEGISLATIVE SESSION**

LOUISIANA BOARD OF REGENTS



BOARD *of* REGENTS
STATE OF LOUISIANA

January 2022

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I. Introduction and Background

House Concurrent Resolution 19 of the 2021 Regular Legislative Session (Appendix A) created the Louisiana Minority Sports Initiative Task Force. Under the jurisdiction of the Board of Regents, in collaboration with The Doug Williams Center for the Study of Race and Politics in Sports, the Task Force is charged to study issues relative to a lack of racial minority and female candidates for athletic director and head coach positions at public postsecondary education institutions.

Research across the country shows a lack of initiative to implement strategies at the state level to increase diversity in athletic director and head coach positions at the collegiate level. The United States as a whole has not developed approaches to addressing these issues, with the exception of the groundbreaking work within Oregon’s public postsecondary educational institutions. In 2009, the Oregon Legislature passed House Bill 3118 (see Appendix B), which requires public institutions to “interview one or more qualified minority applicants when hiring a head coach or athletic director, unless the institution was unable to identify a qualified minority applicant who was willing to interview for the position.”¹

In comparison, the National Football League in 2003 adopted the Rooney Rule, making it a policy that the hiring pool for a head coach position must include one or more diverse candidates. In 2009, this rule was expanded to include general managers and front-office positions.² In this past year, there have been multiple expansions of the Rooney Rule to include two external diversity candidates for head coach, general managers, and other positions as well as incentives for those who develop minority talent in ways that lead to leadership positions.³

II. Process to Inform Task Force Work & Methodology

The Louisiana Minority Sports Initiative Task Force was established with the charge to “create best practices for minority applicants to have exposure to decision makers who generally hire individuals “they know” or are “comfortable with.” The Task Force is comprised of various stakeholders including postsecondary education system presidents, postsecondary institution athletic directors, and representatives of various interest groups from public and private agencies across the state (see Appendix C).

House Concurrent Resolution 19 (HCR 19) charged the Task Force to produce a report addressing the key issues and research topics listed in the legislation. The report is to include the following information:

¹ <https://olis.oregonlegislature.gov/liz/2009R1/Downloads/MeasureDocument/HB3118>

² <https://nflcommunications.com/Pages/NFL-EXPANDS-ROONEY-RULE-REQUIREMENTS-TO-STRENGTHEN-DIVERSITY.aspx>

³ <https://www.cbssports.com/nfl/news/rooney-rule-enhancement-nfl-to-require-two-external-minority-interviews-for-gm-coordinator-jobs/>

HCR 19: Legislative Tasks Charged	
<p>Explore answers to the following questions:</p> <ul style="list-style-type: none"> ● What is the number one priority for a person in charge of hiring when such a person makes a hiring decision? ● How important is the applicant’s knowledge in a particular sport? ● Is there an expectation of an advanced degree? 	<p>Task charged:</p> <ul style="list-style-type: none"> ● Create best practices for minority applicants to have exposure to decision makers who generally hire individuals “they know” or are “comfortable with”.

Given the scope of this legislative charge, HCR 19 acknowledges the work of The Doug Williams Center and urges the Center’s staff to work towards developing additional initiatives. Pending the completion of the work of the Task Force and the Task Force report, The Doug Williams Center will support the Task Force recommendations and advance the following initiatives:

1. Developing programs to teach interview techniques to job candidates
2. Creating clinics for coaches on the following:
 - a. Public speaking fundamentals
 - b. Recruiting techniques and strategies
 - c. Contract negotiations
 - d. Salary cap management
 - e. Organizational leadership and motivation

Starting with the legislative charge, the Task Force held its first meeting on August 16, 2021, and elected Mr. Brandon Logan, Executive Director of The Doug Williams Center, as the Chair of the Task Force. The Task Force convened a total of five times, spending meetings discussing current trends in diversity and inclusion in collegiate and professional sports and identifying issue areas for Task Force recommendations. The Task Force formed working groups to support the report recommendations and best practices. This work also included the drafting and approval of a Diversity, Equity, and Inclusion pledge for postsecondary institutions (see Appendix D).

IV. Research Related to National/State Data & Best Practices

In the first meeting of the Louisiana Minority Sports Initiative Task Force, Mr. Logan provided preliminary research on racial and gender hiring gaps in athletic leadership positions. Leadership positions shown in the data include athletic directors and head coaches specific to National Collegiate Athletic Association (NCAA) sports across thirteen postsecondary institutions in Louisiana (see Appendix E).

NCAA Louisiana Institutions Represented in these Data	Sports Examined at these Institutions
<ul style="list-style-type: none"> ● Centenary College ● Grambling State University ● Louisiana Tech University ● Louisiana State University A&M ● McNeese State University ● Nicholls State University ● Northwestern State University ● Southeastern Louisiana University ● Southern University A&M ● Tulane University ● University of Louisiana at Lafayette ● University of Louisiana at Monroe ● University of New Orleans 	<ul style="list-style-type: none"> ● Football ● Softball ● Volleyball ● Men’s & Women’s Basketball ● Women’s Soccer ● Men’s & Women’s Track ● Men’s & Women’s Cross Country

Examination of these institutions’ and sports’ NCAA data (2019-2020) reveals that the majority of athletic directors and head coaches are men. Further analysis of the data shows that 76% of athletic directors are male, as are 96% of head coaches in men’s sports and 59% of head coaches in women’s sports. As of July 2021, only 38% of state NCAA athletic directors are Black and 100% of these athletic directors are male (see Appendix F). Following the presentation of state-level background data, Mr. Logan instructed the Task Force members to utilize this background information to approach the legislative charges, with the following questions guiding a response: What is the most innovative strategy we can create/implement to improve our diversity talent pipeline in Louisiana’s sports administration and how can we support people of color and women in athletics to ensure retention and advancement?

With this background of data trends and the charges to the Task Force to address these issues, the scope of work was expanded to look at public agencies in other states as well as in the private sector. As mentioned above, models in both of these sectors include the Rooney Rule established by the National Football League (NFL) and the State of Oregon’s legislation.

Named after the late Dan Rooney, the previous owner of Pittsburgh Steelers and chairman of the NFL’s diversity committee, the Rooney Rule was established in 2003. In the earliest stage of the Rooney Rule as an NFL policy, teams interviewed at least one diverse candidate for a head coaching vacancy. An expansion of the rule in 2009 added general manager jobs and front office positions to this diversity hiring rule. In 2018, the NFL Workplace Diversity Committee moved to strengthen the Rooney Rule by including recommendations for best practices and records maintenance.⁴ In 2020, enhancements were added to the rule, increasing the interview practices

⁴ <https://nflcommunications.com/Pages/NFL-EXPANDS-ROONEY-RULE-REQUIREMENTS-TO-STRENGTHEN-DIVERSITY.aspx>

to include “at least two external minority candidates for head coach vacancies, at least one minority candidate for any of the three coordinator vacancies and at least one external minority candidate for the senior football operations or general manager positions.”⁵ The last rule change to be made to the Rooney Rule (October 2021) will take effect in the upcoming hiring cycle. This rule mandates at least one in-person interview for the external minority candidates for head coach and general manager jobs. The NFL added this enhancement to ensure opportunities are not lost to spend more time with a diverse group, in-person.⁶

Notably, Oregon is the only state to date which has enacted legislation requiring each public postsecondary institution to interview one or more qualified minority applicants when hiring a head coach or athletic director until the passage in 2021 of HCR 19 by the Louisiana Legislature to study such efforts. Oregon’s 2009 House Bill 3118 has been in effect for over ten years and has yielded historic gains in diversity hiring in head coach and athletic director positions.⁷ Nationally, regulations regarding diversity and inclusion in the hiring process are lacking and there is a clear underrepresentation of women and people of color in athletic leadership positions in the United States.⁸

V. Recommendations & Next Steps

The Louisiana Minority Sports Initiative Task Force met over the course of five months to discuss institutions’ best practices and strategies to mitigate exclusion and provide input on ways best to support diversity, equity, and inclusion in the hiring process. From these meetings, there were four recommendations/issues identified:

- *Providing Awareness Training to Reduce Unconscious Bias*
- *Eliminating Job Description Language that Can Negatively Impact a Candidate Pool*
- *Creating a System/Process to Review Applications and Resumes Blindly*
- *Standardizing Interview Processes to Eliminate Unstructured Interviews*

Once these areas were identified, members were assigned to delve deeper into them to provide further information on best practices and implementation. Task Force members were assigned to Working Groups to collaborate and discuss best practices associated with each key issue. At the November and December Task Force meetings, group members had the opportunity to share with the larger Task Force the best process for enacting these key recommendations.

⁵ <https://operations.nfl.com/updates/football-ops/nfl-makes-bold-new-steps-to-enhance-diversity/>

⁶ <https://www.nfl.com/news/nfl-plans-to-enact-new-enhancements-to-rooney-rule-ahead-of-next-hiring-cycle>

⁷ <https://theundefeated.com/features/oregon-law-on-hiring-minority-college-coaches-works-so-why-isnt-it-used-elsewhere/>

⁸ https://43530132-36e9-4f52-811a-182c7a91933b.filesusr.com/ugd/7d86e5_afb5ff7fea8041f4b23a18945beed139.pdf

The first work group focused on “*providing awareness training to reduce unconscious bias.*” Task Force discussion revolved around creating a diverse and inclusive hiring process and the need was acknowledged to reduce bias in the hiring process via unconscious bias training. The Task Force emphasized that any training specific to reducing unconscious bias should not be a one-time exercise, but should be ongoing to ensure an understanding of individual blind spots and to normalize discussions around bias and prejudice, leading to changes in long-term behaviors and perceptions.⁹

The second work group focused on the process of “*eliminating job description language that can negatively impact a candidate pool.*” The Task Force discussed the critical role that job descriptions can have on promoting cultures of diversity, equity, and inclusion. In addition to a commitment to ensuring equity within the workplace, job descriptions can promote an inclusive work environment. The Task Force urged the utilization of software that supports in creating job descriptions that are inclusive and eliminate bias and recommended that funding be sought to support the purchasing of licenses for tools such as Textio, which is utilized by the New Orleans Saints and Pelicans.¹⁰

The third work group focused on the process of “*creating a system/process to review applications and resumes blindly.*” The recommended seven-step process to adequately reduce bias by reviewing applications and resumes blindly is listed below:

1. **Neutralizing Job Descriptions** by removing exclusive language from all job descriptions and postings.
2. **Blind Recruiting:** Implement a recruiting software to remove identifying information from resumes and applications (e.g., Pinpoint, Textio, or Blendoor) or include instructions for candidates to do so prior to submitting an application.
3. **Phone Screening:** If phone screening is a standard practice, then consider coupling it with a questionnaire.
4. **Social Media Scans:** To remove biases, these scans should take place after the phone screening and before the initial in-person interview.
5. **Conducting In-Person Interviews**
6. **Incorporating Affirmative Action (as needed):** If 40% of applicants moving forward in a search process are not women or people of color, review applications to ensure at least 40% of those interviewed reflect these groups.
7. **Enroll All Employees in Ongoing Unconscious Bias Training.**

The fourth work group focused on “*standardizing the interview processes to eliminate unstructured interviews.*” To inform the recommendations the Task Force discussed common

⁹ <https://www.forbes.com/sites/janicegassam/2018/10/29/does-unconscious-bias-training-really-work/?sh=29340074b8a2>

¹⁰ <https://textio.com/products/>

practices amongst their institutions and outlined a standard interview process. At a minimum, vacant positions are required to interview with the following individuals:

1. The hiring manager;
2. The sports supervisor or unit supervisor who is not the hiring manager;
3. The Human Resources Manager or another member of the Human Resources Team; and
4. At least one other athletics employee, approved by Human Resources, whose position or experience is relevant to the vacant position.

Within this standardized process outlined above, the working group also acknowledged that provisions for exceptions are needed for extenuating circumstances and outlined these as well. These exceptions to the process are outlined below:

Exceptions to the Standard Hiring Process:
<p>1. Emergency Hire:</p> <ul style="list-style-type: none"> - When normal processes are not practical and filling a position quickly is necessary for recruiting purposes. - When a vacant position needs to be filled because the relevant sports competition season is imminent. - When filling a position quickly is necessary for the safety of the student-athletes during off-season training.
<p>2. Candidate Has Particular Notoriety:</p> <ul style="list-style-type: none"> - When a candidate is nationally or internationally renowned and well respected in the profession. - When a candidate has a history of winning championships at the NCAA, Conference, and/or professional level.
<p>3. Unique Qualifications:</p> <ul style="list-style-type: none"> - When a candidate possesses multiple educational credentials coupled with extensive experience that serves to benefit the department. - When a candidate is multi-dimensional and has a history of making a positive impact in the industry on a national or international basis.
<p>4. Internal Promotion</p> <ul style="list-style-type: none"> - When a candidate is currently an employee within the athletics department and a position change is necessary or desired

With this structured process and exceptions, the Task Force acknowledged that all positions should be assessed annually as a part of the institution's performance evaluation program. Additionally, the process should be reviewed annually to determine the appropriate use of exceptions.

Along with the recommendations outlined by working groups on these issue areas, a Diversity, Equity, and Inclusion (DEI) Pledge and Promise was approved by the Task Force (see Appendix D). All athletic departments at postsecondary institutions in the state of Louisiana are encouraged to use this pledge, with the hope that it will be adopted outside of the postsecondary athletic realm.

VI. Conclusion

The Louisiana Minority Sports Initiative Task Force was charged by HCR 19 to create best practices for increasing the racial minority and female candidates in athletics leadership positions. As a result of this charge, the Task Force prioritized recommendations that detail the steps necessary in the hiring process to achieve the goal of increasing the diversity in candidate pools. The Task Force agreed upon four actions that should be prioritized for hiring decisions:

- Postsecondary institutions should provide awareness training to reduce unconscious bias;
- Postsecondary institutions should eliminate job description language that can negatively impact a candidate pool;
- Postsecondary institutions should create a system/process to review applications and resumes blindly; and
- Postsecondary institutions should standardize the interview processes to eliminate unstructured interviews.

Through these recommendations, the Task Force believes progress can be made in addressing the lack of racial minority and female candidates for athletic director and head coach positions at public postsecondary education institutions. In addition, the Task Force has created a DEI pledge to be adopted by all public postsecondary institutions, with all private postsecondary institutions invited to participate, if desired. The signing of this pledge (Appendix D) will act as the first action by public postsecondary institutions acknowledging the recommendations of this Task Force and a clear commitment to diversity, equity, and inclusion in the hiring process of athletic director and head coach positions.

2021 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 19

BY REPRESENTATIVE BRASS

A CONCURRENT RESOLUTION

To create a task force to study issues relative to a lack of racial minority and female candidates for athletic director and head coach positions at public postsecondary education institutions and to submit a written report of findings and recommendations to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2022 Regular Session of the Legislature.

WHEREAS, the collegiate sports system needs to confront its hiring disparities in order to diversify its workforce; and

WHEREAS, according to Arne Duncan, the former U.S. secretary of education, "College sport has to adopt a rule that will mandate diverse pools of candidates for all major positions"; and

WHEREAS, athletic programs at colleges and universities in Louisiana would benefit from the employment of a more diverse workforce, including African American, American Indian, Asian, Latino, and female staff members; and

WHEREAS, members of the Legislature of Louisiana believe that structured dialogue and engagement will illuminate the path forward in addressing these challenges.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby create the Louisiana Minority Sports Initiative Task Force to research strategies to secure a stronger, more diverse collegiate athletic workforce.

BE IT FURTHER RESOLVED that the task force shall be composed of the following members:

- (1) The speaker of the House of Representatives or his designee.
- (2) The president of the Senate or his designee.

- (3) The Louisiana State University system president.
- (4) The Louisiana State University athletics director.
- (5) The Louisiana community and technical college system president.
- (6) The Southern University system president.
- (7) The Southern University director of athletics.
- (8) The University of Louisiana system president.
- (9) The Grambling State University director of athletics.
- (10) The Louisiana Tech University director of athletics.
- (11) The Tulane University director of athletics.
- (12) The McNeese State University director of athletics.
- (13) The director of the Bureau of Minority Health Access within the Louisiana Department of Health, Office of Community Partnerships and Health Equity.
- (14) The New Orleans Pelicans and New Orleans Saints director of unification/youth programs.
- (15) The New Orleans Pelicans and New Orleans Saints human resources manager.
- (16) The executive director of the Doug Williams Center for the Study of Race and Politics in Sports.
- (17) Three members from the private sector, to be chosen by the task force chairman after the first meeting of the task force.

BE IT FURTHER RESOLVED that the Board of Regents shall provide staff support, to be provided from existing personnel.

BE IT FURTHER RESOLVED that, at the first meeting of the task force, the members shall elect a chairman and other officers as they may deem appropriate from among members of the task force.

BE IT FURTHER RESOLVED that members of the task force shall receive no compensation for their services and shall serve at no expense to the state.

BE IT FURTHER RESOLVED that the task force shall submit a written report of findings and recommendations to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2022 Regular Session of the Legislature of Louisiana.

BE IT FURTHER RESOLVED that this report shall include but not be limited to any suggested legislation to help ensure a more diverse pool of candidates for collegiate athletic positions and shall include findings and recommendations from the following tasks charged to the task force:

(1) Exploring answers to the following questions:

(a) What is the number-one priority for a person in charge of hiring when such a person makes a hiring decision?

(b) How important is the applicant's knowledge in a particular sport?

(c) Is there an expectation of an advanced degree?

(2) Creating best practices for minority applicants to have exposure to decision makers who generally hire individuals "they know" or are "comfortable with".

BE IT FURTHER RESOLVED that the Legislature of Louisiana acknowledges the significant work The Doug Williams Center for the Study of Race and Politics in Sports has done to help build an ever-growing network of solutions for diversity and inclusion in collegiate and professional sports and urges the staff of the center to pursue the following:

(1) Developing programs to teach candidates interview techniques.

(2) Creating clinics for coaches on the following:

(a) Public speaking fundamentals.

(b) Recruiting techniques and strategies.

(c) Contract negotiations.

(d) Salary cap management.

(e) Organizational leadership and motivation.

BE IT FURTHER RESOLVED that the task force shall consider these pursuits of The Doug Williams Center in preparing the report required by this Resolution.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

Enrolled House Bill 3118

Sponsored by Representative GREENLICK; Representatives BUCKLEY, READ, SHIELDS, Senators BONAMICI, CARTER (at the request of Sam Sachs)

CHAPTER

AN ACT

Relating to hiring practices of institutions of higher education; creating new provisions; and amending ORS 352.380.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 352.380 is amended to read:

352.380. (1) **As used in this section, “minority” means:**

(a) **A person having origins in any of the black racial groups of Africa but who is not Hispanic;**

(b) **A person of Hispanic culture or origin;**

(c) **A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; or**

(d) **An American Indian or Alaskan Native having origins in any of the original peoples of North America.**

(2) Each institution under the jurisdiction of the State Board of Higher Education shall:

(a) Consider and maintain affirmative action plans and goals when reductions in faculty and staff are required as a result of:

[1] (A) Reductions in revenue that necessitate discontinuance of its educational program at its anticipated level;

[2] (B) Elimination of classes due to decreased student enrollment; or

[3] (C) Reduction in courses due to administrative decisions.

(b) **Interview one or more qualified minority applicants when hiring a head coach or athletic director, unless the institution was unable to identify a qualified minority applicant who was willing to interview for the position. It is an affirmative defense to a claim of a violation of this paragraph that the institution, in good faith, was unable to identify a qualified minority applicant who was willing to interview for the position.**

SECTION 2. The amendments to ORS 352.380 by section 1 of this 2009 Act first apply to head coach or athletic director positions that open on or after the effective date of this 2009 Act.

SECTION 3. ORS 352.380, as amended by section 1 of this 2009 Act, is amended to read:

352.380. [(1) As used in this section, “minority” means:]

[(a) A person having origins in any of the black racial groups of Africa but who is not Hispanic;]

[(b) A person of Hispanic culture or origin;]

[(c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; or]

[(d) An American Indian or Alaskan Native having origins in any of the original peoples of North America.]

[(2)] Each institution under the jurisdiction of the State Board of Higher Education shall[:]

[(a)] consider and maintain affirmative action plans and goals when reductions in faculty and staff are required as a result of:

[(A)] (1) Reductions in revenue that necessitate discontinuance of its educational program at its anticipated level;

[(B)] (2) Elimination of classes due to decreased student enrollment; or

[(C)] (3) Reduction in courses due to administrative decisions.

[(b) Interview one or more qualified minority applicants when hiring a head coach or athletic director, unless the institution was unable to identify a qualified minority applicant who was willing to interview for the position. It is an affirmative defense to a claim of a violation of this paragraph that the institution, in good faith, was unable to identify a qualified minority applicant who was willing to interview for the position.]

SECTION 4. The amendments to ORS 352.380 by section 3 of this 2009 Act become operative on January 2, 2020.

Passed by House May 1, 2009

Received by Governor:

Repassed by House June 23, 2009

.....M,....., 2009

Approved:

.....
Chief Clerk of House

.....M,....., 2009

.....
Speaker of House

.....
Governor

Passed by Senate June 19, 2009

Filed in Office of Secretary of State:

.....M,....., 2009

.....
President of Senate

.....
Secretary of State

Appendix C

<u>Member</u>	<u>Seat Information as listed in statute</u>
Tim Detillier	The speaker of the House of Representatives or his designee.
Senator Gerald Boudreaux	The president of the Senate or his designee.
Dr. William Tate	The Louisiana State University system president
Scott Woodward	The Louisiana State University athletics director.
Dr. Monty Sullivan	The Louisiana community and technical college system president
Ray L. Belton	The Southern University system president.
Roman Banks	The Southern University director of athletics.
Dr. Jim Henderson	The University of Louisiana system president.
Dr. Trayvean Scott	The Grambling State University director of athletics.
Dr. Eric Wood	The Louisiana Tech University director of athletics
Troy Dannen	The Tulane University director of athletics.
Heath Schroyer	The McNeese State University director of athletics.
Rudy Macklin	The director of the Bureau of Minority Health Access within the Louisiana Department of Health, Office of Community Partnerships and Health Equity.
Elicia Broussard-Sheridan	The New Orleans Pelicans and New Orleans Saints director of unification/youth programs.
Pat McKinney	The New Orleans Pelicans and New Orleans Saints human resources manager.
Brandon Logan	The executive director of the Doug Williams Center for the Study of Race and Politics in Sports
Jay Cicero (Greater New Orleans Sports Foundation)	Three members from the private sector, to be chosen by the task force chairman after the first meeting of the task force.
Tracey Schiro (Ochsner Health System)	Three members from the private sector, to be chosen by the task force chairman after the first meeting of the task force.

Appendix D

Louisiana Minority Sports Initiative Task Force

Diversity, Equity & Inclusion Pledge and Promise

I PLEDGE AND PROMISE to respect all people and embrace all human differences, while building upon our shared ideals.

I PLEDGE AND PROMISE to foster a diverse, inclusive, and safe environment where every individual can experience a sense of belonging.

I PLEDGE AND PROMISE to create and maintain a workplace that empowers all employees to thrive in their authenticity, delivering the best of their skills and talents without having to overcome the burden of discrimination.

I PLEDGE AND PROMISE to enhance equitable treatment of all people by continuously evaluating employee benefits and reviewing policies to enhance inclusion.

I PLEDGE AND PROMISE to implement diversity, inclusion, and unconscious bias education as a pillar of our continuing internal professional development and training.

I PLEDGE AND PROMISE to recruit and retain a staff that more closely reflects the diverse makeup of the communities where we serve and live.

I PLEDGE AND PROMISE to enact a strategy that increases the participation of diverse populations throughout our supplier network.

I PLEDGE AND PROMISE to create a system of accountability to track and measure the effectiveness of our inclusive practices.

I PLEDGE AND PROMISE to eliminate job descriptions and other recruitment language that can negatively impact a candidate pool on the basis of race, gender, and sexual orientation.

I PLEDGE AND PROMISE to eliminate hiring discrimination by implementing a system/process of blind application/resume review.

I PLEDGE AND PROMISE to develop a staff who understands inclusive culture building and actively participates in building a more diverse and equitable workplace.

I PLEDGE AND PROMISE to lead with a long-term focus on diversity and inclusion efforts by creating programming that advances transparent dialogue to understand and meet the needs of diverse populations.

Signatures of Pledge Commitment

Louisiana State University System

University of Louisiana System

Southern System

Louisiana Community and Technical College System

Appendix E – Louisiana NCAA Team Leadership Under Examination

<i>Ledger Colors</i>
Men Sports Under Examination
Men/Women Sports Under Examination
Women Sports Under Examination

<u>Centenary College Sports</u>	<u>Grambling State Sports</u>
Baseball, M	Baseball, M
Basketball, M + W	Basketball, M + W
Cross Country, M + W	Bowling, W
Golf, M + W	Cross Country, M + W
Gymnastics, W	Football, M
Lacrosse, M	Soccer, W
Soccer, M + W	Softball, W
Softball, W	Tennis, W
Swimming, M + W	Track & Field, M + W
Track & Field, M + W	Volleyball, W
Volleyball, W	

<u>ULL Sports</u>	<u>ULM Sports</u>
Baseball, M	Baseball, M
Basketball, M + W	Basketball, M + W
Cross Country, M + W	Beach Volleyball, W
Football, M	Cross Country, M + W
Golf, M	Football, M
Soccer, W	Golf, M + W
Softball, W	Soccer, W
Tennis, M + W	Softball, W
Track & Field, M + W	Track & Field, M + W
Volleyball, W	Volleyball, W

<u>LSU Sports</u>	<u>Louisiana Tech Sports</u>
Baseball, M	Baseball, M
Basketball, M + W	Basketball, M + W
Beach Volleyball, W	Bowling, W
Cross Country, M + W	Cross Country, M + W
Football, M	Football, M
Golf, M + W	Golf, M
Gymnastics, W	Soccer, W
Soccer, W	Softball, W
Softball, W	Tennis, W
Swimming & Diving	Track & Field, M + W
Tennis, M + W	Volleyball, W
Track & Field, M + W	
Volleyball, W	

<u>McNeese State Sports</u>	<u>UNO Sports</u>
Baseball, M	Baseball, M
Basketball, M + W	Basketball, M + W
Cross Country, M + W	Beach Volleyball, W
Football, M	Cross Country, M + W
Soccer, W	Golf, M
Softball, W	Tennis, M + W
Tennis, W	Track & Field, M + W
Track & Field, M + W	Volleyball, W
Volleyball, W	

<u>Nicholls State Sports</u>	<u>Northwestern State Sports</u>
Baseball, M	Baseball, M
Basketball, M + W	Basketball, M + W
Beach Volleyball, W	Cross Country, M + W
Cross Country, M + W	Football, M
Football, M	Soccer, W
Golf, M	Softball, W
Tennis, M + W	Tennis, W
Track & Field, M + W	Track & Field, M + W
Volleyball, W	Volleyball, W

<u>Southeastern Sports</u>	<u>Southern Sports</u>	<u>Tulane Sports</u>
Baseball, M	Baseball, M	Baseball, M
Basketball, M + W	Basketball, M + W	Basketball, M + W
Beach Volleyball, W	Bowling, W	Beach Volleyball, W
Cross Country, M + W	Cross Country, M + W	Bowling, W
Football, M	Football, M	Cross Country, M + W
Golf, M	Soccer, W	Football, M
Soccer, W	Softball, W	Golf, W
Softball, W	Tennis, W	Sailing, M + W
Tennis, M + W	Track & Field, M + W	Swimming & Diving, W
Track & Field, M + W	Volleyball, W	Tennis, M + W
Volleyball, W		Track & Field, M + W
		Volleyball, W

Appendix F – Louisiana NCAA Leadership Diversity Data

NCAA Member Institutions	Director of Athletics Gender	Director of Athletics Ethnicity	Assistant Director of Athletics Gender	Assistant Director of Athletics Ethnicity	Male Head Coaches in Men's Sports Under Examination	Male Head Coaches in Women's Sports Under Examination	Female Head Coaches in Men's Sports Under Examination	Female Head Coaches in Women's Sports Under Examination
Centenary College of Louisiana	Male	White	Female	White	4	3	0	3
Grambling State University	Male	African-American	Female	African-American	5	4	0	2
University of Louisiana at Lafayette	Male	White	Male	African-American	5	5	0	1
University of Louisiana at Monroe	Male	White	Male	White	5	4	0	2
Louisiana State University	Male	White	Male	African-American	5	2	0	4
Louisiana Tech University	Male	African-American	Female	White	5	4	0	2
McNeese State University	Male	White	Male	White	5	5	0	1
University of New Orleans	Male	African-American	Male	White	4	2	0	2
Nicholls State University	Male	African-American	Male	White	3	2	2	4
Northwestern State University	Male	White	Female	White	5	5	0	1
Southeastern Louisiana University	Male	White	Male	White	5	5	0	1
Southern University	Male	African-American	Male	White	5	5	0	1
Tulane University	Male	White	Male	White	5	3	0	1
Male:	100%		69%		97%	66%	3%	34%
Female:	0%		31%					
White:		62%		77%				
African-American:		38%		23%				

*This data was sourced August 2021.