

NOTICE OF MEETINGS

Board meeting to be held at the
Claiborne Building
Louisiana Purchase Room 1-100
1201 N. Third Street, 1st Floor
Baton Rouge, Louisiana 70802



BOARD of REGENTS
STATE OF LOUISIANA

*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 Tuesday, January 23, 2024

Event	Time	Location
Oaths of Office	10:00 a.m.	Louisiana Purchase Room 1-100 Claiborne Building 1201 N. Third Street, 1 st Floor Baton Rouge, Louisiana
(Meeting as a Committee of the Whole)** <i>Board of Regents</i> ➤ Audit ➤ Legislative ➤ Facilities and Planning ➤ Academic and Student Affairs ➤ Research and Sponsored Initiatives ➤ Statewide Programs ➤ Planning, Research and Performance	10:15 a.m.	Louisiana Purchase Room 1-100 Claiborne Building 1201 N. Third Street, 1 st Floor Baton Rouge, Louisiana

ADA Accessibility Requests: If you have a disability and require a reasonable accommodation to fully participate in this meeting, please contact Karlita Anderson five (5) business days before the meeting date via email at Karlita.Anderson@la.gov or by telephone at (225) 219-7660 to discuss your accessibility needs.

INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND ON THE INTERNET AT – www.laregents.edu

**Note: The Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:11 *et seq.*

Collis B. Temple, III
Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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



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*David J. Aubrey
Christian C. Creed
Blake R. David
Randy L. Ewing
Stephanie A. Finley
Phillip R. May, Jr.
Darren G. Mire
Wilbert D. Pryor
T. Jay Seale, III
Terrie P. Sterling
Felix R. Weill
Judy A. Williams-Brown
Samuel T. Gil, Student Member*

AGENDA
BOARD OF REGENTS**
Meeting as a Committee of the Whole
Tuesday, January 23, 2024
10:15 a.m.

Claiborn Building, 1st Floor
Louisiana Purchase Room 1-100
1201 N. Third Street
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Oaths of Office
- V. Chair's Comments
- VI. Ratification of Committee Assignments for 2024
- VII. Approval of Minutes from December 13, 2023
- VIII. Master Plan Update – Meauxmentum Moment
- IX. Reports and Recommendations
 - A. Audit
 - 1. Postlethwaite & Netterville (P&N) Internal Audit Presentation
 - a. FY 2024 Internal Audit Plan Update:
 - i. LOSFA IT Security Process Audit Update
 - ii. Regents Expenditure Process Audit Update
 - B. Legislative
 - 1. Legislative Reports

- a. Teacher Recruitment, Recovery and Retention Task Force Report
- b. Power Based Violence/Title IX Report
2. Amendments to the Uniform Policy on Power-Based Violence
3. Authorization to Develop 2024 Legislative Priorities

C. Facilities and Property

1. Act 959 Project: SOWELA Pipeline Trainer Project
2. Other Business
 - a. Campus Safety Assessment Update

D. Academic and Student Affairs

1. Consent Agenda
 - a. Routine Staff Approvals
2. Academic Programs
 - a. AA Homeland Security and Emergency Management – Delgado Community College
 - b. BS Governmental and Administrative Affairs – Grambling State University

E. Research and Sponsored Initiatives

1. Statewide Science and Technology Plan Development

F. Statewide Programs

1. Consent Agenda
 - a. Approval of Final Rulemaking – Rulemaking to implement Act 287 of the 2023 Regular Session of the Louisiana Legislature.*
 - b. Approval of Final Rulemaking – Rulemaking to implement Act 279 of the 2023 Regular Session of the Louisiana Legislature.*
 - c. Approval of Final Rulemaking – Rulemaking to implement the provisions of Act 267, Act 224, and Act 405 of the 2023 Regular Session of the Louisiana Legislature and re-organizes the core equivalent tables.*
2. LUMCON Update

G. Planning, Research and Performance

1. Consent Agenda

*Act 287 – Changes to the MJ Foster Promise Program

Act 279 – Creates Patriot Scholarship Program for Louisiana National Guard Members

Act 267 – TOPS Core Curricula Additions and Changes

Act 224 – Tuition Waiver for 100% Disabled Veterans: These individuals will not receive a TOPS Award

Act 405 – Amends Louisiana Residency definition for certain TOPS recipients

- a. R.S. 17:1808 (Academic Licensure)
 - i. Initial Applications
 - a) CBD College
 - b) Moreland University
 - ii. Renewal Applications
 - a) Aspen University
 - b) Lamar State College - Orange
 - c) Liberty University
 - iii. Voluntary Withdrawal of a Conditional License
 - a) Louisiana International College
- b. Amendment of Health Care Employment Reinvestment Opportunity (H.E.R.O.) Fund Fiscal Year 2024 Plan

X. Reports and Recommendations by the Commissioner of Higher Education

XI. Other Business

XII. Adjournment

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Board of Regents Meeting as a Committee of the Whole

RATIFICATION OF COMMITTEE ASSIGNMENTS FOR 2024

Tuesday, January 23, 2024

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

VI. Ratification of Committee Assignments for 2024

DRAFT

MINUTES

BOARD OF REGENTS

December 13, 2023

The Board of Regents met at 2:27 p.m. on Wednesday, December 13, 2023, in the Thomas Jefferson Rooms A&B, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Chair Collis Temple III called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Collis Temple III, Chair
Gary Solomon, Jr., Vice Chair
Robert Levy, Secretary
David Aubrey
Christian Creed
Blake David
Randy Ewing
Stephanie Finley*
Samuel Gil, Student Member
Darren Mire
Wilbert Pryor
T. Jay Seale III
Terrie Sterling
Felix Weill
Judy Williams-Brown

Mgt. Board representatives present were:

Jimmie Woods, Sr., LSU System

Mgt. Board representatives not present were:

SU System Representative
UL System Representative
LCTCS Representative

Absent from the meeting was:

Phillip May, Jr.

Appendix A
Guest List

Chair Temple welcomed Governor John Bel Edwards, who joined the Board of Regents prior to the committee meetings. He provided an introduction and thanked Governor Edwards for what he has done during his time as Governor. Governor Edwards thanked the Regents members for their service on the

* Present for Committee Meetings

Board and spoke of the importance of the work they do. He spoke of his time in office and the challenges faced, noting the positive impacts that investing in education and training have on the state.

PUBLIC COMMENTS

Chair Temple asked if there were any public comments. There were none.

APPROVAL OF THE MINUTES OF THE OCTOBER 18, 2023 MEETING

On motion of Regent Weill, seconded by Regent Creed, the Board voted unanimously to approve the minutes of the October 18, 2023 meeting.

CHAIR'S COMMENTS

Chair Temple made the following comments:

- He transitioned to Student Board Member Samuel Gil to provide his updates:
 - Regent Gil noted the Council of Student Body Presidents are heading to Washington, D.C. at the end of January to attend the College Convention, but that he is unfortunately unable to make this trip. He indicated that he would like to have COSBP potentially author a welcome letter to Governor-elect Landry to express their support for his agenda.
 - He noted that McNeese State University's president recently resigned, so the UL System will be undertaking its fifth presidential search this year.
 - He stated that most commencements at institutions have occurred, and he is excited for those individuals who are entering the workforce.
- He acknowledged the engagement of several Board members at higher education events happening across the state. He noted that Regent David and his son, Bryce, attended the Artemis 1 recognition event at the NASA Michoud facility. He added that Regent Mire joined Governor Edwards and officials from the LSU-HSC, LCMC Health, Tulane and Louisiana Cancer Research Center to announce a new agreement between the four local healthcare institutions to accelerate the state's effort to secure a prestigious National Cancer Institute designation. Regent Levy and Regent Williams-Brown joined Commissioner Reed and Dr. Susannah Craig at Louisiana Tech University to tour the campus as President Guice wrapped up his term there. Regent Solmon joined Commissioner Reed at the LUMCON Blue Works ribbon cutting, toured the new facility and attended the quarterly LA STEM meeting.
- He noted the celebration of the 50th Bayou Classic a few weeks prior. Regent Aubrey and Commissioner Reed attended the festivities. Commissioner Reed had the opportunity to wear a one-of-a-kind jacket created by the undergraduate students who are part of the "Fab Lab" at Southern University. This jacket was a combination of the two schools' mascots, jaguars and tigers, and the staff had the opportunity to speak with these students during an episode of the Regents' podcast, "Louisiana's Got Talent."
- He stated that the Board had a great time the previous night when they attended the McNeese vs. LSU Women's Basketball Game held at the PMAC. Regents had the opportunity to meet with McNeese Head Coach Lynn Kennedy and LSU Head Coach Kim Mulkey.

- He then expressed his appreciation of outgoing board member Regent Randy Ewing and acknowledged his tremendous work both on the Board of Regents and beyond. Regent Ewing then voiced his sentiments regarding his time on the Board.

MASTER PLAN UPDATE – MEAUXMENTUM MOMENT

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, began by stating that the second Meauxmentum Summit will be held on February 7th and 8th. He added that since the first Summit was held, LSU A&M has been hard at work implementing their plans and introduced Dr. Roy Haggerty, Executive Vice President and Provost of Louisiana State University and A&M College, to present on the work being done at LSU A&M. Dr. Haggerty noted that the 2023 Summit was a collaborative event and his team, lead by Vice Provost Jacqueline Bach, has continued to meet on a monthly basis based on the work started at the Summit. He then provided an overview of their work in terms of Meauxmentum, stating that they are focused on three key components: to increase retention rates, decrease time to graduation, and reduce student debt. He provided statistics of student success at LSU A&M and noted improvements are still continuing despite these gains. He noted three projects being done at LSU: developing a more streamlined process for changing a major, revising curricular pathways, and incorporating experiential activities in career exploration. Regent Aubrey appreciated LSU A&M's work to raise its profile and attract high-quality students. Regent Pryor asked whether LSU A&M's response to the crime the previous year was appropriate and discussion was had on the specifics of this question. Dr. Haggerty responded by comparing LSU A&M's safety to other similar institutions, emphasizing that the LSU A&M campus is very safe and outlining the safety measures being taken to keep students safe.

Regent Pryor expressed concern about the lack of nursing school options available at the flagship when compared to neighboring states' flagship offerings. Dr. Haggerty responded that LSU does have two nursing programs, but these are not offered at the LSU A&M campus. Further discussion occurred on this item. Dr. Haggerty suggested LSU A&M would only pursue this if it would guarantee an overall increase in the total number of nurses graduating in the state and in no way do harm to any other program. Regent Sterling stated that presently in the Baton Rouge region there are nursing programs at Southern

University A&M, BRCC, and others. She noted that there is a shortage of clinical rotations and spots in Baton Rouge, so the question of impact would be legitimate. She added that LSUHSC-New Orleans and LSUHSC-Shreveport produce superior candidates based on the interdisciplinary learning that happens in association with the medical school and other campuses. Commissioner Reed thanked Dr. Haggerty for his Meauxmentum work and asked him to continue to articulate suggestions to advance this work, as we want this to be a lasting partnership.

REPORTS AND RECOMMENDATIONS OF STANDING COMMITTEES

Chair Temple inquired if any member of the Board wanted to take up any of the Committee reports separately before a motion was made to accept all reports. There were no requests.

On motion of Regent Mire, seconded by Regent Sterling, the Board voted unanimously to approve all Committee recommendations from the December 13, 2023 Committee meetings.

LEGISLATIVE

LEGISLATIVE REPORTS

Ms. Brianna Golden, Policy Advisor for Strategic Planning and Student Success, presented the Committee with an overview of Regents' annual reports that are to be sent to the legislature. There are fifteen annual reports required:

- Title IX/Power-Based Violence Reports – Act 472 (2021 Regular Session)
- Postsecondary Inclusive Education Advisory Council Report – Act 682 (2022 Regular Session)
- LASTEM Advisory Council Status Report – Act 392 (2017 Regular Session)
- Master Plan Annual Report – Act 400 (2018 Regular Session)
- Teacher Recruitment, Recovery, and Retention Task Force Report – HCR 39 (2021 Regular Session)
- Health Works Commission Annual Report – 17:2048:51 (2008 Regular Session)
- Nursing Supply and Demand Council Report – SR 129 (2022 Regular Session)
- Dual Enrollment Task Force Findings and Recommendations – Act 147 (2021 Regular Session)
- HBCU Advisory Council Report – ACT 417 (2021 Regular Session)

- Statewide Articulation and Transfer Report – RS 17:3168
- Governor’s Military and Veteran Friendly Campus Program Status Report – Act 232 (2015 Regular Session)
- HERO Fund Report – Act 109 (2021 Regular Session)
- TOPS Scholarship Program Report – RS 17:5067
- Cybersecurity Talent Initiative Fund Report – Act 57 (2020 Regular Session)
- College and Career Readiness Outcomes Status Report – SCR 37 (2023 Regular Session)

She noted that, of these fifteen reports, two have already been submitted and three will be considered today, leaving ten reports to be completed.

A. TOPS Annual Report

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, provided an overview of the three annual reports to be considered at this meeting, starting with the TOPS Annual Report. He summarized the data for those students who utilize TOPS and noted that these data reflect similar outcomes to those we have seen in previous years. He specifically noted a concerning trend that the number of TOPS-funded students continues to decline, which is a longstanding trajectory. He provided an overview of the rates of acceptance of the different TOPS levels over the years and stated that these data prompted a desire to know more about the students who choose not to accept the TOPS award. He noted that BOR and LOSFA worked with data from the National Student Clearinghouse to identify the percentage of students who declined to accept their TOPS award but enrolled in an institution out of state. He then walked through data tables that show proportions of students based on TOPS level who did not accept TOPS and went out of state and discussed possible reasons for these results. Regent Ewing raised the possibility of increasing the amount of the TOPS award to reflect increases in price of tuition, and Dr. Denley responded. Regent Gil asked about the excess funds returned from TOPS and Commissioner Reed noted that this is the second year that additional TOPS funding was not requested. Mr. Matthew LaBruyere responded to questions related to the TOPS funds that have remained in the higher education budget.

B. Governor's Military and Veteran Friendly Campus Annual Report

Dr. Denley then spoke about the Governor's Military and Veteran Friendly Campus Annual Report. He provided the status of participating public institutions and noted that the first private university (Dillard University) has requested and attained this designation. He noted that recent legislation has allowed for tiers of designation and that he is excited to bring this forward for board consideration in the coming year.

C. Postsecondary Inclusive Education Advisory Council Annual Report

Dr. Denley then transitioned to the Postsecondary Inclusive Education Advisory Council Annual Report and provided a brief overview of this work. He noted that the follow institutions have current programs:

- Baton Rouge Community College
- Bossier Community College
- Louisiana State University of Alexandria
- Nicholls State University
- Southeastern Louisiana University
- University of Louisiana at Lafayette

He then reviewed the funding for new programs or expanding existing programs:

Approved Applications for Establishing a New Program - \$80,000

- Louisiana State University at Alexandria
- Louisiana State University A&M
- Southern University at New Orleans
- University of Louisiana at Monroe

Approved Applications for Expanding an Existing Program - \$50,000

- Baton Rouge Community College
- Bossier Parish Community College
- Nicholls State University
- Southeastern Louisiana University
- University of Louisiana at Lafayette

He noted that a RFA is currently open, with applications due by January 19, 2024. He added that institutions may apply for a \$20,000 planning grant, and up to \$60,000 (with a one-to-one match) to begin a new program.

Received each report and authorized the Commissioner of Higher Education to submit the reports to the appropriate executive offices and/or legislative committees on behalf of the Board of Regents.

APPROVAL FOR SUBMISSION OF LEGISLATIVE REPORTS

Ms. Golden noted that the Board of Regents has a series of reports to be submitted to the Legislature, with ten reports remaining. She asked the Legislative Committee to provide approval for the Commissioner to submit these reports.

Approved granting the Commissioner authority to finalize legislative reports required by 2023 legislation and submit them to the Legislature by their respective 2024 deadlines, with an update to the Board at its next regularly scheduled meeting.

Regent David asked if the Board members could be copied on the email submission of these reports when they are sent to the Legislature and staff agreed to do so.

RESEARCH AND SPONSORED INITIATIVES

FY 2024-25 BOARD OF REGENTS SUPPORT FUND PLAN AND BUDGET RECOMMENDATIONS

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, 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 2024 Regular Legislative Session. She reviewed recent trends in revenue generation and summarized the process for identifying a base funding level for the next fiscal year.

Following the background review, Ms. Robison indicated that a base budget of \$17.85 million was recommended by staff and committees advisory to the Board. She noted that the recommended budget is aligned with the official estimate provided by the Revenue Estimating Conference. She noted that though

continuing extremely low revenue estimates threaten the viability of Support Fund programs, the recommended budget is appropriate and sufficient to retain all existing programs.

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 2024-25 exceed or fail to meet the base budget level.

Approved the FY 2024-25 Board of Regents Support Fund Plan and Budget, with contingencies, as presented.

STATEWIDE SCIENCE AND TECHNOLOGY PLAN DEVELOPMENT

Ms. Robison asked Dr. Michael Khonsari, Associate Commissioner for Sponsored Programs Research and Development, to discuss updates to the statewide science and technology plan, initially adopted in 2010. Dr. Khonsari provided an overview of the 2010 plan and the rationale for updating. He walked through ways in which the update will reset expectations based on the success of the 2010 plan in achieving its goals, then reviewed the timeline by which a full updated document would be provided for review and brought to the Board for action.

This item was for information only; no action was requested.

UPDATE: 2023 LASTEM SUMMIT

Ms. Robison invited Dr. Clint Coleman, LASTEM Administrator, to provide a recap of the 2023 LASTEM Summit, held in Lafayette on October 17th. Dr. Coleman informed the Board that the Summit was significantly larger than previous events and extremely well received by attendees and vendors. He noted that Board members had been provided at their seats with a program of the Summit and a book written by the keynote speaker. He concluded by announcing the 2024 Summit, to be held on October 8th in Lafayette. Regent Aubrey asked whether consideration had been given to hosting the Summit in a more northern part of the state. Dr. Coleman affirmed that staff are actively considering this.

This item was for information only; no action was requested.

FACILITIES AND PROPERTY

ACT 959 PROJECT: DELGADO DECKHAND TRAINING FACILITY

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Emergency Management, presented the Act 959 project to the Board. He noted that Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$10M that are funded with self-generated/auxiliary revenues, grants, donations, local or federal funds. The Louisiana Community and Technical College System submitted an Act 959 project on behalf of Delgado Community College (DCC) for the purpose of constructing a new two-story facility at DCC's existing Maritime and Industrial Training facility on the New Orleans East Campus. Over more than two decades the Maritime and Industrial Training facility at DCC has earned an international reputation for providing high-quality maritime and industrial firefighting, radar, safety, and U.S. Coast Guard-approved training. The new facility will allow DCC to expand the current training opportunities offered on the Maritime and Industrial Training campus.

The project scope involves construction of a new two-story facility consisting of approximately 3,000 square feet (SF) of teaching space and 2,000 SF of concrete staging area. The first floor will contain a teaching kitchen and dining area where students will learn to plan and prepare meals on board vessels. The second floor will contain classroom space and a mock ship bridge looking out over a mock barge, where students will participate in exercises taught by experienced instructors. The project was originally approved in June 2020 under Board of Regents policy as a small capital project with an estimated cost of approximately \$800,000, and an architect was selected through the Architect Selection Board. After design of the project commenced, the architects determined that to provide the facility as required by DCC, the estimated cost would exceed the \$1M small capital project threshold. Approval under the provisions of Act 959 allows DCC to complete the design and bid next year. The total cost of this project is now estimated to be \$1.3M, which will be funded with a grant of \$800,000 from the U.S. Economic Development Administration and \$500,000 in self-generated revenues derived from DCC building-use fees.

Approved the Act 959 project submitted by the Louisiana Community and Technical College System, on behalf of Delgado Community College, for the purpose of expanding the existing Maritime and Industrial Training facility on the New Orleans East campus.

ACADEMIC AND STUDENT AFFAIRS

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, presented the Consent Agenda, consisting of routine staff approvals.

CONSENT AGENDA

Approved the items on the Consent Agenda as presented.

A. Routine Staff Approvals

1. **Louisiana State University at Alexandria: Request to terminate the Certificate of Applied Science (CAS) in Pharmacy Technician (CIP 51.0805) due to low enrollment.**
2. **Grambling State University: Request to change the title for the Bachelor of Arts in Visual and Performing Arts (CIP 50.9999) to a Bachelor of Arts in Theatre with concentrations in Theatre and Visual Arts, to be more consistent with the curriculum and as recommended by the program's accreditor, the National Association of Schools of Theatre (NAST).**
3. **LA Tech: Request to establish an Undergraduate Certificate (UC) in Sport Coaching (CIP 31.0501) with a progress report due October 1, 2024.**
4. **Northwestern State University: Request to change the name of the Department of Psychology to the Department of Psychology and Addiction Studies to more accurately represent the focus of the department and degree programs offered within the department.**
5. **University of Louisiana at Monroe: Request to change the name of the Marriage and Family Clinic to the Individual, Couple and Family Therapy Clinic to more accurately reflect the services provided by the discipline-specific clinicians at the clinic.**

ACADEMIC PROGRAMS

Dr. Denley presented for approval the Associate of Applied Science in Cybersecurity at Fletcher Technical Community College and the Associate of Applied Science in Graphic and Web Design at Southern University Shreveport (SUSLA).

Dr. Denley noted the AAS from Fletcher also aligns with the Universal Transfer Pathway. He added that the program helps to meet the state's need for growth in cyber programs and thanked the

Cybersecurity Commission and Cybersecurity Education Management Council for their work to create cyber programs in the state.

Dr. Denley noted that the AAS in Graphic and Web Design is being built upon SUSLA's Certificate in Web Design, which is now becoming a degree. He added that SUSLA has partnered with the Epic Learning Center in Shreveport to house the program. Regents Pryor and Aubrey recognized Professor Fred Moss, Professor of Information Technology at SUSLA, and thanked him for attending the meeting.

Approved the academic programs as presented.

UNIVERSAL TRANSFER PATHWAYS

Dr. Denley then presented the Universal Transfer Pathways. He explained that this work began when the matrix was first put in place and now it is the case that general education courses will transfer from and to any public institution, making them completely portable. Now it is time to look forward at the Universal Transfer Pathways.

He explained that the pathways are 60 credit hours, which include 39 hours of general education courses and 21 hours of major-specific courses. He presented the list of 24 pathways, which were built for the most popular majors in the state.

Regent Solomon asked if there are students currently enrolled who need to know that this is available to them. Dr. Denley responded that the next step is to get the word out, but that both members of the State Articulation and Transfer Council and System Chief Academic Officers are already aware of the pathways. Campuses will begin to build the degree audit infrastructure, but until this work is complete campuses have been asked to honor the pathways. Regent Solomon asked if there is a role for Regents in assisting students in the transition. Dr. Denley responded that this will take ongoing work and Regents staff will work with campuses to ensure students receive the correct information.

Approved the Universal Transfer Pathways as presented.

STATEWIDE PROGRAMS

Dr. Sujuan Boutté, Executive Director of LOSFA, presented the Consent Agenda items.

CONSENT AGENDA

Approved the items on the Consent Agenda as presented.

- A. TOPS Exceptions – TOPS provision that requires students to remain continuously enrolled and to earn the annual credit hours required during the academic year.**
- B. TOPS Home Study Exceptions – TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.**

- A. TOPS Exceptions – TOPS provision that requires students to remain continuously enrolled and to earn the annual credit hours required during the academic year.**

Dr. Sujuan Boutté, Executive Director of LOSFA, noted Sections 705.A.6 and 7 of the TOPS administrative rules require TOPS recipients to continue to enroll in the Fall and Spring semesters of each academic year, to remain enrolled throughout the semester, and to earn the annual credit hours required by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to these requirements when the student/recipient has exceptional circumstances that are beyond their immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution.

Dr. Boutté indicated that 14 requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meetings on November 7, 2023.

- B. TOPS Home Study Exceptions – TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.**

Dr. Boutté reminded the Committee that the TOPS statute requires that a student begin a home study program no later than the conclusion of the tenth-grade year. Act 95 of the 2021 Regular Session of the Louisiana Legislature implemented a provision which allows the administering agency to grant exceptions to this requirement when a student provides documentation that the transfer to a home study program later than the statutorily provided time frame was beyond the student's control.

Regent Pryor asked for examples of reasons to request an exemption, and Dr. Bouthé provided. Regent Aubrey asked for estimates of the number of exemptions provided each year and the fiscal impact. Dr. Bouthé responded that the numbers can vary significantly from month to month, but that she can provide the data. She further indicated that fiscal impacts are minimal and are accounted for in the funding model.

She noted that three requests for an exception to the deadline to begin a home study program were reviewed and approved by the LOSFA Advisory Board at its meetings on November 7, 2023.

PLANNING, RESEARCH AND PERFORMANCE

CONSENT AGENDA

Dr. Susannah Craig, Deputy Commissioner of Strategic Planning and Student Success, provided a historical background of how Proprietary Schools came to be under the umbrella of the Board of Regents. She noted that the Board of Elementary and Secondary Education had authority over the licensing and regulation of proprietary schools until 1998, when Act 151 of the First Extraordinary Session of 1998 transferred “all powers, duties, and responsibilities of the state Department of Education, the State Board of Elementary Education, and the State Superintendent of Education for the licensing of proprietary schools to the Board of Regents and the Commissioner of Higher Education.”

She also noted that proprietary school law is very prescriptive and staff follows the law regarding initial and renewal applications and handles transcripts in case of the unfortunate event that a school must close. She added that everything brought to the Board for approval has been vetted by staff and reviewed and approved by the Proprietary Schools Advisory Commission.

She then presented the Consent Agenda, which included two renewal applications from Licensure of academic degree-granting institutions and 29 renewal applications from the Proprietary Schools Advisory Commission. The Consent Agenda also included an approval of payment from the Student Protection Fund, for which item Ms. Courtney Britton, Proprietary Schools Program Administrator, provided a discussion of the closure of the Advanced Welding School located in Walker, Louisiana and the students who have applied for assistance from the Student Protection Fund. Regent Pryor inquired

about the renewal application of Teachers College, Columbia University and the program offered. Dr. Craig provided an overview of the program, which includes a Summer Principals Academy. Regent Creed asked where funds in the Student Protection Fund originate; Ms. Britton responded that the funds are received from proprietary school application fees and provided more information regarding the Fund.

Approved the items on the Consent Agenda as presented.

A. R.S. 17:1808 (Academic Licensure)

1. **Renewal Applications**
 - a. **Bard Early College in New Orleans**
 - b. **Teachers College, Columbia University**
2. **Proprietary Schools Advisory Commission**
 - (a) **160 Driving Academy - Metairie - License #2340**
 - (b) **Academy of Interactive Entertainment, Lafayette, LA - License #2136**
 - (c) **Ayers Career College, New Orleans, LA - License #828**
 - (d) **Becker Online, Downers Grove, IL - License #2368**
 - (e) **Coastal College - Baton Rouge - License #2019**
 - (f) **Coastal Truck Driving School of New Orleans, Harvey, LA - License #2200**
 - (g) **Crescent City School of Gaming & Bartending, Shreveport, LA - License #594**
 - (h) **Delta College Inc. - Slidell Branch - License #2066**
 - (i) **Delta College, Inc. - Covington - License #947**
 - (j) **Diesel Driving Academy - Shreveport - License #369**
 - (k) **Durham Transport Academy, Shreveport, LA - License #2341**
 - (l) **iWeld Institute, Houma, LA - License #2323**
 - (m) **Joshua Career Institute of Louisiana, Shreveport, LA - License #2307**
 - (n) **Lafayette Dental Assistant School - License #2251**
 - (o) **Mia's Medical Academy, Baton Rouge, LA - License #2202**
 - (p) **National Aesthetic Laser Institute, Baton Rouge, LA - License #2295**
 - (q) **New Orleans Dental Assistant School, Metairie, LA - License #2252**
 - (r) **Nursing Assistant Network Association (NANA), New Orleans, LA - License #920**
 - (s) **Over Drive Truck Driving School of Louisiana, Deville, LA - License #2283**
 - (t) **Pelican Chapter, ABC - Baton Rouge Campus - License #2172**
 - (u) **Pelican Chapter, ABC - Southwest Campus, Westlake, LA - License #2173**
 - (v) **Road Ready Driving Academy, Houma, LA - License #2367**
 - (w) **Shreveport Dental Assistant School - License #2253**
 - (x) **The Captain School, Marrero, LA - License #2161**
 - (y) **The Microblading Institute, Maurice, LA - License #2324**
 - (z) **Thomas Training and Developmental Center, Franklin, LA - License #948**

- (aa) Unitech Training Academy - Baton Rouge - License #2256
- (bb) Unitech Training Academy - West Monroe - License #2068
- (cc) Woodland Healthcare Training, Denham Springs, LA - License #2284

3. Approval of Payment from Student Protection Fund – Advanced Welding School Students

FINANCE

Regent Solomon began the meeting by telling the Committee that every five years the Board of Regents, in coordination with the management boards and their designees, undertakes a funding formula review. He then stated that Regents' Constitutional power is "to formulate and make timely revision of a master plan for postsecondary education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education."

Mr. Matthew LaBruyere, Deputy Commissioner for Finance and Administration, then provided an overview of the process for formula review, including workgroup members, information received, and potential areas of discussion. Regent Seale stated that the Board is asked to approve the allocation as presented, which is provided to the systems. He then asked what happens at the university and college levels and whether allocations can be disputed or changed. Mr. LaBruyere stated that Regents staff provides all information to the system offices for dissemination among their institutions and that the systems are allowed by law to reallocate up to 5% of the system allocation. Commissioner Reed further mentioned that working through any reallocations is a collaborative process between Regents and the systems.

Regents Ewing asked about categories of funding that better reflect institution mission, so the institutions do not work against each other. Regent Solomon stated that the dollars are initially split between two-year and four-year institutions and asked Mr. LaBruyere to further explain. Mr. LaBruyere indicated that the two sectors are separated and do not compete against each other while also noting that during the upcoming review Regents staff, with input from national experts, will consider formulas from other states and look for best practices in formula design.

Regent Aubrey asked how Regents ensures that LSU Eunice and Southern University Shreveport, which are two-year institutions, are included in any reallocations of formula funds. Mr. LaBruyere noted that the law applies to the system amounts, so a system with an institution in each sector can reallocate funds between the sectors, if the system makes that decision. Regent Aubrey also asked how Regents staff will address the research component and audit the information more timely, since errors could impact allocations. Mr. LaBruyere noted that the data are reported to the National Science Foundation and all institution financials are audited by the Louisiana Legislative Auditor. Regent Aubrey asked whether research can sway the allocations to the detriment of others, and suggested that it should be reviewed. Staff agreed to do so. During the discussion, Dr. Reed clarified that this is not an appropriation model, but an allocation model, based on what is legislatively appropriated to higher education.

Finally, Regent Sterling asked if Mr. LaBruyere could conduct a Board development session on the funding formula and process. Regent Solomon agreed that this session would be organized. Regent Solomon also stated that this agenda item was for information purposes only and did not require action.

NOMINATING

NOMINATION OF BOARD OFFICERS FOR 2024 (CHAIR, VICE CHAIR, SECRETARY)

Regent David noted the slate of Board Officers for 2024 set forth by the Nominating Committee:

- Chair – Gary Solomon, Jr.
- Vice Chair – T. Jay Seale III
- Secretary – Darren G. Mire

Accepted the nomination of the Board Officers for 2024.

NOMINATION OF FOUR NON-OFFICER MEMBERS TO SERVE ON THE EXECUTIVE COMMITTEE FOR 2024

Regent David then indicated nominations of the four non-officer members to serve on the Executive Committee for 2024:

- Collis B. Temple III

- Terrie P. Sterling
- Phillip R. May, Jr.
- Blake R. David

Accepted the nomination of the non-officer Members to serve on the Executive Committee for 2024.

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner of Higher Education Kim Hunter Reed presented several items to the Board:

- She recognized Dr. William Wainwright and noted that she had the opportunity to attend his investiture as the new President of Southeastern Louisiana University.
- She thanked Dr. Marcus Jones at Northwestern State University for hosting First Generations Day, where they met first-generation journalism students, first-generation academic officers, and a panel of first-generation professionals and discussed ways to support first-generation students to ensure they feel welcome and supported on campus.
- She noted that many STEM events had been held this month. The Cybersecurity Commission recognized Dr. Les Guice, who has done a phenomenal job at LA Tech, for his cyber work. She added that Cybersecurity Commission meetings under this gubernatorial administration had been completed and that she is looking forward to continue work under the next administration. Commissioner Reed also had the opportunity to speak to middle school girls participation in a STEM event at Tulane University.
- She recognized the members of the Communications Team at Regents, who received ten awards for their work this year. They recently won the award for *Outstanding Print Element 2023* for the “Master Plan Year 4 Report”, *Outstanding Branding Guide*, *Outstanding Social Media Element* (for the “Run, Hide, Fight Video” and the “Louisiana’s Got Talent Podcast”) and the Anvil Award was awarded to the Board of Regents for the *HBCU Day at the Capitol*, which included a permanent exhibit in the state museum highlighting our HBCUs.

OTHER BUSINESS

Vice Chair Solomon asked if there was any other business to come before the Board. There was no other business. He wished everyone happy holidays.

ADJOURNMENT

There being no further business to come before the Board, on motion of Regent Creed, seconded by Regent Gil, the meeting was adjourned at 3:05 p.m.

Appendix A
Board Meeting Guest List
Wednesday, December 13, 2023

NAME	AFFILIATION
Rosaria Guastella	Delgado Community College
JM Wolfe	LSU A&M
Jeannine O'Rourke	UL System
Camila Valenzuela	Capital Area STEM/Cain Center
Sujuan Boutte	LOSFA/BOR
Carrie Cortez	Fletcher
Susan Guerrero	Fletcher
Jackie Bach	LSU A&M
Roy Haggerty	LSU A&M

Collis B. Temple III
Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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



BOARD of REGENTS
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Stephanie A. Finley
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Darren G. Mire
Wilbert D. Pryor
T. Jay Seale III
Terrie P. Sterling
Felix R. Weill

Judy A. Williams-Brown
Samuel T. Gil, Student Member

Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

AUDIT COMMITTEE

Tuesday, January 23, 2024

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

IX. Reports and Recommendations

A. Audit

1. Postlethwaite & Netterville (P&N) Internal Audit Presentation

- a. FY 2024 Internal Audit Plan Update:
 - i. LOSFA IT Security Process Audit Update
 - ii. Regents Expenditure Process Audit Update

Collis B. Temple III
Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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Board of Regents Meeting as a Committee of the Whole

**REPORTS AND RECOMMENDATIONS
LEGISLATIVE COMMITTEE**

Tuesday, January 23, 2024

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

IX. Reports and Recommendations

B. Legislative

1. Legislative Reports
 - a. Teacher Recruitment, Recovery, and Retention Task Force Report
 - b. Power Based Violence/Title IX Report
2. Amendments to the Uniform Policy on Power-Based Violence
3. Authorization to Develop 2024 Legislative Priorities



BOARD OF REGENTS ANNUAL LEGISLATIVE REPORTS



TITLE IX / POWER-BASED VIOLENCE REPORTS



JANUARY 15



ACT 472 (2021 Regular Session)



POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL REPORT



JANUARY 15



ACT 682 (2022 Regular Session)



LASTEM ADVISORY COUNCIL STATUS REPORT



JANUARY 30



ACT 392 (2017 Regular Session)



MASTER PLAN ANNUAL REPORT



JANUARY 31



ACT 400 (2018 Regular Session)



TEACHER RECRUITMENT, RECOVERY, AND RETENTION TASK FORCE REPORT



JANUARY 31



HCR 39 (2021 Regular Session)



HEALTH WORKS COMMISSION ANNUAL REPORT



FEBRUARY 1



17:2048.51 (2008 Regular Session)



NURSING SUPPLY AND DEMAND COUNCIL REPORT



FEBRUARY 1



SR 129 (2022 Regular Session)



DUAL ENROLLMENT TASK FORCE FINDINGS AND RECOMMENDATIONS



60 DAYS BEFORE SESSION



ACT 147 (2021 Regular Session)

SCAN CODE TO VIEW SUBMITTED
ANNUAL LEGISLATIVE REPORTS ►





BOARD OF REGENTS ANNUAL LEGISLATIVE REPORTS



HBCU ADVISORY COUNCIL REPORT



60 DAYS BEFORE SESSION



ACT 417 (2021 Regular Session)



STATEWIDE ARTICULATION AND TRANSFER REPORT



SEPTEMBER 30



RS 17:3168



GOVERNOR'S MILITARY AND VETERAN FRIENDLY CAMPUS PROGRAM STATUS REPORT



FALL SEMESTER



ACT 232 (2015 Regular Session)



HERO FUND REPORT



OCTOBER 1



ACT 109 (2021 Regular Session)



TOPS SCHOLARSHIP PROGRAM REPORT



NO LATER THAN DECEMBER 1



RS 17:5067



CYBERSECURITY TALENT INITIATIVE FUND REPORT



ANNUALLY (NO DATE SPECIFIED)



ACT 57 (2020 Regular Session)



COLLEGE AND CAREER READINESS OUTCOMES STATUS REPORT



ANNUALLY (NO DATE SPECIFIED)



SCR 37 (2023 Regular Session)

SCAN CODE TO VIEW SUBMITTED
ANNUAL LEGISLATIVE REPORTS ►



Agenda Item IX.B.1.a.

EXECUTIVE SUMMARY

TEACHER RECRUITMENT, RECOVERY AND RETENTION TASK FORCE REPORT

House Concurrent Resolution 39 of the 2021 Regular Legislative Session created the Teacher Recruitment, Recovery, and Retention Task Force, while House Concurrent Resolution 17 of the 2023 Regular Legislative Session extended the timeframe of the Task Force through July 17, 2025. Under the jurisdiction of the Board of Regents, the Task Force is charged with studying the declining enrollment in educator preparation programs, as well as strategies and best practices that the state, individual school districts, and educator preparation programs can implement to increase rates of employment and retention of teachers.

In December 2022, this Task Force submitted a preliminary report, which included data from national and state sources to determine the major issues driving educator shortages and develop initial recommendations. Since this preliminary report, the Task Force has continued to convene and has advanced a robust list of recommendations based on the 2021 outline. The 2023 report provides updates on these recommendations and identifies the future priorities of this Task Force.

STAFF RECOMMENDATION

Senior Staff recommends the Board receive the 2023 final report for HCR 17 of the 2023 Regular Legislative Session and authorize Regents staff to submit this report to the House and Senate Committees on Education.



BOARD of REGENTS
STATE OF LOUISIANA



**TEACHER RECRUITMENT, RECOVERY,
AND RETENTION TASK FORCE**

2023 REPORT



Table of CONTENTS

Task Force Welcome	3
House Concurrent Resolutions No. 39 (2021) and No. 17 (2023)	5
Major Accomplishments.....	6
Recruitment Updates.....	9
Recovery Updates	13
Retention Updates.....	15
Next Steps	18
Appendix A: HCR No. 39.....	19
Appendix B: HCR No. 17	24
Appendix C: LDOE's Birth-Grade 12 System Planning Process	26
Appendix D: Task Force Roster.....	27
References.....	28

List of Figures

Figure 1. Louisiana Teachers in Traditional and Charter School Systems	3
Figure 2. Task Force Timeline, 2022-2023.....	5
Figure 3. Education Preparation Program Enrollment in Louisiana	9
Figure 4. Enrollment in Alternate Certification Programs in Louisiana.....	10
Figure 5. Percentage of Teachers by Certification Type	10
Figure 6. Dual Enrollment in Pre-Educator Pathway.....	11
Figure 7. Dual Enrollment in Louisiana	11
Figure 8. Sample Social Media Template.....	13
Figure 9. Registered Apprenticeship in Teaching Process	14
Figure 10. Teacher Content Area Survey Question.....	16
Figure 11. Teacher Satisfaction Survey Question.....	16

IMAGE SOURCES (Covers): Adobe Stock Images

IMAGE SOURCES (Interior): Allison Shelley/EDUimages, Louisiana Board of Regents, Louisiana Department of Education



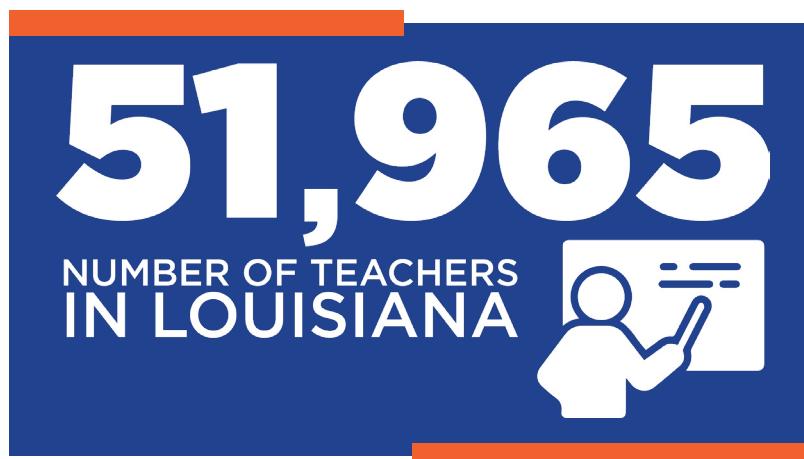
Task Force WELCOME

The teaching profession is the profession that makes all other professions possible, so teachers have a unique opportunity to help shape the futures of Louisiana's citizens. The good news is that there are more teachers now than before the pandemic, but we know teacher vacancies still exist across the state. According to the Louisiana Department of Education, in 2023 the state has 51,965 teachers in traditional and charter systems across its K-12 traditional public ecosystem.

The Louisiana Legislature has played a crucial role in supporting the Teacher Recruitment, Retention, and Recovery Task Force. Since the establishment of the Task Force in 2021, the Louisiana Legislature has supported several actions in response to its work, including:

- Increasing pay for educators during the 2022 and 2023 Regular Legislative Sessions;
- Initiating action to allow experienced out-of-state teachers to become certified in Louisiana through teacher reciprocity. Act 244 of the 2022 Regular Legislative Session removed the requirement of one year of in-state teaching experience for educators qualifying for exam exclusion, and out-of-state educators meeting other certification requirements will be issued a three-year provisional certificate;
- Providing additional compensation through the Minimum Foundation Program for mentor teachers, thereby supporting the development of veteran teachers;
- Removing the Praxis Core requirement for entry into a postsecondary education teacher preparation program and initial licensure;
- Establishing the GEaux Teach program, which provides scholarships to students enrolled in teacher preparation programs or alternative certification programs approved by the Board of Elementary and Secondary Education (BESE) at postsecondary education institutions within the state;
- Requiring any additional training for teachers to either provide compensation or elimination of another training requirement as stated in Act 569 of the 2022 Regular Legislative Session; and
- Mandating in law the creation and maintenance of a database of training for professional teachers by the State Department of Education (Act 338 of the 2022 Regular Legislative Session).

Figure 1. Louisiana Teachers in Traditional and Charter School Systems.



Source: Louisiana Department of Education, 2023



Task Force **WELCOME**

In 2024, the Task Force identified the following priorities as areas of focus in need of support:

- **Teacher Compensation:** In 2023, the Louisiana Department of Education released a statewide compensation study. Results showed that the state must do more on this front to make the teaching profession competitive and provide differentiated compensation options at the local level.
- **Strengthening the Educator Pipeline:** Improving the quality and impact of entry points on the pipeline is paramount for long-term success and sustainability. School system leaders and preparation providers must be supported and included in recruitment and retention efforts specific to their local contexts. Utilizing, with compensation, teacher leaders and other aspiring leader roles on the career ladder is an investment worth making.
- **Continued Elevation of the Teaching Profession:** To encourage more interest in and willingness to enter the teaching profession, efforts are needed to continue to elevate the teaching profession, promote the nobility of this profession, and spotlight the positive impact each teacher has on Louisiana's students.

We are pleased to submit this year's report for your consideration and look forward to discussing our progress. In addition, we are grateful for the steadfast commitment of our Task Force members, who are actively engaged in and critical to the success of this work.



Barry Erwin

Co-Chair, Teacher Recruitment, Recovery, and Retention Task Force

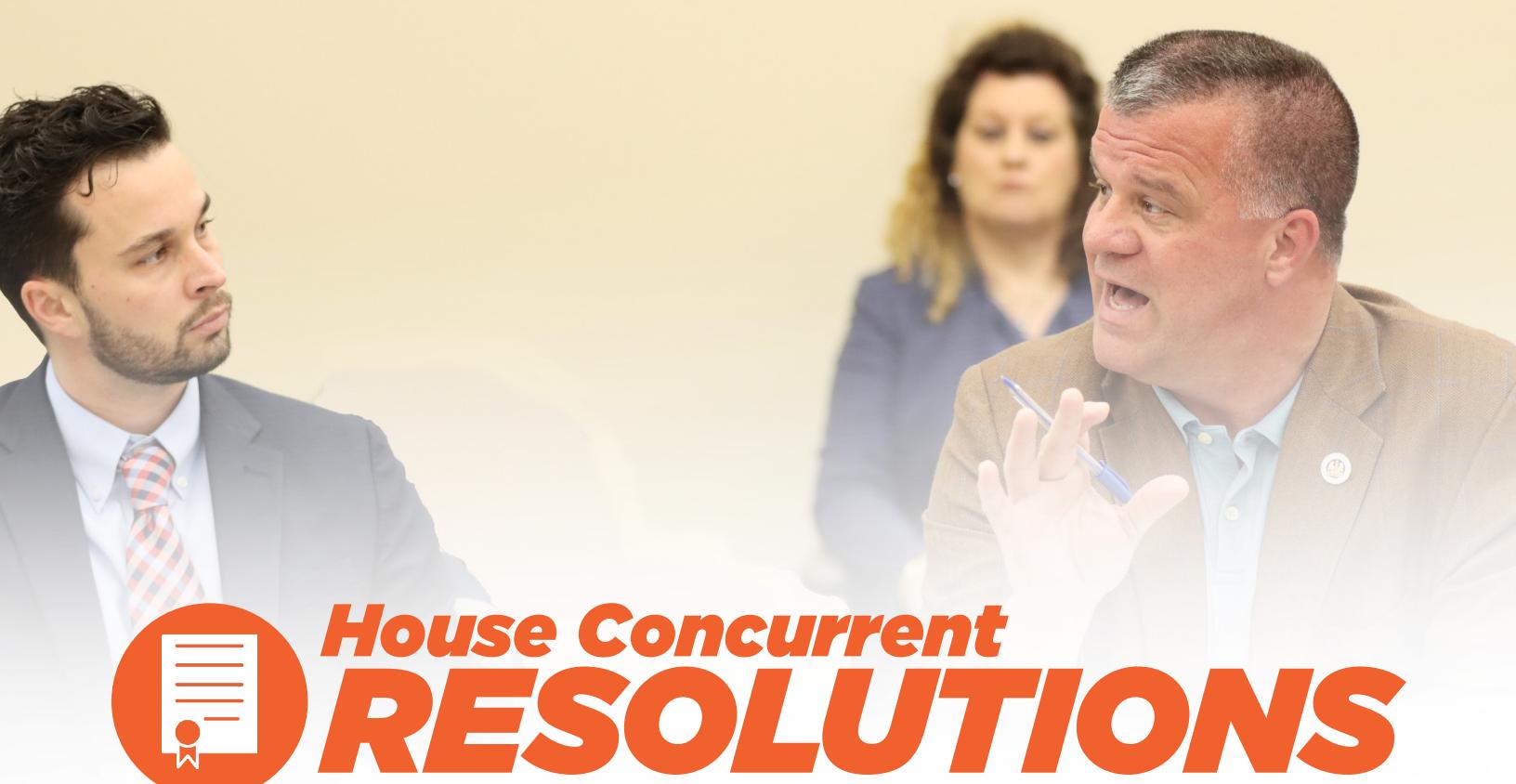
President & CEO, Council for a Better Louisiana



Kim Hunter Reed, Ph.D.

Co-Chair, Teacher Recruitment, Recovery, and Retention Task Force

Commissioner of Higher Education



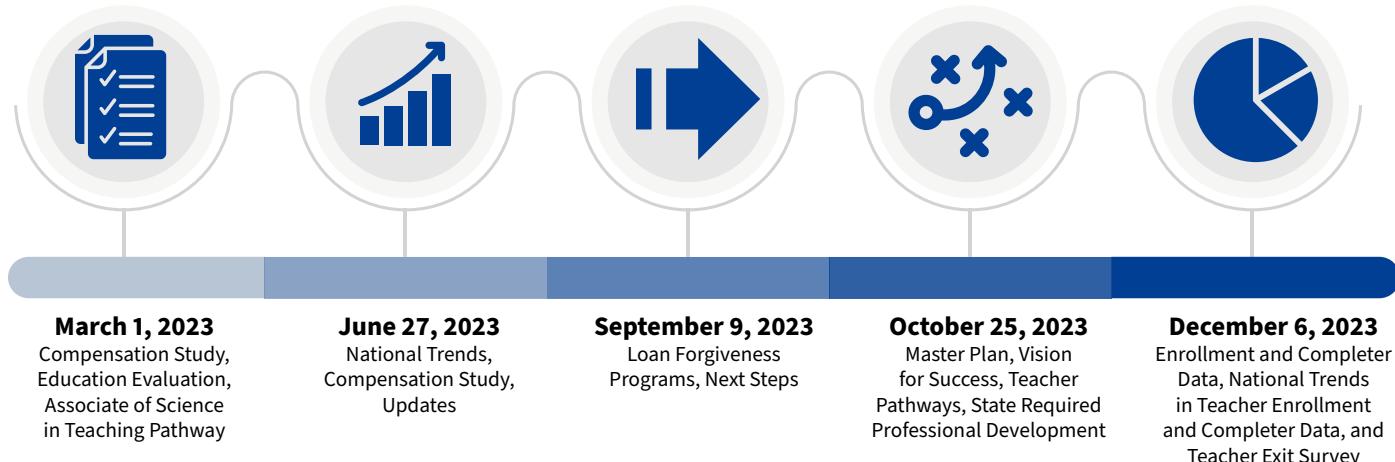
House Concurrent **RESOLUTIONS**

House Concurrent Resolution No. 39 of the 2021 Regular Session (Appendix A), created the Teacher Recruitment, Recovery, and Retention Task Force (Appendix D). House Concurrent Resolution No. 17 of the 2023 Regular Session (Appendix B) extended this Task Force further.

The Task Force is charged with studying two major/current issues in the teaching profession: (1) the declining enrollment in educator preparation programs, and (2) strategies and best practices that the state, individual school districts, and educator preparation programs can implement to increase rates of employment and retention of teachers. This report highlights the strategies, success, and policies that have been proposed and enacted through the recommendations of this Task Force.

To provide an overview of the work of this Task Force this report is organized by the major accomplishments followed by further detail of new initiatives in support of recruitment, retention and recovery.

Figure 2. Task Force Timeline, 2022-2023.





Major Accomplishments

Recruitment

The Task Force has supported many recruitment strategies such as the Pre-Educator Pathway, Para-to-Teacher Model, and Compensation to create a teacher pipeline.

Pre-Educator Pathway

Goals	Progress
The pre-educator pathway course was taught in 50 schools/school systems in 2022-2023.	In 2022-2023, 70 schools offered the pre-educator pathway.
At least 1,000 students are participating in the pre-educator program statewide.	In 2022-2023, 1,096 students were enrolled in the pre-educator pathway.
By the 2022-2023 school year, 50% of students enrolled in the pre-educator pathway will be students of color.	In 2022-2023, 51% of students were students of color.

The goal for 2023-2024 is to have the program offered in 90 schools with 1,300 students enrolled.

Para-to-Teacher Model

Goals	Progress
The para-to-teacher model will increase by 75 participants each year.	<u>331</u> new Louisiana school system employees are enrolled in the para-to-teacher model to begin coursework in Fall 2023.
New enrollees in the para-to-teacher model will be 40% candidates of color in 2023-2024.	<u>49%</u> of the 2023-2024 para-to-teacher cohort are candidates of color.

Compensation

Goals	Progress
Additional compensation for teacher leaders (Content Leader, Mentor Teacher) will be included in the Minimum Foundation Program formula.	The Mentor Teacher Stipend of \$2,000 is now included in the Minimum Foundation Program formula.
Use the Compensation and Incentives Study to Increase Educator Pay in Louisiana.	A \$2,000 (teacher) / \$1,000 (support staff) stipend was provided along with \$25M in differentiated compensation funds for school systems to compensate educators for 2023-2024.

Recovery

The career pipeline and fellowships available in both Human Resources and New Principals have increased the numbers of credentialed mentor teachers and aspiring school leaders.

Career Pipeline

Goals	Progress
The number of certified Mentor Teachers will increase by 1,000, from 1,854 to 2,854, by July 2023.	As of July 2023, there are 2,633 credentialed mentors working in schools, an increase of <u>779</u> this year.
The number of school systems serving as employers and the number of educator preparation programs serving as providers for registered apprenticeships will increase by 20 percentage points annually.	The first Registered Apprenticeship in Teaching with the Department as the sponsor was submitted for approval in August. The upcoming academic year, 2023-2024, will focus on expanding the apprenticeship program.

Fellowships

Goals	Progress
80% of school systems represented in the Recruitment & Retention (HR) Fellowship will see an increase in overall retention rates in the school system.	Retention rates will be released with the Workforce Snapshot in January 2024.
33% of the Aspiring Principal Fellows will have moved into a leadership position upon successful completion of the program.	90% of Cohort 1 Aspiring Principal Fellows are currently serving in a school leadership position (Principal, Assistant Principal, Master Teacher, etc.).

Retention

Goals	Progress
By the end of 2026, the statewide retention rate will be 88% or higher annually.	The current statewide retention rate increased 2 percentage points , from 84% to 86%.
By the end of 2026, the statewide retention rate of teachers with less than two years of experience will be 88% or higher annually.	The current statewide retention rate of first-year teachers increased 5 percentage points , from 78% to 83%.
400 new teachers will be enrolled in the New Teacher Experience annually.	In 2022-2023, 415 new teachers enrolled in the New Teacher Experience.
At least 15 school systems will commit to participate in the 2023-2024 Evaluation Pilot Year.	17 school systems are participating in the pilot.
17 schools/school systems will participate in the system-level New Teacher Experience pilot.	17 school systems are participating in the pilot.
125 school leaders will administer a school environment survey and use the results to build a plan to improve working conditions in 2023-2024.	150 school leaders signed up to administer a school environment survey and use the results to build a plan to improve working conditions.



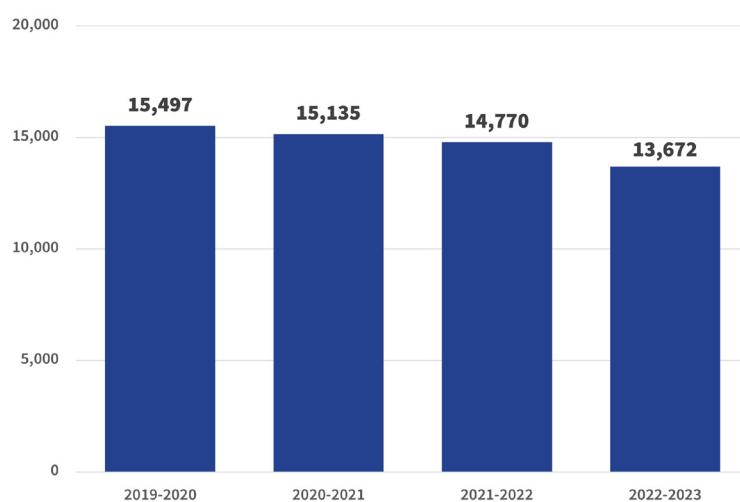
Recruitment Updates

One of the key themes of the Task Force is reviewing and encouraging adoption of innovative ways to recruit more educators into the profession. The following section details enrollment trends and efforts related to allowing students to experience education courses while in high school as well as efforts to support compensation growth once a teacher is in the profession.

Overall Teacher Preparation, Enrollment and Completion Trends

In the United States, enrollment in educator preparation programs nationally has decreased by 30% over the past decade, with 591,000 people enrolled in Educator Preparation Programs in academic year 2020-2021 compared to 888,000 in 2010-11 (Saenz-Armstrong, 2023). The total number of completers has also fallen by more than 25%. However, both enrollment and completion have seen an 8% recovery nationally in academic year 2020-21 compared to pre-pandemic levels in 2018-2019 (Saenz-Armstrong, 2023).

Figure 3. Educator Preparation Program Enrollment (Public and Private) in Louisiana.

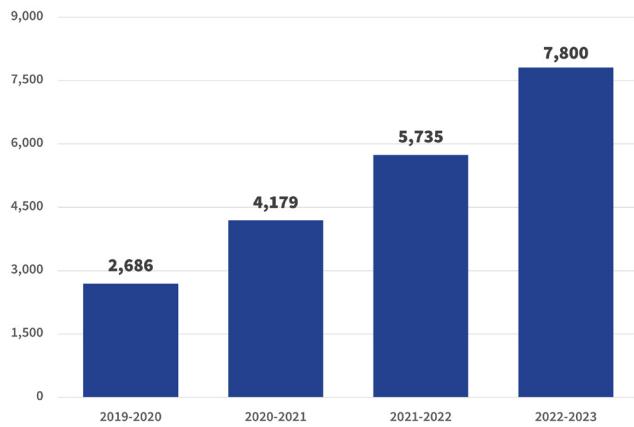


Source: Louisiana Department of Education, 2023

The trend of declining enrollment in Educator Preparation Programs (EPP) is experienced in both public and private programs in Louisiana, particularly in mathematics, science, and special education (Louisiana Board of Regents, 2023). Enrollment in traditional educator preparation programs has declined by approximately 8% in the last four years. Further, it is important to address the recruitment and retention of educators of color, as they face unique challenges in pursuing education careers (Louisiana Department of Education, 2023). The Task Force was established to investigate various factors that affect enrollment in educator preparation programs, teacher career longevity, changes in school culture, teacher retirement, and more (Louisiana Board of Regents, 2023).

The majority of the recovery in educator preparation enrollment and completion can be attributed to alternative route programs (Saenz-Armstrong, 2023). Between the 2019-2020 and 2020-21 academic years, enrollment and completion nationally in alternative EPPs increased by 20% and 16% respectively, while in Louisiana we have seen a 36% increase (Saenz-Armstrong, 2023). These data suggest that alternate EPP's are becoming increasingly popular among aspiring teachers, potentially due to their flexibility and accessibility.

Figure 4. Enrollment in Alternate Certification Programs in Louisiana.



Source: Louisiana Department of Education, 2023

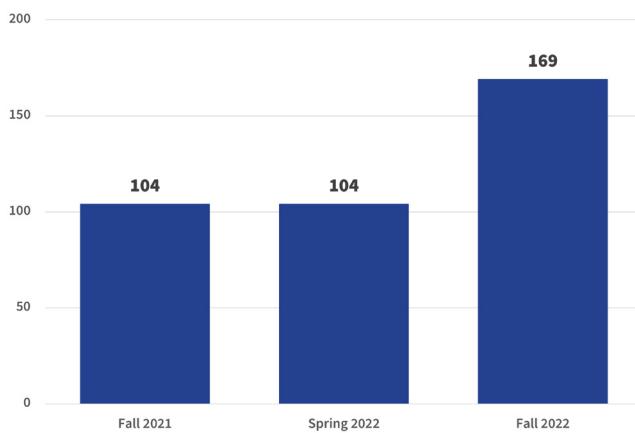
Figure 5. Percentage of Teachers by Certification Type.



Source: Louisiana Department of Education, 2023

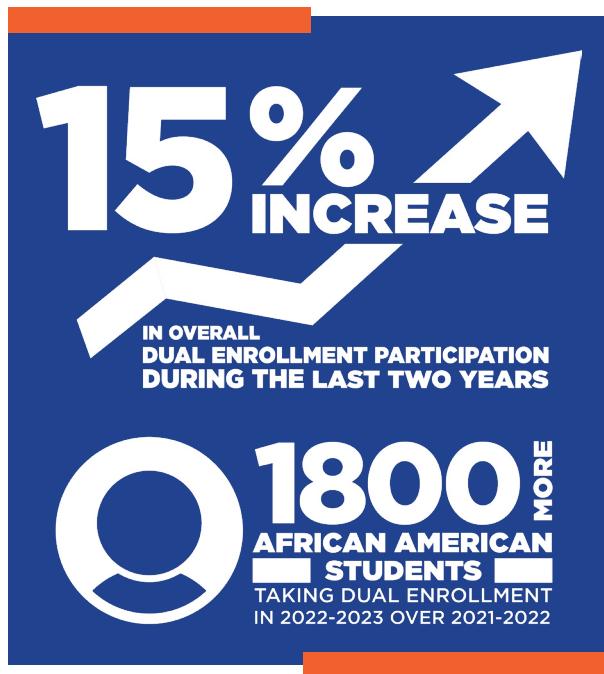
In order to increase the number of individuals entering the teaching pipeline, the Task Force has recommended several strategies such as the Pre-Educator Pathways, the Para-to-Teacher Model, and Compensation models. Since the Fall of 2021, the Pre-Educator Pathway has experienced significant growth, with a notable 62% increase in students expressing interest in pursuing a career in teaching.

Figure 6. Dual Enrollment in Pre-Educator Pathway.



Source: Louisiana Board of Regents, 2023

Figure 7. Dual Enrollment in Louisiana.



Source: Louisiana Board of Regents, 2023

Compensation

The [Teacher Recruitment and Retention Compensation Study](#) was conducted to provide a report on the current state of total compensation and incentives for educators in Louisiana. This study was designed to include three central components: 1) a compensation and incentives survey of local school systems across Louisiana, 2) a regional comparative report of teacher compensation and incentives including Louisiana and other southern states, and 3) a national comparative report summarizing state-level teacher recruiting and retention practices (financial and non-financial incentives) utilized in states across the nation.

The [Teacher Recruitment and Retention Compensation Study](#) outlines recommendations that were developed based upon analysis of the findings of this three-part study. The purpose of the recommendations is to support the state and Louisiana's local school systems in their efforts to address the teacher shortage. As a part of the work with SSA Consultants, seven school systems were chosen to receive targeted support related to the Compensation and Incentives Study.

These school systems have been chosen to receive specialized support from SSA Consultants to enhance compensation and incentives within their local educational institutions. The aim is to provide individualized support in understanding key issues related to compensation and identify compensation and incentives strategies to improve the recruitment and retention efforts in their local systems. Additionally, there will be a focus on offering and promoting differential teacher pay systematically.

School systems were selected based on the following criteria:

- Did not increase academic performance in 2022-2023;
- Had a starting teacher salary below \$42,000; and
- Had a teacher retention rate below the 2021-2022 statewide average of 86%.

The targeted support provided to the selected school systems will help them to identify opportunities to update and change elements of local compensation and incentives to improve teacher recruitment and retention in their local systems.

The selected school systems will receive the following support at **no cost** to their school system:

- **Overview/Discovery Session.** This session includes a full presentation of the Compensation and Incentives Study along with a question-and-answer period. The session concludes with the school system identifying key issues and compensation priority areas of interest.
- **Roundtable Session.** This session includes a presentation and discussion of the SSA-developed suggestions/recommendations based on the overview/discovery session. The school system will receive practical, viable ideas to consider related to compensation and incentives.
- **Coaching sessions.** Eight (8) hours of consulting assistance will include additional research and analysis, problem-solving, coaching, and recommendations to develop in local school system.

Aspiring Principal Fellowship and Recruitment and Retention Fellowship

The Aspiring Principal Fellowship has grown since 2021, as 70 total fellows have completed the program since 2021, with an additional 50 participants selected for the 2023-2024 school year.

The Recruitment and Retention Fellowship has been expanded to a fourth year, with 17 applicants having been selected to participate in the 2023-2024 cohort. This brings the total of Recruitment and Retention fellows to 70, representing 35 different school systems across the state.



⟳ Recovery Updates

The number of teachers remaining in the field is a consistent challenge. The following section details strategies such as the marketing toolkit and Registered Apprenticeships to support the recovery of the teaching profession in Louisiana.

Elevating the Profession: Marketing Toolkit

In an effort to better support the varying needs among schools and school systems in Louisiana, LDOE has developed a marketing toolkit. The toolkit will aim to aid marketing and communications initiatives such as promoting the school system's accomplishments, attracting families and staff members, and improving the school system's visibility and reputation within the community.

The Department will also identify and provide targeted support for school systems that need additional assistance in developing and implementing marketing strategies to improve their recruitment and retention rates.

The marketing toolkit will provide school systems with the following:

- **Social Media Strategy & Templates**
 - 12-month content calendar with overarching content categories and posting cadence recommendations for a calendar year.
 - A series of social media templates that schools/systems can update with relevant information and branding specific to their school.
- **Marketing Collateral Templates**
 - Series of templates for the school systems to utilize such as brochures, fliers/fact sheets, postcards, etc.
- **Advertising Templates**
 - Two print ad templates, two digital ad templates, and two outdoor billboards.

Figure 8. Sample Social Media Template.



Source: Louisiana Department of Education, 2023

Registered Apprenticeship in Teaching

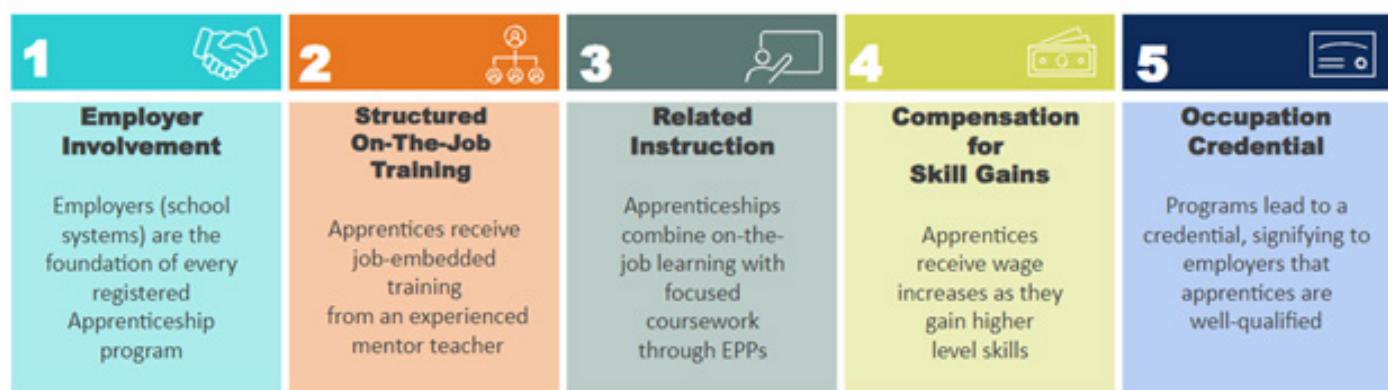
In August, the Department submitted to the Louisiana Workforce Commission the first competency-based registered apprenticeship in teaching in partnership with Tangipahoa Parish Schools and Southeastern Louisiana University.

Registered apprenticeship programs can be used to establish, scale, and build on existing high-quality pathways into teaching that emphasize classroom-based experience. Once established, registered apprenticeships can leverage financial resources from the U.S. Departments of Education and Labor as well as state workforce financial resources to support this career pathway.

Upon approval of the first registered apprenticeship in teaching application, the Department, in partnership with the National Center for Grow Your Own, will provide an informational webinar to both school systems and teacher preparation providers to offer background information and the next steps on the apprenticeship model.

The Department will also work with the Louisiana Workforce Commission on state and local workforce funding to support the registered apprenticeship in teaching programs across the state.

Figure 9. Registered Apprenticeship in Teaching Process.



Source: National Center for Grow Your Own (www.ncgyo.org)

Retention Updates

There is no single factor that drives teachers to leave or to stay. Recognizing this, the Teacher Recruitment, Recovery, and Retention Task Force has supported several strategies (Appendix C) to drive retention, such as The New Teacher Experience, The New Teacher Survey, LEAN Practices for School Leaders, Principal Coaching and Supports, and a Human Capital Handbook.

The New Teacher Experience

The [New Teacher Experience](#) is a comprehensive induction program that offers multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The New Teacher Experience provides both direct support to teachers and system support to improve student achievement by improving beginning teacher effectiveness and teacher retention.

- Professional Learning Modules
- Affinity Groups
- Mentor Teachers
- New Teacher of the Year Program

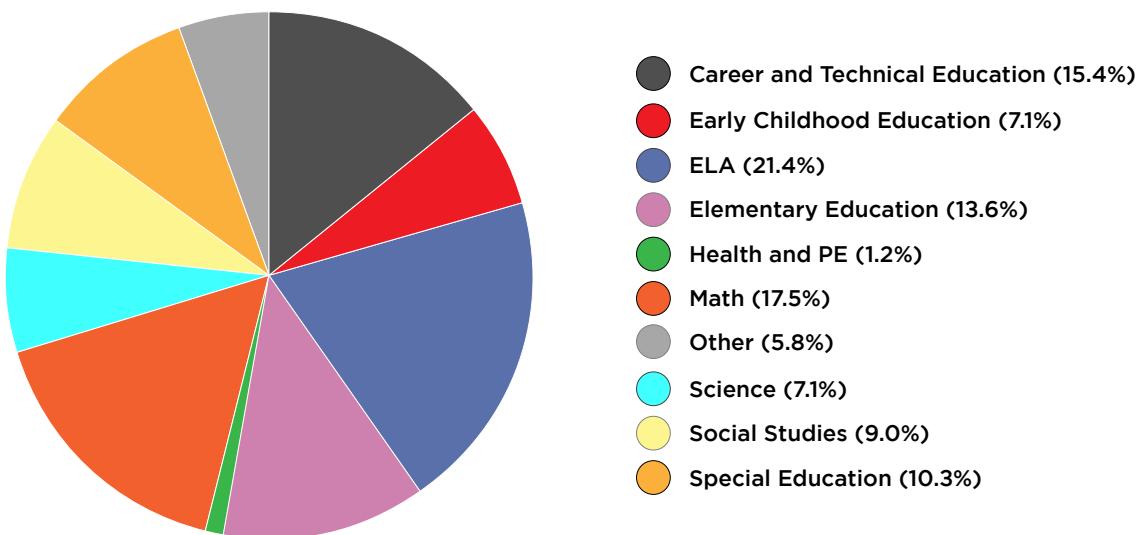


The New Teacher Survey

The purpose of the New Teacher Survey was to learn more about the experiences of new teachers across the state. This survey was available to all second-year teachers, who were asked questions about their experiences with recruitment and retention.

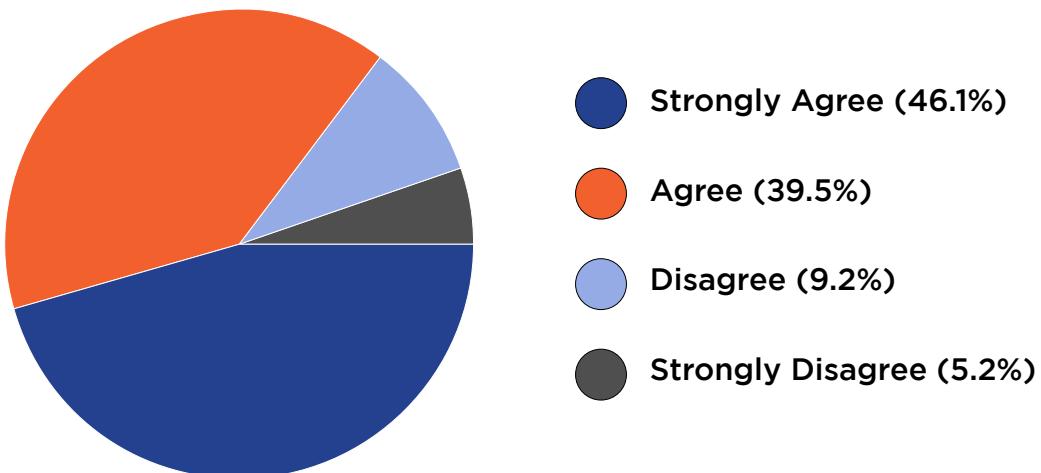
- 90 percent of teachers agreed that they were provided clear expectations around their job and how performance would be evaluated.
- 85 percent of teachers agreed that their school/school system offered opportunities for advancement and promotion.
- 89 percent of teachers saw themselves teaching at their current school in 1-5 more years.
- 55 percent of teachers saw themselves teaching at their current school in 11-15 more years.
- 50 percent saw themselves teaching at their current school for 16+ years.

Figure 10. Survey Question: What content area did you teach in 2022-2023? [154 responses]



Source: Louisiana Department of Education, 2023

Figure 11. Survey Question: I am generally satisfied with being a teacher at my current school. [152 responses]



Source: Louisiana Department of Education, 2023

LEAN Practices for School Leaders

LEAN for Education Leaders Training: A session for school principals was held at the Teacher Leader Summit as an introduction to LEAN practice applications in the context of a school setting. Participants left the session with specific tools they can begin to implement in their schools focused on eliminating waste, thus increasing efficiency for educators.

LEAN for Education Leaders Collaborative: A collaborative is being held in the fall for 40 school leaders. Participants in the collaborative will receive an overview of the LEAN practices and be asked to begin a LEAN initiative within their school and will also receive coaching periodically throughout the collaborative.

- Four separate 90-minute “live” webinars scheduled ~3 weeks apart.
- Participant training tools and access to the electronic LEAN toolkit.
- Customized recommendations and three coaching calls to assist in integrating and implementing LEAN tools in current school practices.

Upbeat Principal Coaching Support for Environment and Morale

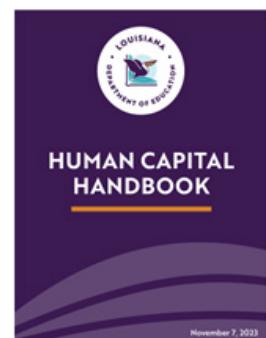
The Department is partnering with Upbeat, a company that specializes in the engagement and retention of teachers and staff by providing a unique research-based employee survey and coaching services. This partnership is designed as a part of the state’s recruitment and retention strategy to support school leaders in establishing positive, inclusive schools that foster strong retention and staff morale.

The Upbeat team will administer an expert-designed, research-based survey twice a year, once in the fall and then again in the spring, for 125 schools in Louisiana at no cost to the school/system. After each survey administration, an Upbeat coach, all of whom are experienced administrators, will work with school system leadership teams and school administrators to analyze the results, identify strengths, and develop action plans to address areas identified for improvement.

Human Capital Handbook and Professional Learning

The Department is working with national nonprofit the Urban Schools Human Capital Academy, to develop a Human Capital Handbook and trainings that provide school systems with information, strategies, and tools to improve human capital systems on the following topics:

- Use of data to drive decision-making and measure progress/impact
- Recruitment strategies
- Hiring and selection (including projection analysis)
- New teacher support/induction
- Principals as human capital leaders
- Retention & career management strategies (including succession planning)
- Sustainable staffing strategies
- The cycle of driving improvement





» **Next Steps**

In conclusion, the Louisiana Legislature's establishment of the Teacher Recruitment, Recovery, and Retention Task Force (TRRR) demonstrates its commitment to addressing the challenges facing the education sector. Through the Task Force's efforts, progress has been made in key areas such as increased pay for educators, teacher reciprocity, and support for mentor teachers. The extension of the Task Force's work reflects the ongoing dedication to enhancing the teaching profession, strengthening education and filling vacancies.

In addition in 2024, the Department of Education has set goals specific to recruitment and retention of the workforce. For example, by the end of 2026, it has set a goal of 85% of certified teachers teaching in their field, and educators of color comprising 42% of Louisiana teachers.

Moving forward, the Task Force (Appendix D) has identified priorities for 2024, including teacher compensation, strengthening the educator pipeline, and promoting the nobility of the teaching profession. The Louisiana Legislature's support and collaboration are crucial in implementing these recommendations and attracting skilled educators to meet the state's education needs.

Appendix A

House Concurrent Resolution No. 39 (2021)

ENROLLED

2021 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 39

BY REPRESENTATIVE MINCEY AND SENATORS ABRAHAM, BARROW, BOUDREAUX, BOUIE, CATHEY, CONNICK, FIELDS, HEWITT, JACKSON, LAMBERT, MCMATH, ROBERT MILLS, MORRIS, PEACOCK, POPE, TALBOT, AND WOMACK

A CONCURRENT RESOLUTION

To create the Teacher Recruitment, Recovery, and Retention Task Force to study the declining enrollment in teacher preparation programs and to study strategies and best practices by which the state and individual school districts where there are teacher shortages can increase rates of employment and retention of teachers and to provide a written report of findings and recommendations to the governor, state superintendent of education, president of the State Board of Elementary and Secondary Education, House Committee on Education, and Senate Committee on Education not later than January 14, 2022.

WHEREAS, the number of education degrees conferred by American colleges and universities dropped by twenty-two percent between 2006 and 2019, despite an overall increase in university graduates; and

WHEREAS, many public school systems throughout the state of Louisiana have experienced a decline in teacher applicant pools, especially in the subjects of mathematics and science and in special education; and

WHEREAS, school systems must proactively seek to overcome employment challenges by maintaining strong school leaders, positive work environments, and competitive compensation packages; and

WHEREAS, the current shortage of teachers is a statewide concern among districts; it is essential that Louisiana attract the most talented and ambitious teachers in the country to our schools; and

Appendix A

House Concurrent Resolution No. 39 (2021)

HCR NO. 39

ENROLLED

WHEREAS, the members of the Legislature of Louisiana believe that structured dialogue and engagement will illuminate the path forward in facing this challenge.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana hereby creates the Teacher Recruitment, Recovery, and Retention Task Force to research strategies to overcome the state's current and future teacher shortage challenge and secure a stronger educator workforce.

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

- (1) The chairman of the House Committee on Education or his designee.
- (2) The chairman of the Senate Committee on Education or his designee.
- (3) A representative of the Louisiana Department of Education designated by the state superintendent of education.
- (4) The commissioner of higher education or his designee.
- (5) A representative of the Louisiana School Boards Association designated by the governing authority of the association.
- (6) A representative of the Louisiana Association of School Executives designated by the governing authority of the association.
- (7) The president of the State Board of Elementary and Secondary Education or his designee.
- (8) A representative of the Louisiana Association of School Superintendents designated by the governing authority of the association.
- (9) A representative of the Louisiana State Association of School Personnel Administrators designated by the governing authority of the association.
- (10) A representative of the Louisiana Association of Colleges for Teacher Education designated by the governing authority of the association.
- (11) A representative of the Associated Professional Educators of Louisiana, who is a certified teacher with one to five years of classroom experience, designated by the governing authority of the association.
- (12) A representative of the Louisiana Federation of Teachers, who is a certified teacher with six to twenty years of classroom experience, designated by the governing authority of the federation.

Appendix A

House Concurrent Resolution No. 39 (2021)

HCR NO. 39

ENROLLED

(13) A representative of the Louisiana Association of Educators, who is a minority certified teacher with at least five years of classroom experience, designated by the governing authority of the association.

(14) The president and chief executive officer of the Council for A Better Louisiana or his designee.

(15) The executive director of the Louisiana Association of Public Charter Schools or his designee.

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

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

BE IT FURTHER RESOLVED that the commissioner of higher education shall be responsible for designating Board of Regents staff to assist the task force in performing its duties, shall serve as co-chair of the task force, and shall call the first meeting of the task force, which shall be held not later than July 16, 2021, and at which the task force shall adopt rules of procedure, a work schedule, and any additional measures that it deems necessary for the timely performance of its duties, including selection of another co-chair and other officers.

BE IT FURTHER RESOLVED that the termination date of the task force shall be two years after the convening of its first meeting.

BE IT FURTHER RESOLVED that members of the task force shall serve without compensation.

BE IT FURTHER RESOLVED that the task force shall submit a written report of findings and recommendations, including proposed legislation, relative to why the number of university-level students majoring in education has declined, why teachers are leaving the profession, and what can be done to reverse the trend toward a teacher workforce shortage.

BE IT FURTHER RESOLVED that the report shall be submitted to the governor, the state superintendent of education, the House Committee on Education, the Senate Committee on Education, the president of the State Board of Elementary and Secondary Education, and the commissioner of higher education by January 14, 2022, and that such recommendations shall include but not be limited to exploring answers to the following questions:

(A) Recruitment:

Appendix A

House Concurrent Resolution No. 39 (2021)

HCR NO. 39

ENROLLED

- (1) How many university-level students are poised to become teachers over the next few years?
- (2) How many students are in teacher preparation programs, disaggregated by elementary, junior high, and high school levels?
- (3) What can be done to recruit high school students to major in education with the intention to pursue a career teaching math or science?
- (4) What can be done to increase high school students' interest in pursuing teaching?
- (5)(a) How is the one-year residency program affecting fourth year university-level students majoring in education?
 - (b) What are the consequences of university-level students majoring in education changing their major to avoid the residency program?
 - (c) How many students change from an education major to a different major?
- (6)(a) Is there an adequate number of mentor teachers for residency programs?
 - (b) If no, why has the number declined?
- (7) What best practices for recruiting people to the teaching profession are working in other states?

(B) Recovery:

- (1) Why have teachers retired early or resigned since 2012?
- (2) What are the results from exit interviews of teachers who leave school districts?
- (3) What are the results of class measures surveys conducted throughout the state?
- (4) How have the inadequacies of accountability evaluations affected teacher morale?
- (5) How has a lack of pay raises affected teacher morale?
- (6) What best practices for preventing teacher burnout are working in other states?

(C) Retention:

- (1) How many of the following are teaching in the state?
 - (a) Certified teachers
 - (b) Uncertified teachers
 - (c) Teachers with an alternative certification
 - (d) Teachers with a temporary teaching assignment designation
- (2) How many teachers will be eligible for retirement by 2026?

Appendix A

House Concurrent Resolution No. 39 (2021)

HCR NO. 39

ENROLLED

- (3) What can be done to increase the number of minority teachers?
- (4) How have increased documentation requirements affected teacher morale?
- (5) What best practices for retaining teachers are working in other states?

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

Appendix B

House Concurrent Resolution No. 17 (2023)

HLS 23RS-139

ENGROSS]

2023 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 17

BY REPRESENTATIVE MINCEY

TEACIERS: Continues the Teacher Recruitment, Recovery, and Retention Task Force

1 A CONCURRENT RESOLUTION

2 To continue and provide with respect to the Teacher Recruitment, Recovery, and Retent
3 Task Force that was created pursuant to House Concurrent Resolution No. 39 of
4 2021 Regular Session of the Legislature.

5 WHEREAS, the Teacher Recruitment, Recovery, and Retention Task Force v
6 created in the 2021 Regular Session pursuant to House Concurrent Resolution No. 39
7 study the declining enrollment in teacher preparation programs and to study strategies a
8 best practices by which the state, and individual school districts where there are teac
9 shortages, can increase rates of employment and retention of teachers; and

10 WHEREAS, the task force has met ten times since its inception, bringing together
11 key stakeholders who have contributed greatly to its work; and

12 WHEREAS, the task force released a preliminary report in December 2021 an
13 final report in January 2023 which included responses to research questions posed in Ho
14 Concurrent Resolution No. 39 and demonstrated a commitment to strengthening the pipel
15 of great teachers into classrooms across Louisiana; and

16 WHEREAS, there remain opportunities for the task force to help address teacher
17 shortages and identify ways to improve employment and retention of teachers in Louisiana

18 THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby
19 continue the Teacher Recruitment, Recovery, and Retention Task Force through July
20 2025.

Appendix B

House Concurrent Resolution No. 17 (2023)

H.I.S. 23RS-139

ENGROSS
HCR NO.

1 BE IT FURTHER RESOLVED that the task force shall submit written reports of
2 findings and recommendations.

3 BE IT FURTHER RESOLVED that the reports shall be submitted to the governor,
4 the state superintendent of education, the House Committee on Education, the Sen-
5 ate Committee on Education, the president of the State Board of Elementary and Second-
6 ary Education, and the commissioner of higher education by February 1, 2024, and February
7 2025.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HICR 17 Engrossed

2023 Regular Session

Min.

Continues the Teacher Recruitment, Recovery, and Retention Task Force created by H.B. No. 39 of the 2021 R.S.

Appendix C

Louisiana Department of Education's Birth-Grade 12 System Planning Process

Each year, school systems and lead agencies plan for how to improve student learning in the coming year. This process is aligned with our Vision for Success and involves:

- Reviewing student achievement and progress data, establishing priorities,
- Aligning budgets to these priorities, and
- Using all available funding sources.

Super App is the single birth through graduation plan that, when approved, gives each school system access to federal formula and competitive dollars and fulfills the federal requirement for each school system's ESSA plan.

This application includes funding for the core components of school improvement at Comprehensive Intervention Required (CIR), Urgent Intervention Required - Academics (UIR-A), and Urgent Intervention Required - Discipline (UIR-D) sites.

School systems with CIR and UIR schools have requirements in order to have an approved plan and unlock funding. This year, school systems will be required to implement at least two career pipeline strategies of the state's recruitment and retention strategy at the local level (see last bullet).

- Strategy 1: Enroll paraprofessionals in the para-to-teacher training program.
- Strategy 2: Enroll new teachers in the New Teacher Experience.
- Strategy 3: Apply for a registered apprenticeship in teaching.
- Strategy 4: Increase compensation for employees.
- Strategy 5: Partner with an educator preparation program to increase certification rates.
- Strategy 6: Implement or expand the Pre-Educator Pathways in high schools.
- Strategy 7: Enroll the Human Capital Leader in the Recruitment and Retention Fellowship.

As part of the application, systems will utilize the EdLink Workforce and Vacancy Dashboards to input workforce data for their school system along with selecting at least two strategies to improve recruitment and retention. Systems will receive funding for implementation.

These plans are due in January 2024, and approval and funding will be implemented in April 2024. These plans will be implemented by school systems during the 2024-2025 school year.

Appendix D

Task Force Roster

Member	Seat Information as listed in statute
Rep. Mark Wright	(1) The chairman of the House Committee on Education or his designee.
Dr. Esrom Pitre	(2) The chairman of the Senate Committee on Education or his designee
Em LeBlanc Cooper	(3) A representative of the Louisiana Department of Education designated by the state superintendent of education.
Dr. Kim Hunter Reed	(4) The commissioner of higher education or his designee.
Dr. Janet Pope	(5) A representative of the Louisiana School Boards Association designated by the governing authority of the association.
Dr. Karen Peace	(6) A representative of the Louisiana Association of School Executives designated by the governing authority of the association.
Sandy Holloway	(7) The president of the State Board of Elementary and Secondary Education or his designee.
Mike Faulk	(8) A representative of the Louisiana Association of School Superintendents designated by the governing authority of the association.
Bruce Chaffin	(9) A representative of the Louisiana State Association of School Personnel Administrators designated by the governing authority of the association.
Dr. Paula Calderon	(10) A representative of the Louisiana Association of Colleges for Teacher Education designated by the governing authority of the association.
Kenyotta Williams	(11) A representative of the Associated Professional Educators of Louisiana, who is a certified teacher with one to five years of classroom experience, designated by the governing authority of the association.
Edward Parks	(12) A representative of the Louisiana Federation of Teachers, who is a certified teacher with six to twenty years of classroom experience, designated by the governing authority of the federation.
Gladys Mouton	(13) A representative of the Louisiana Association of Educators, who is a minority certified teacher with at least five years of classroom experience, designated by the governing authority of the association.
Barry Erwin	(14) The president and chief executive officer of the Council for A Better Louisiana or his designee.
Alex Jerrell	(15) The executive director of the Louisiana Association of Public Charter Schools or his designee.
Sen. J. Rogers Pope	(16) The president of the Senate or his designee.
Rep. Buddy Mincey	(17) The Speaker of the House of Representatives or his designee.

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BOARD *of* REGENTS
STATE OF LOUISIANA

Agenda Item IX.B.1.b.
EXECUTIVE SUMMARY

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.

Regents' report provides a summary of 2023 campus employee training and Power-Based Violence incident reports which were received from the postsecondary management boards on December 31, 2023.

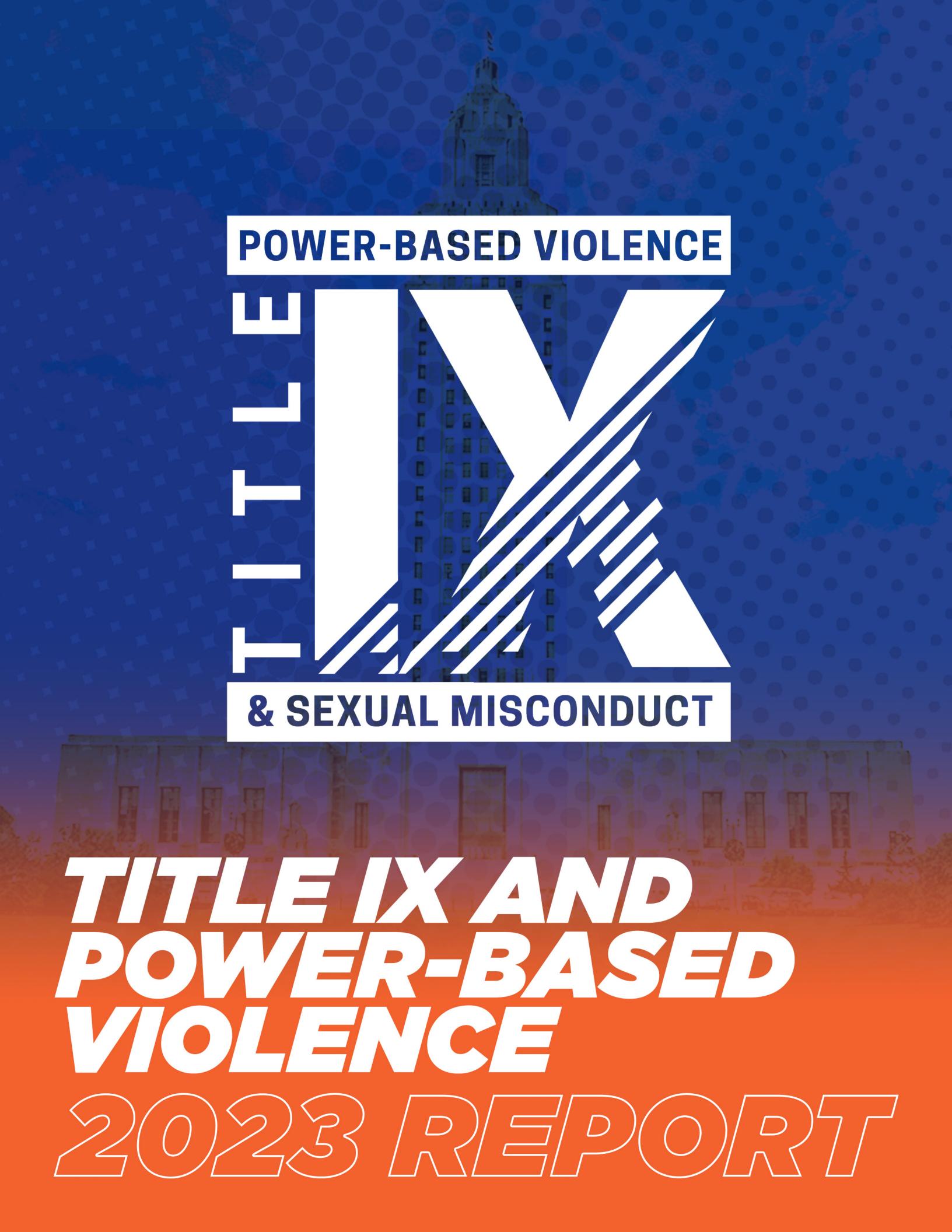
This report was submitted to the legislature on January 12, 2024 to meet the legislative deadline.

Key Highlights:

- **Training:** By the end of fall 2023, **31,160** employees (89.9%) completed annual training on power-based violence across all four public postsecondary systems. Additionally, **202** people across all four systems have been designated as confidential advisors and have completed annual training (99.5%) to serve students who have reported incidents of power-based violence.
- **Reported Incidents:** At the end of fall 2023, **44** formal complaints had been filed across all four systems. The status of each complaint is included in the report.
- **Funding Allocation:** In 2023, Louisiana Legislature again allocated \$5 million in recurring funding to strengthen Title IX offices across the state.
- **Legislative Recommendations:** As a result of continued dialogue with the public postsecondary systems and various stakeholders two legislative recommendations were presented to the Power-Based Violence Review Panel for consideration:
 - a. Annual Training Report submission extension to January 15th
 - b. BoR Legislative report submission extension to February 15th
- **Website Dashboard:** Regents has launched a website to serve as a Power-Based Violence and Title IX Resource Hub. The informational website offers statewide and national resources, a search feature for students to identify their campus Title IX Coordinator, and a repository of training videos and materials for campus Title IX Coordinators and confidential advisors.

STAFF RECOMMENDATION

Senior Staff recommends that the Board of Regents receive the Power-Based Violence/TITLE IX report.



POWER-BASED VIOLENCE

TITLE IX

& SEXUAL MISCONDUCT

**TITLE IX AND
POWER-BASED
VIOLENCE**

2023 REPORT

Table of Contents

Overview	3
Administrative Reporting	4
Additional 2023 Legislative Actions	7
Legislative Recommendations	8
Other Key Updates	8
Conclusion	9
Appendices	10

- A. Act 472 of the 2021 Regular Legislative Session
- B. Act 447 of the 2021 Regular Legislative Session
- C. Act 441 of the 2021 Regular Legislative Session
- D. Act 689 of the 2022 Regular Legislative Session
- E. Act 211 of the 2023 Regular Legislative Session
- F. Board of Regents Statewide Data Report
- G. LCTC System Data Report, Fall 2023
- H. Louisiana State University System Data Report, Fall 2023
- I. Southern University System Data Report, Fall 2023
- J. University of Louisiana System Data Report, Fall 2023
- K. Board of Regents Uniform Policy on Power-Based Violence
- L. LCTCS Power-Based Violence/Sexual Misconduct Policy
- M. Louisiana State University Permanent Memorandum 73
- N. Southern University System Uniform Policy on Power-Based Violence
- O. University of Louisiana System Sexual Misconduct/PBV Policy

List of Figures

Figure 1. Statewide Training: Responsible Employees by System	4
Figure 2. Statewide Training: Confidential Advisors by System	5
Figure 3. Confidential Advisors by System, 2022 vs. 2023	5
Figure 4. Formal Complaints by System, 2022 vs. 2023	6
Figure 5. 2023 Title IX Funding Allocation	7

IMAGE SOURCES (Covers): Getty Images.

Overview

Act 472 of the 2021 Regular Session of the Louisiana Legislature created the Campus Accountability and Safety Act, which was designed to establish processes and procedures to guide public postsecondary education stakeholders in maintaining safety and protection for students and employees on their campuses. The law significantly extended the policy environment to add power-based violence, a term that includes but is not limited to sexual misconduct and Title IX conduct. This law charged the Louisiana Board of Regents (Regents) to establish uniform policies and best practices to address the reporting and prevention of power-based violence at postsecondary campuses, as well as communication between institutions regarding incidents of power-based violence.

Additionally, campuses are mandated to provide a safe learning environment that is free from sexual misconduct, as provided in Title IX of the Education Amendments of 1972 and its implementing regulations, along with other applicable state and federal laws. Title IX and its regulations prohibit any form of discrimination or harassment on the basis of sex for all students and employees of educational systems that receive federal funding.

Since the implementation of Act 472, Regents has continued collaboration with higher education stakeholders, including public postsecondary systems, as we focus on strengthening campus safety and educating our students. Over the past year Regents has worked closely with the systems and other stakeholders, such as the Louisiana Foundation Against Sexual Assault, the Attorney General's Office, and the Power-Based Violence Review Panel, on matters regarding policy, training, reporting, and information dissemination to increase and promote safety across Louisiana's campuses, as prescribed in Act 472 ([Appendix A](#)) and Act 447 ([Appendix B](#)) of the 2021 Regular Legislative Session.

This report provides a summary of 2023 campus employee training and power-based violence incident reports, along with an update on legislative actions, outreach activities and suggestions to advance this work. Regents and all of the postsecondary systems remain committed to promoting a safe learning environment for students and the higher education community.

Act 472 requires Regents to establish uniform policies and best practices for the reporting, prevention, and processes related to power-based violence. The current Board of Regents Uniform Policy on Power-Based Violence can be found at the link provided in [Appendix K](#). Likewise, Louisiana public postsecondary systems are required to establish policies. The Louisiana Community and Technical College System (LCTCS) policy can be found in [Appendix L](#); the policy for the Louisiana State University System in [Appendix M](#); the policy for the Southern University System in [Appendix N](#); and the policy for the University of Louisiana System in [Appendix O](#).

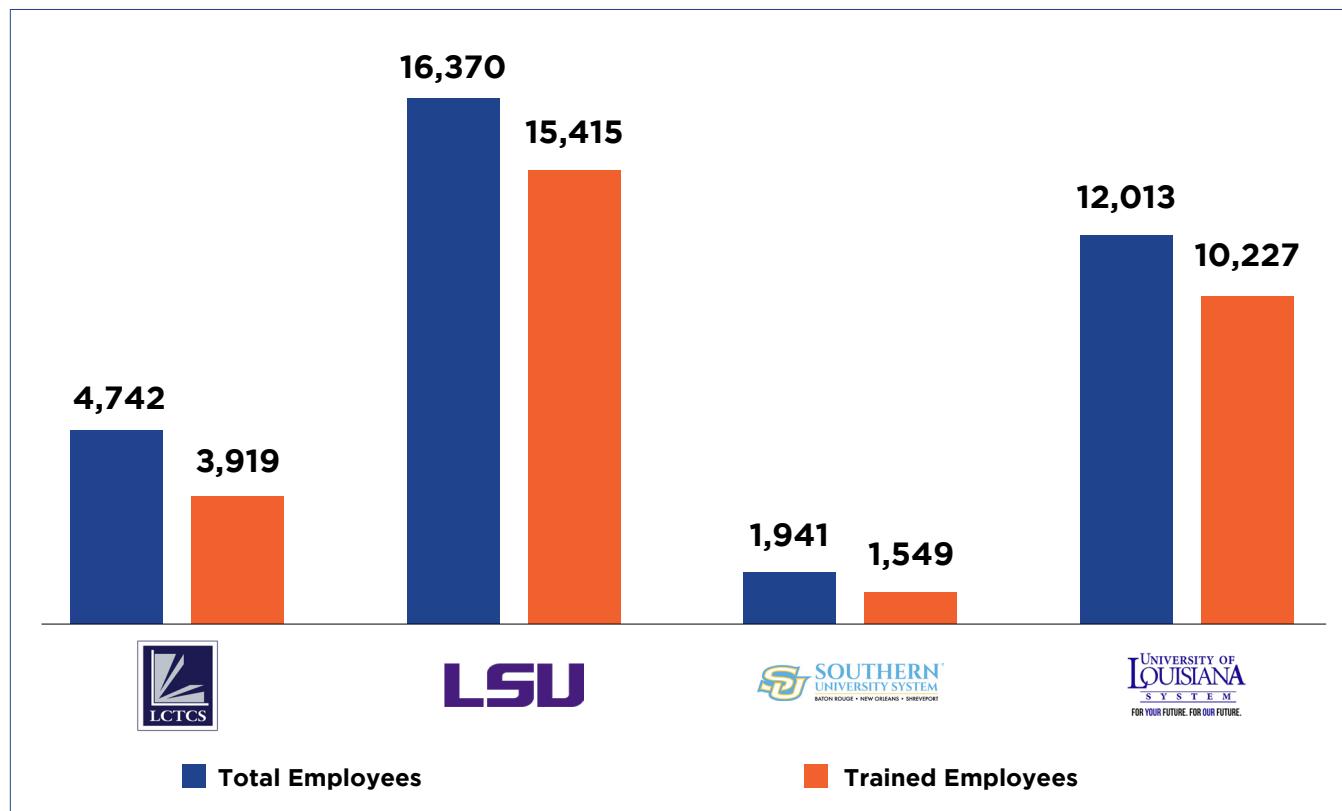
Administrative Reporting

Act 472 and the Board of Regents Uniform Policy on Power-Based Violence require significant up-the-chain reporting by each institution's Title IX coordinator, chancellor, system president, and system management board. The report includes information on (1) annual training completion for employees and confidential advisors and (2) campus incident reports.

► **Training**

All public postsecondary employees are required to complete annual training on power-based violence. By the end of fall 2023, 31,110 (88.7%) employees across all four public postsecondary systems completed annual training on power-based violence. Figure 1 shows the total number of employees trained by the end of fall 2023.

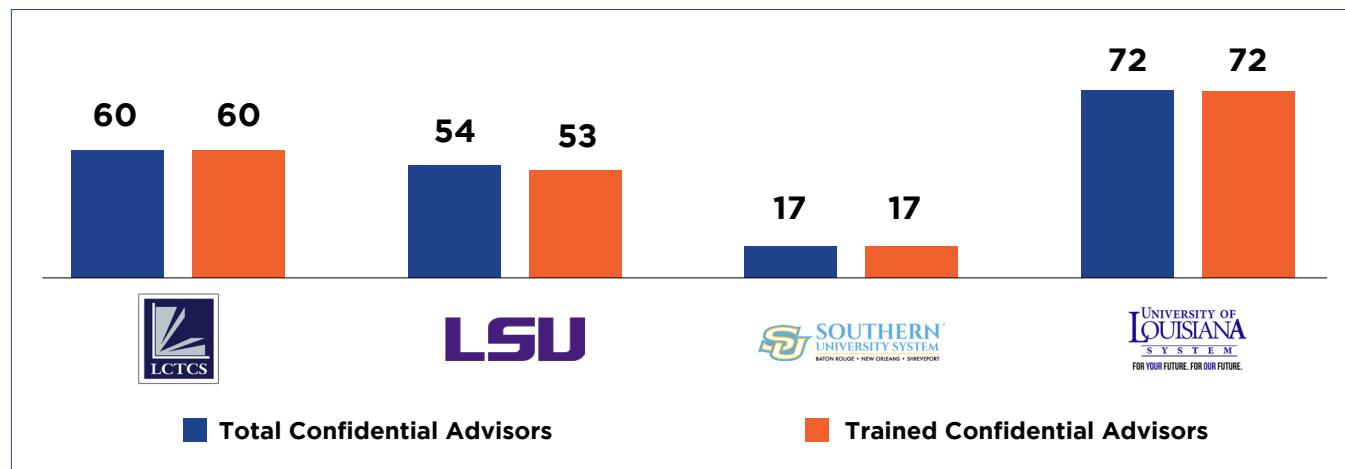
Figure 1. Statewide Training: Employees by System



Source: System-Submitted Data to the Louisiana Board of Regents, Fall 2023

A confidential advisor is defined as a person designated by an institution to provide emergency and ongoing support to students who are alleged victims of power-based violence. Currently 203 people across all four systems have been designated as confidential advisors and have completed annual training (99.5%) to serve students who have reported incidents of power-based violence. Figure 2 shows the total number of confidential advisors across the four public postsecondary systems and the status of their training.

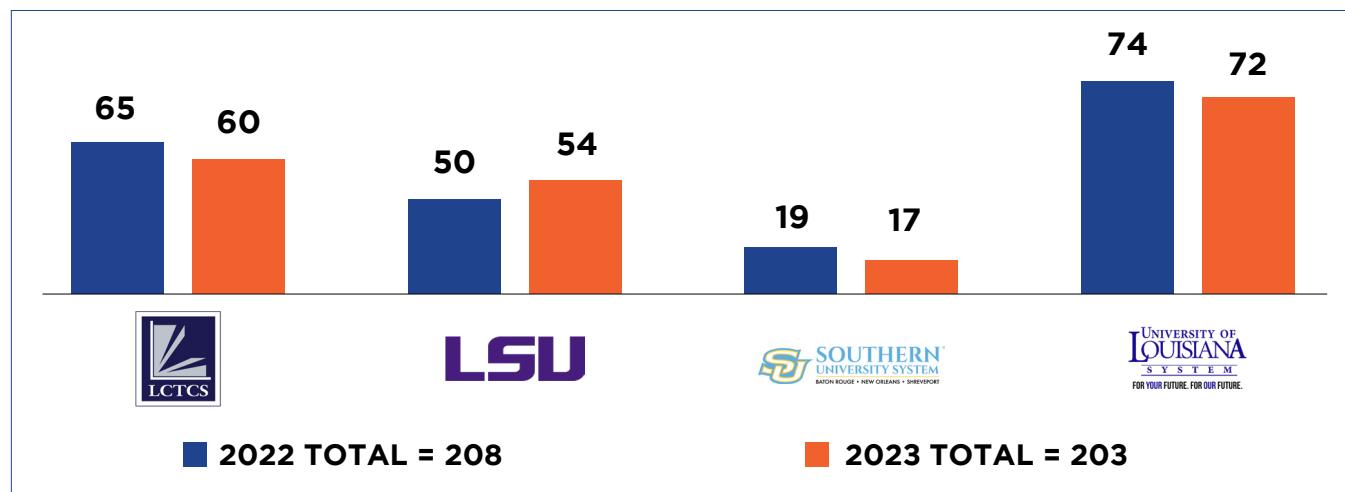
Figure 2. Statewide Training: Confidential Advisors by System



Source: System-Submitted Data to the Louisiana Board of Regents, Fall 2023

The law requires that by January 1 of each year Regents recommend and review the number of confidential advisors for each institution, which is currently at a ratio of one advisor per 1,500 students. The existing ratio was adopted from the International Accreditation of Counseling Services (IACS) Standards for University and College Counseling Services as no national ratio for confidential advisors to students currently exists. Regents will continue to utilize a ratio of 1:1,500 as its required confidential-advisor-to-student ratio for 2024. All public institutions have met or exceeded this ratio. Figure 3 shows a comparison of the number of confidential advisors reported per system in 2022 and 2023.

Figure 3. Confidential Advisors by System, 2022 vs. 2023



Source: System-Submitted Data to the Louisiana Board of Regents, Fall 2023

► **Reported Incidents**

By December 31 each year, each public postsecondary education management board is required to submit a summary report to Regents, including the total count of formal complaints filed at each campus within the system. A formal complaint is a signed document filed by a Complainant or signed by the Title IX Coordinator alleging power-based violence or retaliation and requesting the institution investigate and possibly adjudicate the alleged incident.

At the end of fall 2023, 44 formal complaints had been filed across all four systems. Fourteen complaints were addressed through informal resolution. An informal resolution is defined as a voluntary process that is separate and distinct from an institution's investigation and adjudication processes and allows the parties (i.e., Complainant and Respondent) to reach a mutually agreeable resolution.

One complaint resulted in the finding that power-based violence occurred (LSU A&M). One complaint resulted in the finding that the respondent was not responsible for the alleged conduct (SOWELA Technical Community College). At the time of this report, seven complaints remain open.

Of the 21 complaints not addressed above, thirteen were transferred to more appropriate offices (i.e., student affairs, human resources), three were dismissed due to jurisdiction, and five were withdrawn or requested to be dismissed by the Complainant.

Figure 4 shows a comparison of number of formal complaints reported by the public postsecondary systems in 2022 and 2023.

Figure 4. Formal Complaints by System, 2022 vs. 2023



Source: System-Submitted Data to the Louisiana Board of Regents, 2023

The Board of Regents summary report can be found in [Appendix F](#). Individual system 2023 reports can be found in the appendices to this report: Louisiana Community and Technical College System (LCTCS) in [Appendix G](#); Louisiana State University System in [Appendix H](#); Southern University System in [Appendix I](#); and the University of Louisiana System in [Appendix J](#).

Additional 2023 Legislative Actions

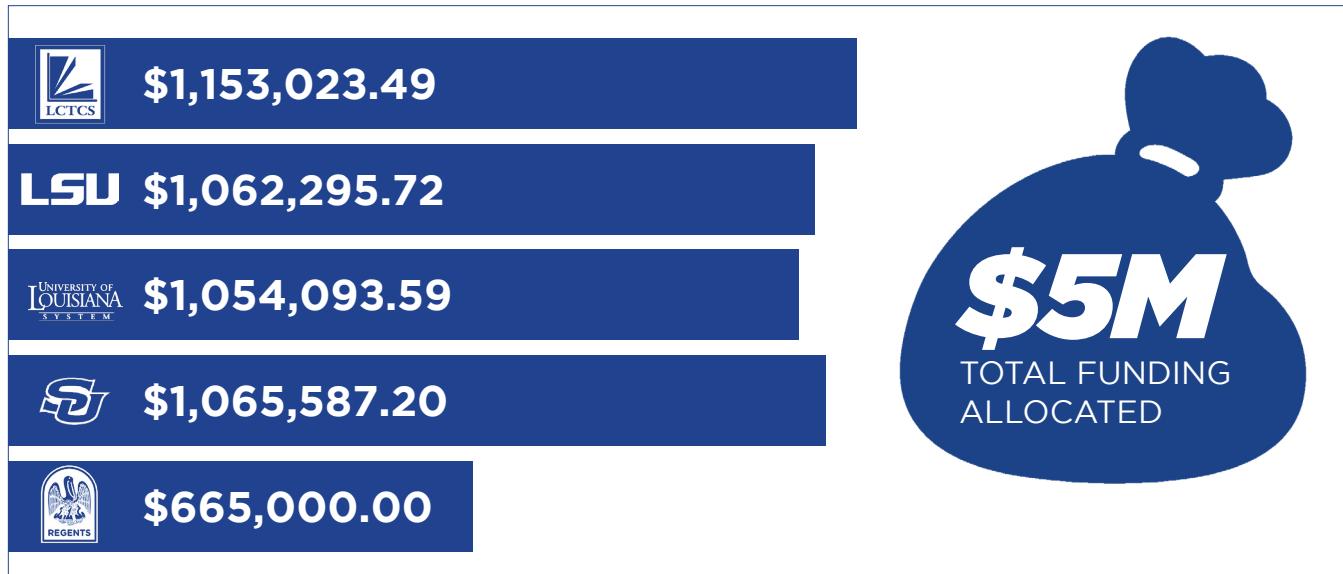
► **Updated Law**

During Louisiana's 2023 Regular Legislative Session, Act 211 ([Appendix E](#)) was enacted, mandating a 30-day deadline for law enforcement to execute memoranda of understanding (MOUs) with public postsecondary institutions. This legislative change was requested to assist institutions in executing timely MOUs with off-campus law enforcement officials. To support this effort, Regents communicated the timeline change to law enforcement associations and the Louisiana District Attorneys Association during fall 2023. In 2023, all necessary MOUs were executed and in place. However, needed updates are expected as personnel change in 2024. The law does require an annual MOU review.

► **Power-Based Violence Funding**

In 2023 the Louisiana Legislature again allocated \$5 million in recurring funding to strengthen Title IX offices across the state. The systems have continued to utilize the allocated state funding to support ongoing employee training, promotion of power-based violence events and programming on campuses, development of educational materials, and support of investigative services. Regents utilized the allocated funding to support statewide training, certifications, consulting, and additional personnel. Figure 5 shows the allocation of funding.

Figure 5. 2023 Title IX Funding Allocation



Source: Louisiana Board of Regents, Fall 2023

Prior to the upcoming 2024 Regular Session, the systems will share detailed information on use of these funds as we seek continuation of these important resources.

Legislative Recommendations

The Power-Based Violence Review Panel, established through Act 441 of the 2021 Regular Legislative Session, holds a pivotal role in shaping the landscape of power-based violence response and prevention. The Panel evaluates and suggests improvements for policies and procedures in public postsecondary education regarding power-based violence, advises and assists in coordinating prevention programs, and acts as an advisory body to various stakeholders (i.e., the governor, the Louisiana legislature, etc.). As a result of continued dialogue with the public postsecondary systems, two legislative recommendations were presented to the Power-Based Violence Panel for consideration to better align information sharing between higher education and the legislature.

► **Annual Training Report**

As mentioned previously, current law requires administrative reporting to include information on (1) annual training completion for employees and confidential advisors and (2) incident reports on employee and confidential advisor training.

Due to the timeline for up-the-chain reporting, the existing training report fails to capture training conducted between October 10th and December 31st, as this period is excluded from the report and captured the following year. This is because the initial campus level reports are due to each institution's Chancellor by October 10th, and only capture data through that date. However, employees have until December 31st to complete the power-based violence training required by state law.

To ensure a complete annual training report, the public postsecondary systems and the Power-Based Violence Review Panel proposes shifting the system training report submission date to January 15th. It is important to note that this change will not impact incident reports, which will continue to follow the reporting cycle mandated by current law. The report on incidents would continue to be due to Regents on December 31st, with an interim report in the summer, while the annual training report would be due to Regents on January 15th.

► **Legislative Report Submission**

To accommodate this adjusted system submission date and allow ample time for Regents to compile a thorough statewide report for the Legislature, the Power-Based Violence Review Panel also recommends moving Regents' annual legislative report submission date to February 15th. This realignment ensures a more accurate and comprehensive representation of the entire year's training efforts across the public postsecondary systems.

Other Key Updates

► **Student Engagement**

In April 2023, Regents conducted a focus group with the Council of Student Body Presidents (COSBP) to evaluate student awareness of campus power-based violence and campus cultures. This session revealed the varied levels of awareness of the policies and procedures among COSBP leadership.

From these discussions, Regents recommended that each system convene a meeting with their COSBP leadership and campus Title IX Coordinators. To support this information-sharing opportunity, Regents, in coordination with the systems, developed one-pagers to provide Title IX personnel information, including name, office location and contact information, to every student body president for every campus and system. These meetings have all occurred and the one-page resource was distributed to COSBP students in September 2023.

► **Website Dashboard**

Based on recommendations and feedback from the Power-Based Violence Review Panel, stakeholders and system contacts, Regents has developed a website to serve as the [**Power-Based Violence and Title IX Resource Hub**](#). Launched in January 2024, the informational website offers statewide and national resources, a search feature for students to identify their campus Title IX Coordinator, and a repository of training videos and materials for campus Title IX Coordinators and confidential advisors. This resource hub will be useful to interested stakeholders and will be regularly updated to ensure timely information sharing. While this is an informational website and cannot be used for individual incident reporting; the website does provide information on where campus incident reports should be directed.

► **Title IX Update**

The U.S. Department of Education Office for Civil Rights released proposed changes to the Title IX regulations in June 2022 and April 2023, respectively. It is anticipated that the proposed changes will be finalized in March 2024. Regents is monitoring this and will ensure dissemination of updated information when it is released.

Conclusion

We remain dedicated to ongoing efforts to create and maintain safe campuses that provide an inviting and innovative environment conducive for students to learn, grow and graduate. Moving forward, Regents will continue to work alongside the Legislature, public postsecondary management boards, campuses, students, law enforcement and other stakeholders to enhance collaboration and effectiveness.

The elevation and evaluation of this work will continue through the engagement of the Power-Based Violence Review Panel, established through Act 441 of the 2021 Regular Legislative Session ([**Appendix C**](#)) and amended by Act 689 of the 2022 Regular Legislative Session ([**Appendix D**](#)) and Act 211 of the 2023 Regular Legislative Session ([**Appendix E**](#)).

We thank Senator Barrow, chair of both the Select Committee on Women and Children and the Power-Based Violence Review Panel, along with the members of both committees, the legislature and stakeholders for your steadfast commitment to campus safety.

Appendices

- A. [Act 472 of the 2021 Regular Legislative Session](#)**
- B. [Act 447 of the 2021 Regular Legislative Session](#)**
- C. [Act 441 of the 2021 Regular Legislative Session](#)**
- D. [Act 689 of the 2022 Regular Legislative Session](#)**
- E. [Act 211 of the 2023 Regular Legislative Session](#)**
- F. [Board of Regents Statewide Data Report](#)**
- G. [LCTC System Data Report, Fall 2023](#)**
- H. [Louisiana State University System Data Report, Fall 2023](#)**
- I. [Southern University System Data Report, Fall 2023](#)**
- J. [University of Louisiana System Data Report, Fall 2023](#)**
- K. [Board of Regents Uniform Policy on Power-Based Violence](#)**
- L. [LCTCS Power-Based Violence/Sexual Misconduct Policy](#)**
- M. [Louisiana State University Permanent Memorandum 73](#)**
- N. [Southern University System Uniform Policy on Power-Based Violence, Sexual Misconduct, and Title IX](#)**
- O. [University of Louisiana System
Sexual Misconduct/Power-Based Violence Policy](#)**



BOARD *of* REGENTS
STATE OF LOUISIANA

Agenda Item IX.B.2.
EXECUTIVE SUMMARY

AMENDMENTS TO THE UNIFORM POLICY ON POWER-BASED VIOLENCE

The Board of Regents created a Uniform Policy on Power-Based Violence as required by Acts 439 and 472 of the 2021 Regular Legislative Session. Reinforcing BoR's commitment to maintaining safe campus cultures, this new policy was adopted in a special Board meeting on August 10, 2021.

Since its implementation, all public postsecondary systems and their respective institutions have adopted policies aligned to the Board of Regents Uniform Policy on Power-Based Violence, undergone training provided by Regents, and remained statutorily compliant with administrative up-the-chain reporting and data publication requirements.

Reflecting BoR's commitment to this work, we propose the following changes be reflected in the Uniform Policy to remain consistent with state law:

- ***Addition of the 30-day MOU execution deadline***, which requires a 30-day deadline for law enforcement to execute memorandums of understanding (MOUs) with public postsecondary institutions. (see proposed addition, page. 26 of the Uniform Policy)

STAFF RECOMMENDATION

Senior Staff recommends approval of the addition to the Uniform Policy on Power-Based Violence.



BOR UNIFORM POLICY ON POWER-BASED VIOLENCE/SEXUAL MISCONDUCT

Table of Contents

I. INTRODUCTION.....	3
II. POLICY STATEMENT.....	3
III. NONDISCRIMINATION.....	4
IV. SCOPE	5
A. SCOPE	5
B. OVERVIEW OF POLICY AND SELECTED DEFINITIONS	6
V. SAFETY EDUCATION.....	7
VI. RETALIATION PROHIBITION	9
VII. REPORTING POWER-BASED VIOLENCE	9
A. REPORTING INCIDENTS OF POWER-BASED VIOLENCE	10
a. ONLINE REPORTING.....	10
B. MANDATORY REPORTING FOR EMPLOYEES	10
C. CONFIDENTIAL AND ANONYMOUS REPORTING.....	11
D. ADMINISTRATIVE REPORTING	12
E. EMPLOYEE'S FAILURE TO REPORT OR FALSE REPORTING.....	12
F. STUDENT'S FALSE REPORTING	12
G. IMMUNITIES AND AMNESTY.....	13
VIII. TRANSCRIPT WITHHOLDING, NOTATION & COMMUNICATION.....	13
A. WITHHOLDING STUDENT TRANSCRIPTS	14
B. NOTATION	14
C. TRANSCRIPT WITHHOLDING AND NOTATION APPEALS	15
D. APPLICABILITY	15
IX. VICTIMS' RIGHTS POLICY	15
X. IDENTIFIED BEST PRACTICES BY BOR.....	16
A. INITIAL STEPS & DETERMINATION OF APPROPRIATE PROCEDURES.....	16
B. INITIAL CONTACT WITH POTENTIAL COMPLAINANT	16
C. SUPPORTIVE MEASURES	17
D. FILING A FORMAL COMPLAINT	17
a. HOW TO FILE A FORMAL COMPLAINT	18
b. WITHDRAWAL OF FORMAL COMPLAINT.....	18
E. POWER-BASED VIOLENCE GRIEVANCE PROCEDURE	19
a. NOTICE TO RESPONDENT	19
F. INVESTIGATION PROCESS	19
G. FINDINGS & INVESTIGATIVE REPORT	20

H. RESOLUTION.....	21
a. INFORMAL RESOLUTION.....	21
b. FORMAL RESOLUTION	21
I. SANCTIONS.....	21
J. GRIEVANCE PROCEDURE APPEALS.....	22
XI. TRAINING.....	22
A. RESPONSIBLE EMPLOYEES	22
B. CONFIDENTIAL ADVISORS.....	23
XII. DATA PUBLICATION(S)	24
A. POWER-BASED VIOLENCE CLIMATE SURVEY	25
B. CAMPUS SECURITY REPORT	25
XIII. MEMORANDA OF UNDERSTANDING.....	26
XIV. CAMPUS POWER-BASED VIOLENCE POLICIES.....	27
XV. WEBSITE COMPLIANCE	27
XVI. APPENDICES.....	29
A. DEFINITIONS	29
B. ADMINISTRATIVE REPORTING FORMS.....	33
C. DATA PUBLICATION FORMS	39

I. INTRODUCTION

The Louisiana Board of Regents (BOR) is committed to the highest quality and most impactful educational experiences for all students attending public postsecondary institutions (Institutions) in the state. These experiences are key to Louisiana's prosperity and growth, and rely on campus environments that are safe, inclusive, and protective for the entire postsecondary education community. Leadership at all levels must collaborate on policy development and take all necessary steps to prevent discrimination, harassment, misconduct, and psychological and physical violence. Ultimately, we must fully commit to building and sustaining a strong culture of respect across campuses, systems, and the state.

This Uniform Policy on Power-Based Violence, promulgated pursuant to Act 472 of the 2021 Regular Legislative Session of the Louisiana Legislature, sets forth processes and procedures to guide public postsecondary education stakeholders in maintaining safety and protection for students and employees. Power-based violence is defined as any form of interpersonal violence intended to control or intimidate another person through the assertion of power over the person. It includes but is more expansive than sexual misconduct and Title IX misconduct (See definition in [Appendix A](#)). Act 472 directs the Board of Regents to establish uniform policies and best practices to implement measures to address the reporting of power-based violence on Institutions' campuses, the prevention of such violence, communication between Institutions regarding incidents of power-based violence, and the provision of medical and mental health care for these alleged victims.

Each Institution's Management Board shall institute policies incorporating the policies and best practices prescribed by BOR regarding the prevention and reporting of incidents of power-based violence committed by or against students of an Institution. This Policy shall be effective as of August 10, 2021. Each institution (or a Management Board for each of its member institutions) shall begin establishing policies and procedures in full compliance with this Policy and shall implement those policies no later than October 15, 2021. Each Management Board must review the policies of each of its member institutions for compliance with this Policy and applicable laws and regulations. Upon verification of such compliance, the Management Board shall forward the institutional policies no later than December 15, 2021 to the BOR.

Upon the effective date of this Policy, all institutions shall immediately begin complying with this Policy as well as the institutional policy, once adopted, under the supervision and control of their Management Boards. All policies and processes shall be posted on institutional websites as required in this Policy. Each Management Board shall ensure that its member institutions' policies comply with applicable federal and state laws and regulations and must be amended to reflect any changes to federal and state laws and regulations.

II. POLICY STATEMENT

The Louisiana Board of Regents (BOR) prohibits discrimination on the basis of sex in any Louisiana public postsecondary institution. This policy applies to all Louisiana public postsecondary institutions in accordance with federal and state law, including Act 472 of the 2021 Legislative Session of the Louisiana Legislature (Act 472), Title IX of the Education

Amendments of 1972 (Title IX) and Title VII of the Civil Rights Act of 1964 (Title VII), the Violence Against Women Act (VAWA), The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and other applicable laws.

The comprehensive scope of this Policy includes procedures to address both power-based violence (which includes sexual misconduct) and Title IX conduct (see Title IX Formal Grievance Procedures). All Institutions shall implement policies, procedures, practices, and educational programs to prevent, respond to, and redress incidents involving acts of power-based violence including sexual misconduct and Title IX conduct (See definition in Appendix A). This Policy is designed to help Institutions create and maintain safe learning, working and living environments for all individuals who participate in the institutions' activities and programs, including online instruction. It reflects BOR's strong commitment to promoting an environment that is free from power-based violence which includes sexual misconduct and Title IX conduct.

Institutions may develop supplementary procedures to further support the implementation of this Policy. However, this Policy establishes various mandatory obligations with which all institutional policies must comply.

The BOR will review, evaluate, and make any revisions or amendments to applicable power-based violence policies on an ongoing and as-needed basis.

Inquiries about the application of this policy should be directed to the relevant Institution's Title IX Coordinator, whose contact information is available on each Institution's Title IX website. Institutions shall provide additional information about Title IX on their respective Title IX websites and provide additional information about the U.S. Department of Education's Office for Civil Rights.

This Policy is not intended to infringe upon or restrict rights guaranteed by the United States Constitution, including the right to free speech under the First Amendment or the due process clauses of the Fifth and Fourteenth Amendments.

III. NONDISCRIMINATION

Each Institution must publish a notice of nondiscrimination in their power-based violence policies. The notice must be distributed to all students, employees, applicants for admission and employment, and other relevant individuals. The notice must be prominently displayed on the Institution's website and included in publications of general distribution that provide information to students and employees.

Title IX is a federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Title IX prohibits use of federal money to support sex

discrimination in education programs and provides individuals protection against such practices.

In compliance with federal law and USDOE federal guidance, including the provisions of Title VII of the Civil Rights Act of 1964 (Title VII), Title IX of the Education Amendments of 1972 (Title IX), Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, the Age Discrimination in Employment Act of 1967 (ADEA), Executive Order 11246, Executive Order 13988, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, an Institution shall not discriminate against individuals on the basis of their race, sex, sexual orientation, gender identity, gender expression, religion, color, national or ethnic origin, age, disability, military service, covered veteran's status, or genetic information in its administration of education policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other Institution-administered programs; or employment.

As part of their commitment to maintaining a community free of discrimination, and in compliance with Title IX's mandate, Institutions should address allegations of power-based violence, including sexual harassment and sexual assault, in a timely and effective manner. Further, Institutions will provide resources as needed for affected persons (Reporters, Complainants, Respondents and third parties within an Institution's community), and will not tolerate retaliation against any person who reports or participates in the investigation of alleged power-based violence or sex/gender discrimination.

IV. SCOPE

A. SCOPE

This Uniform Policy (Policy) serves as BOR's overarching policy against power-based violence in all of its forms. It outlines procedures mandated by state law and identifies best practices that address both Title IX Conduct and power-based violence which includes sexual misconduct.

This Policy is intended to inform and guide the development of institutional policy to address individuals who have been affected by power-based violence, whether as a Complainant, a Respondent, or a witness, and to provide fair and equitable procedures for all parties. It is applicable to all Institutions with respect to conduct that occurs both on and off campus.

Power-based violence, which is addressed in this overarching Policy, is a broader term that covers gender/sex-based misconduct beyond the Title IX Regulations' "sexual harassment" definition. Power-based violence prohibited by this Policy includes conduct defined in Act 472. (See defined terms in [Appendix A](#).)

The accompanying Title IX Formal Grievance Procedure covers a narrower sub-set of conduct (i.e., Title IX Conduct) that must be addressed under a defined formal grievance process as required by the U.S. Department of Education under new Title IX Regulations, effective August 14, 2020. When power-based violence meets the criteria specified in the Title IX Regulations, it must be addressed under the Title IX Formal Grievance Procedure, and not this overarching Power-Based Violence Policy, to the extent the processes differ between the two policies. (See 34 C.F.R. §106.44-45.)

“Sexual harassment” is defined in the Title IX Regulations (§106.30) as conduct on the basis of sex that satisfies one or more of the following:

1. An Institution’s faculty or staff member/employee conditioning the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking. (See defined terms in [Appendix A](#).)

The Title IX Grievance Procedure applies to an Institution’s education program activity, which is defined by the Title IX Regulations to include locations, events, or circumstances in which an Institution exercises substantial control over both the Respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the Institution. Under the Title IX Regulations, the Title IX Grievance Procedure does not apply to any education program or activity that does not occur in the United States (§106.44(a)).

However, power-based violence that is not covered by the Title IX Grievance Procedure, such as off-campus power-based violence alleged to have an on-campus effect or occurring during a study abroad program, may be addressed under this broader Policy.

Combined, BOR’s and Louisiana’s public postsecondary education systems and their Institutions’ policies and procedures are intended to ensure that all students impacted by an incident or Formal Complaint of power-based violence receive appropriate support and fair treatment, and that allegations of power-based violence are handled in a prompt, thorough and equitable manner.

B. OVERVIEW OF POLICY AND SELECTED DEFINITIONS

Institutions will address all reports of power-based violence (“Reports”) received by the Title IX Coordinator. Each Institution is authorized under this Power-Based Violence Policy and its accompanying Title IX Formal Grievance Procedure to take certain actions to address or remedy power-based violence after receiving a Report, during an investigation, and after an investigation, even if the matter does not proceed to adjudication.

Anyone can report an incident of power-based violence to an Institution under the procedure described in [Section VII](#) of this Policy. For example, a “Reporter” can be any individual who reports to an Institution that they are a victim or survivor of power-based violence or that they have been affected by sex/gender discrimination or power-based violence (sometimes referred to as a “First-Party Reporter”) or that they have knowledge of power-based violence happening to or affecting someone else (sometimes referred to as a “Third-Party Reporter”).

A Report (verbal or written) will become a “Formal Complaint” if a First-Party Reporter files a written and signed document with the Title IX Coordinator describing an incident of power-based violence and indicating that they want the Institution to take further steps, such as conducting a full investigation and possibly holding an adjudication to resolve the alleged issue. An Institution can also convert a Report to a Formal Complaint if the Institution determines that, in order to meet its Title IX obligations to provide a safe and nondiscriminatory environment for the broader institutional community, it must take further steps to address and resolve the matter. *In such cases, the Complainant must be allowed to submit on paper (hard copy), in electronic form, or in person, whereby the individual can file a Formal Complaint by meeting with the Title IX Coordinator (or Deputy Coordinator) to provide a verbal description of the sexual misconduct which the Title IX Office will use to draft a written document that the individual will review, verify, and sign to constitute a Formal Complaint.*

A “Complainant” refers to an individual who is alleged to have been subjected to an incident of power-based violence (i.e., a First-Party Reporter or a victim or person who has otherwise been affected by power-based violence or, under the Title IX Formal Grievance Procedure governing sexual harassment, an individual who is alleged to be the victim of conduct that could constitute sexual harassment). A Complainant has certain rights under this Policy, as discussed below.

A “Respondent” refers to an individual who has been accused of conduct that could constitute power-based violence prohibited under this Policy (or, under the Title IX Formal Grievance Procedure governing sexual harassment, an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment). A student Respondent has certain rights under this Policy, as discussed below, and under the Title IX Formal Grievance Procedure when that Procedure is applicable.

A “Third Party” refers to any other participant in the process, including a witness to the incident or an individual who makes a Report on behalf of someone else.

As used throughout this Policy, references to the “Title IX Coordinator” shall include any Deputy Title IX Coordinator and any other person expressly designated by the Title IX Coordinator to act on their behalf.

Additional definitions are contained in [Appendix A](#).

V. SAFETY EDUCATION

A healthy and prevention-minded campus culture allows students to learn to the best of their abilities on a safe and nurturing campus. Robust education and training programs for both students and employees are the cornerstone of these efforts and essential to building a culture in which sexual misconduct is rare and both Complainants and Respondents are well supported. Prevention depends on clear and well-communicated guidelines, underpinned by regular education on understanding of sexual misconduct and power-based violence, positive versus harassing behaviors, tools for reporting harassment and adjudicating disputes, and sanctions for violations.

Based on management board policy, the administration of each Institution, in consultation with campus or local law enforcement agencies, shall develop and distribute information to students regarding power-based violence, campus safety, and internet and cell phone safety and online content that is a potential threat to school safety.

The information shall include the following:

1. Instruction on how to identify and prevent power-based violence and how to detect potential threats to school safety exhibited online, including on any social media platform;
2. How to report incidents of power-based violence, crimes on campus, violations of the student code of conduct, and possible threats to campus safety; and
3. Where to find reports regarding campus safety.

The information shall be distributed as part of new student orientation and shall be posted on an easily accessible page of each Institution's website.

The reporting process for possible threats to the campus shall, at a minimum, include:

- I. A standardized form to be used by students, faculty, and other personnel to report potential threats. The form shall request, at a minimum, the following information:
 - a. Name of Institution, person, or group being threatened;
 - b. Name of student, individual, or group threatening violence;
 - c. Date and time the threat was made; and
 - d. Method by which the threat was made, including the social media outlet or website where the threat was posted, a screenshot or recording of the threat, if available, and any printed evidence of the threat.
- II. A process for allowing anonymous reporting and for safeguarding the identity of a person who reports an incident of power-based violence or a safety threat.

Each Institution shall adopt a policy to implement the provisions of this Section. That policy must require that for every report of an incident of power-based violence or a safety threat received the actions taken by the Institution and the campus law enforcement agency or security officers be documented. The policies shall also provide for guidelines on referring the reports to the appropriate law enforcement agencies.

VI. RETALIATION PROHIBITION

Retaliation is expressly prohibited under this Policy. Retaliation includes, but is not limited to, intimidation, harassment, threats, or other adverse action or speech against the person who reported the misconduct, the parties, and their witnesses.

The BOR, system management boards, and Louisiana's postsecondary Institutions expressly prohibit retaliation against anyone who: 1) in good faith reports what they believe is power-based violence, 2) cooperates with an investigation or proceeding under this Policy, or 3) opposes conduct that they believe to violate this Policy. However, an individual who reports an incident of power-based violence or participates in an investigation or proceeding and has perpetrated or assisted in the perpetration of committing the power-based violence reported, is still subjected to an investigation for a potential violation of this policy and may be subject to disciplinary action.

Institutions will not only take steps to prevent retaliation but will also take strong corrective action if it occurs. Anyone who believes they have been retaliated against should immediately report it to the Title IX Coordinator, who will treat it as a Report. Any individual found to have retaliated against another individual will be in violation of this Policy and will be subject to disciplinary action. Employees who are mandatory reporters (i.e., Responsible Employees) under this Policy are required to report retaliation.

Anyone who knowingly makes a false accusation of unlawful discrimination, harassment, or retaliation of any form will be subject to an investigation for a potential violation of this Policy and may be subject to disciplinary action, up to and potentially including termination for employees and expulsion for students.

VII. REPORTING POWER-BASED VIOLENCE

An Institution's policy should provide that *anyone* can report an incident of power-based violence (to include Sexual Misconduct and Title IX Conduct).

A Report can be made by any individual who has:

1. Experienced or been affected by power-based violence (i.e., First-Party Reporter);
or
2. Knowledge of or witnessed power-based violence happening to or affecting someone else (i.e., Third-Party Reporter).

Institutions should strongly encourage all individuals to report incidents of power-based violence even if the individual does not intend to pursue a Formal Complaint. In addition, the Institution should take prompt action to provide Supportive Measures for the safety and well-being of any affected person as well as the campus community.

A. REPORTING INCIDENTS OF POWER-BASED VIOLENCE

To make a Report, a reporting individual should report the incident to the **Title IX Coordinator or Deputy Coordinator**. Institutions are required to make available contact information for the Title IX Coordinator and any Deputy Coordinator(s), as well as methods for reporting power-based violence. Reporting methods may vary by Institution but shall include, at a minimum, in-person reporting, reporting by mail, and reporting via email.

The alleged victim shall have a right to obtain a copy of any Report made that pertains to the alleged victim.

After making a Report, an individual may choose to file or request a Formal Complaint and pursue resolution (under this policy or the Title IX Formal Grievance Procedure, as applicable) or, if applicable, an Informal Resolution involving the Respondent; may choose to be involved or not be involved in an Institution's investigation and any related proceedings; or may choose to end involvement in the process.

a. ONLINE REPORTING

Institutions shall provide an online reporting system to collect anonymous disclosures of incidents of power-based violence and crimes, and track patterns of power-based violence and crimes on campus. (See additional information about confidential and anonymous reporting in Section D.) The online system shall also include information regarding how to report an incident of power-based violence or crime to a Responsible Employee and law enforcement and how to contact a Confidential Advisor.

B. MANDATORY REPORTING FOR EMPLOYEES

An employee who receives a direct statement regarding or witnesses an incident of power-based violence committed by or against a student is a Responsible Employee (unless they are designated specifically as a Confidential Advisor). A Responsible Employee shall promptly report the incident to the Institution's Title IX Coordinator. (See [Appendix A](#) for definition of Responsible Employee.)

A Responsible Employee must report the following to the Title IX Coordinator:

1. The identity of the alleged victim;
2. The identity of the alleged perpetrator;
3. The type of power-based violence or retaliation alleged to have been committed;
4. Any other information about witnesses, location, date, and time that the incident occurred; and
5. Any other relevant information.

However, according to state law a Responsible Employee is not required to make a report if information involving power-based violence was received in the following circumstances:

1. During a public forum or awareness event in which an individual discloses an incident of power-based violence as part of educating others;
2. Disclosure made in the course of academic work consistent with the assignment; or
3. Disclosure made indirectly, such as in the course of overhearing a conversation.

If an individual chooses to make an initial report to an employee other than the Title IX Coordinator, that employee must refer the information to the Title IX Coordinator because the Title IX Office bears responsibility for responding to reports of power-based violence. Once the information is received by the Title IX Coordinator, it should constitute a Report.

BOR recommends as a best practice that, if an employee believes an individual may intend to share any information regarding an instance of power-based violence, the employee should seek to confirm that the reporting party understands the employee's obligations as a mandatory reporter. If the reporting party would prefer to speak with a confidential resource, the employee should direct the reporting party to a confidential resource. Institutions must provide a list of confidential resources in their policies.

C. CONFIDENTIAL AND ANONYMOUS REPORTING

In accordance with state law, unless waived in writing by the alleged victim, the identity of an alleged victim of an incident reported under R.S. 17:3399.13 is confidential and not subject to disclosure except to:

1. A person employed by or under contract with the Institution to which the report is made, if the disclosure is necessary to conduct the investigation of the report or any related hearings;
2. A law enforcement officer as necessary to conduct a criminal investigation of the report;
3. A person alleged to have perpetrated the incident, to the extent required by law; or
4. A potential witness to the incident as necessary to conduct an investigation of the report.

Note: Consistent with FERPA's prohibition on re-disclosure of confidential information, any person who receives another person's confidential information solely as a result of participation in any investigation or proceeding under this Policy is prohibited from using or disclosing such confidential information outside of such forums without express consent or for any improper purpose. This provision only applies to other people's confidential information, as a party is never restricted from discussing their own experience. This provision does not apply to any information learned outside of an investigation or proceeding under this Policy.

An alleged victim shall be advised of the right to seek a Confidential Advisor. See additional information pertaining to [Confidential Advisors](#).

D. ADMINISTRATIVE REPORTING

In accordance with state law, an Institution's Title IX Coordinator, Chancellor, System President, and System Management Board are required to submit summarized reports on power-based violence incidents and to publish those reports on their respective websites.

- a. **Title IX Coordinator:** Not later than **October Tenth (10)** and **April Tenth (10)** of each year, the Title IX Coordinator of an Institution shall submit to the Chancellor of the Institution a written report on the reports received in accordance with the information required in [Appendix B](#).

The Title IX Coordinator of an Institution shall immediately report to the Chancellor of the Institution of an incident reported to the Coordinator if the Coordinator has cause to believe as a result of the incident that the safety of any person is in imminent danger.

- b. **Chancellor:** The Chancellor of each Institution shall submit a report to the Institution's Management Board and System President within **fourteen (14) days** of receiving the report from the Title IX Coordinator in accordance with the information required in [Appendix B](#). The report shall be posted on the Institution's website.
- c. **System President:** The System President shall submit a system-wide summary report within **fourteen (14) days** of receiving the reports from the Chancellors to the System Management Board in accordance with the information required in [Appendix B](#). The report shall be published on the website of the system.
- d. **System Management Board:** The System Management Board shall send an annual system-wide summary report to BOR by **December Thirty-First (31)** in accordance with the information required in [Appendix B](#). BOR shall post the report on its website.
- e. **Board of Regents:** BOR shall annually submit a report to the Governor, the president of the Senate, the speaker of the House of Representatives, and the Senate and House Education Committees by **January Fifteenth (15)** which shall include the statewide information. The report shall also include any recommendations for legislation. The report shall be published on BOR's website.

E. EMPLOYEE'S FAILURE TO REPORT OR FALSE REPORTING

A Responsible Employee who is determined by the Institution's disciplinary procedures to have knowingly failed to make a Report or, with the intent to harm or deceive, made a Report that is knowingly false **shall be terminated**.

F. STUDENT'S FALSE REPORTING

As a Best Practice BOR recommends; Any student who knowingly and in bad faith makes a false accusation of power-based violence or retaliation of any form will be subject to an investigation for a potential violation of this Policy and may be subject to disciplinary action.

G. IMMUNITIES AND AMNESTY

An individual acting in good faith who reports or assists in the investigation of a report of an incident of power-based violence, or who testifies or otherwise participates in a disciplinary process or judicial proceeding arising from a report of such an incident may not be subjected to any disciplinary action by the Institution in which the individual is enrolled or employed for any violation of the Institution's code of conduct reasonably related to the incident for which suspension or expulsion from the institution is not a possible punishment.

Immunity shall not apply to an individual who perpetrates or assists in the perpetration of power-based violence.

Each Institution shall provide an amnesty policy for any student who reports, in good faith, power-based violence to the Institution. Such student shall not be sanctioned by the Institution for a nonviolent student conduct violation, such as underage drinking, that is revealed in the course of making such a report.

VIII. TRANSCRIPT WITHHOLDING, NOTATION & COMMUNICATION

In accordance with state law, public postsecondary Institutions shall implement uniform transcript notation and communication policies to effectuate communication regarding the transfer of a student who is the subject of a power-based violence Formal Complaint or who has been found responsible for an incident of power-based violence pursuant to an Institution's investigative and adjudication process. The following Section(s), which include procedures relative to the withholding or notation of transcripts during the investigative and adjudication processes, were developed by BOR in consultation with the System Management Boards.

At a minimum, for any student who is the subject of a power-based violence Formal Complaint and who attempts to transfer to another institution, the Institution from which the student seeks to transfer ("Sending Institution") shall either (1) withhold the transcript of the student or (2) place a notation on the student's transcript. If the Sending Institution does not know whether the student seeks to transfer to another Institution, the student's transcript shall either be withheld or notated.

The Sending Institution shall notify the student that their transcript has been withheld or notated, and of the appeals process to have the hold or notation removed. Either the transcript is withheld or the notation remains on the transferring student's transcript until the Institution makes a determination that the transferring student is not responsible for power-based

violence or the transferring student prevails in a request to appeal the withholding of a transcript or notation pursuant to Part c of this Section, whichever occurs first.

A. WITHHOLDING STUDENT TRANSCRIPTS

If the Sending Institution chooses to withhold upon the filing of a Formal Complaint, the Institution shall place an administrative hold on the transcript of a student who is the subject of the Formal Complaint. For any student who is the subject of a power-based violence Formal Complaint that also constitutes sexual harassment under Title IX, the Institution should commence an investigation and place a notation on the student's transcript, rather than withholding the transcript.

When a student transcript is withheld, the institution to which the student seeks to transfer ("Receiving Institution") must make a timely inquiry directed to the Sending Institution regarding the purpose of the transcript hold. Upon such an inquiry, the Sending Institution must timely disclose appropriate and factual information, consistent with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

B. NOTATION

If the Sending Institution chooses to notate upon the filing of a Formal Complaint, the Institution *may* place a notation on the transcript of a student attempting to transfer to another institution. For any student who is the subject of a power-based violence Formal Complaint that also constitutes sexual harassment under Title IX, the Sending Institution should commence an investigation and place a notation on the student's transcript, rather than withholding the transcript.

For a transferring student who is the subject of a pending investigation, the notation on the transcript shall read: "**ADMINISTRATIVE MATTER PENDING**" or other notation sufficient to place the Receiving Institution on notice and trigger an inquiry regarding the notation directed to the Sending Institution.

For a transferring student for whom a final decision has been rendered, and the student has been found to be responsible for power-based violence, the notation on the transcript shall read: "**STUDENT FOUND RESPONSIBLE IN VIOLATION OF CODE OF CONDUCT**" or other notation sufficient to place the Receiving Institution on notice and trigger an inquiry regarding the notation directed to the Sending Institution.

When a student transcript is notated as described above, the Receiving Institution must make a timely inquiry directed to the Sending Institution regarding the purpose of the transcript notation. Upon such an inquiry, the Sending Institution must timely disclose appropriate and factual information, consistent with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

For a transferring student found to be responsible for power-based violence, the Sending Institution will determine how long the notation will remain on the student's transcript.

If a student is not found responsible, the Sending Institution must remove the notation and must send an updated version of the student's transcript to the Receiving Institution (if known).

C. TRANSCRIPT WITHHOLDING AND NOTATION APPEALS

A student whose transcript has been withheld or notated as described above may request a release of the hold or an expungement of the notation for good cause shown. Cause may include, but is not limited to, when (1) a student who transferred while under investigation was found not responsible or (2) a student was initially found responsible and later evidence showed that the student was in fact not responsible. In the second instance, an Institution must send an updated version of the student's transcript.

Such request shall be submitted in writing to the appropriate decision makers, to be designated by the Institution. The Institution shall notify the requesting student of its decision no later than seven (7) business days from the date that the appeal request is made.

D. APPLICABILITY

State law requires that all Louisiana public postsecondary institutions implement this Transcript, Withholding, Notation, and Communication policy; all Louisiana non-public postsecondary institutions are encouraged to implement this policy.

Nothing in this Policy shall prohibit or prevent a Sending Institution from withholding or notating the transcript of a student who is the subject of a power-based violence Formal Complaint, or who has been found responsible for power-based violence, when such student seeks to transfer to a non-public postsecondary or out-of-state institution. The BOR recognizes an obligation to ensure investigation and adjudication of all complaints of power-based violence, regardless of the type or location of the postsecondary institution where they occur. Accordingly, the BOR strongly encourages all institutions to adopt practices that fully meet this obligation.

IX. VICTIMS' RIGHTS POLICY

State law requires institutions to adopt a victims' rights policy, which, at a minimum, shall provide for a process by which a victim may petition and be granted the right to have a perpetrator of an incident of power-based violence against the victim barred from attending a class in which the victim is enrolled.

Institutions are to develop a policy to address victims' rights as required by this law.

X. IDENTIFIED BEST PRACTICES BY BOR

In addition to compliance with federal and state laws and regulations, BOR has prescribed and identified a set of best practices, in accordance with Act 472, which Institutions should implement to address the resolving of power-based violence.

Once the Title IX Coordinator learns of any Report of alleged power-based violence or sex/gender discrimination, they should implement [Supportive Measures](#) as needed and initiate an investigation into the alleged incident.

The form of the investigation may vary depending on whether the alleged conduct falls within the scope of power-based violence/sexual misconduct or Title IX Conduct. If the alleged power-based violence satisfies the USDOE's definition of Title IX sexual harassment (i.e., Title IX Conduct), the Title IX Coordinator should ensure investigation and adjudication of the allegation pursuant to the Title IX Formal Grievance Procedure. However, if the alleged conduct does not satisfy the USDOE's definition of Title IX Sexual Harassment, the Title IX Coordinator will refer to the part of this Policy that addresses BOR's best practices, outlined in the Sections below.

Following an investigation, the Title IX Coordinator has authority to resolve a Report, including the implementation of any Supportive Measures, and should close the case if the Report does not constitute or become a Formal Complaint.

A. INITIAL STEPS & DETERMINATION OF APPROPRIATE PROCEDURES

After an Institution's Title IX Office has received a Report of alleged power-based violence, the Title IX Office should perform an initial assessment consistent with the information below prior to moving forward with an investigation (if one is required/requested) to determine whether the reported conduct meets the USDOE's jurisdictional and definitional requirements to be categorized as Title IX conduct. If that initial assessment reveals that the alleged conduct does meet the definition of sexual harassment as contained within the USDOE's Title IX Regulations, the investigation should proceed pursuant to the Title IX Formal Grievance Procedure. If the alleged conduct does not meet the USDOE's definition of sexual harassment, the investigation should proceed pursuant to this Policy.

B. INITIAL CONTACT WITH POTENTIAL COMPLAINANT

After receiving a Report of power-based violence, an Institution's Title IX Office should notify the individual who is the alleged victim in the Report of the option to have an Advisor accompany them to any meeting or interview related to the power-based violence process.

In initial contact with a potential Complainant, the Title IX Office should also:

- a. Give the potential Complainant a copy of the relevant policies;
- b. Explain the process for filing a Formal Complaint with the Title IX Office;
- c. Provide the potential Complainant with information regarding the rights/responsibilities as a party in this matter;
- d. Explain the process for investigating and resolving a power-based violence Formal Complaint (including the available appeal procedures);
- e. Explain the procedural differences based on Title IX vs power-based violence conduct;
- f. Instruct the potential Complainant not to destroy any potentially relevant documentation in any format;
- g. Inform the individual of the availability of Supportive Measures with or without the filing of a Formal Complaint;
- h. Discuss the potential Complainant's expressed preference for manner of resolution and any barriers to proceeding (e.g., confidentiality concerns);
- i. Explain the prohibition against retaliation; and
- j. Communicate necessary details of the report to the campus police department for entry into the Institution's daily crime log.

C. SUPPORTIVE MEASURES

If the Title IX Coordinator receives notice of alleged power-based violence, whether through online reporting or other reporting methods, the Title IX Coordinator or designee should contact the Complainant to discuss the availability of Supportive Measures with or without the filing of a Complaint (or Formal Complaint under the Title IX Grievance Procedure) and consider the Complainant's wishes with respect to Supportive Measures. Supportive Measures should also be made available to the Respondent.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent regardless of whether a Complaint (or Formal Complaint) has been filed. Such measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, and increased security and monitoring of certain areas of the campus, and other similar measures.

Supportive Measures should be designed to restore or preserve access to the Institution's education program or activity, including measures designed to protect the safety of all parties and the Institution's educational environment.

D. FILING A FORMAL COMPLAINT

If a potential Complainant wishes to pursue an incident of power-based violence beyond simply reporting it, they may file a Formal Complaint. The filing of a Formal Complaint means that the individual is asking an Institution to take further steps, such as a full investigation and possibly an adjudication to resolve the alleged issue. Any Complainant (i.e., an alleged victim

or survivor or someone who has otherwise been directly affected by power-based violence) may file a Formal Complaint, and the Institution will treat it as such.

An individual who is alleged to have been subjected to an incident of power-based violence (i.e., a victim or a person who has been directly affected by power-based violence) and subsequently files a Formal Complaint will be referred to as a Complainant.

Any Third-Party Reporter (i.e., someone who has knowledge of or witnessed power-based violence) may request for an Institution to treat their Report as a Formal Complaint, but that request would not make the Third-Party Reporter into a Complainant.

Similarly, the fact that the Title IX Coordinator converts a Report to a Formal Complaint does not make the Title IX Coordinator a Complainant. However, the Title IX Coordinator reserves the right to initiate a Formal Complaint in order to meet an Institution's Title IX obligations to provide a safe and nondiscriminatory environment and if the Institution determines that it must take additional steps to protect the campus community. Depending on the conduct alleged and the location of the incident, a Formal Complaint and subsequent investigation will be governed by either this Policy or the Title IX Formal Grievance Procedure.

a. HOW TO FILE A FORMAL COMPLAINT

Individuals seeking to file a Formal Complaint may do so with the Title IX Coordinator. Formal Complaints should be in writing, signed and include all information the individual believes to be relevant (e.g., time, location, and nature of incident, names of individuals involved, witnesses to the incident, names of other persons affected by the incident, etc.).

Individuals seeking to file a Report should be allowed to submit on paper (hard copy), in electronic form, or in person, whereby the individual can file a Formal Complaint by meeting with the Title IX Coordinator (or Deputy Coordinator) to provide a verbal description of the power-based violence which the Title IX Office will use to draft a written document that the individual will review, verify, and sign to constitute a Formal Complaint.

Note: If the Complaint filed satisfies the requirements of a Title IX Formal Complaint as defined by 34 CFR §106.30, the Title IX Office **should proceed under the Title IX Formal Grievance Procedure.**

b. WITHDRAWAL OF FORMAL COMPLAINT

Institutions should allow for a Complainant to withdraw their Formal Complaint. If a Formal Complaint is withdrawn, the Title IX Office should assess the information provided and proceed accordingly. Withdrawal of the Formal Complaint should ordinarily end the Formal Complaint and resolution process. However, the Title IX Office should reserve the right to proceed with the Formal Complaint, even after the Complainant withdraws it, in order to protect the interests and safety of the Institution's

community. In such cases, the Complainant shall be notified immediately of the Institution's decision to proceed.

E. POWER-BASED VIOLENCE GRIEVANCE PROCEDURE

This Section describes the investigation and resolution process for cases in which the Respondent is a student and in which the conduct alleged does not fall within the scope of the Title IX Conduct.

Note: Institutions should also include policies that address procedures for cases involving employees.

Institutions should investigate all Reports of power-based violence reported to the Title IX Coordinator regardless of whether the Report becomes a Formal Complaint. The investigation and adjudication procedures (if needed) will be prompt, fair, and impartial.

a. NOTICE TO RESPONDENT

The person alleged to have committed power-based violence is called the Respondent. The Respondent should be notified in writing that a Formal Complaint alleging power-based violence has been filed against them. The Respondent should be advised that they may have an Adviser accompany them to any meeting or interview related to the investigation and resolution process.

Within seven (7) business days of receiving notice of the Formal Complaint, the Respondent should arrange to meet with the Title IX Office. The Title IX Office is required to provide the same information that was presented to the Complainant during their initial contact (See [Section B](#)).

After reviewing the Formal Complaint and meeting with the Title IX Office and appropriate decision makers, the Respondent may choose to end the resolution process by accepting responsibility for the conduct alleged in the Formal Complaint. If the Respondent accepts responsibility for the conduct alleged in the Formal Complaint, the appropriate decision makers should determine the appropriate sanction for the Respondent. If the Respondent disputes the allegations in the Formal Complaint, the matter will proceed to an investigation.

F. INVESTIGATION PROCESS

The Title IX Office should designate Investigators specifically trained in power-based violence investigations to conduct a prompt, thorough, and fair investigation. Assigned Investigators should not be the Title IX Coordinator or the Decision Makers.

The process should begin with intake meetings conducted by the Title IX Coordinator. The investigation phase should include interviewing the Complainant or Reporter, the Respondent, and any witnesses; reviewing law enforcement investigation documents if applicable; reviewing relevant student or employment files; and gathering and examining other relevant documents and evidence.

As a part of the investigation, the Institution should provide an opportunity for all parties to present written statements, identify witnesses, and submit other evidence.

Both Complainants and Respondents should be advised of the utilization of Advisors throughout the investigation process. Parties should be advised that Advisors are not permitted to participate directly in Resolution Hearings or Informal Resolution Conferences, except to the extent an Advisor's participation is required during Title IX grievance hearings; they may be present solely to advise or support the party and are prohibited from speaking directly to the Investigator, the power-based violence Adjudicator, other parties, or witnesses.

G. FINDINGS & INVESTIGATIVE REPORT

At the conclusion of the investigation, Investigators should prepare a report (the "Investigative Report") summarizing and analyzing the relevant facts determined through the investigation, with reference to any supporting documentation or statements. The report should be delivered to the Title IX Coordinator, who should analyze the report to ensure that the investigation was prompt, impartial, thorough, and consistent with this Policy. Before the Investigative Report is finalized, the Complainant and Respondent should be given the opportunity to review one another's statements and may also be provided with a written summary of other information collected during the investigation if the information is requested and the Title IX Office deems it appropriate to disclose.

A Complainant or Respondent should submit any comments about their own statement, or on any investigation summary that might be provided, to the Investigators within five (5) calendar days after the statement or summary was provided. Following the receipt of any comments submitted, or after the five-day comment period has lapsed without comment, the Investigators should address any identified factual inaccuracies or misunderstandings, as appropriate.

The final Investigative Report should provide a summary of the Investigators' impressions, including context for the evidence collected, but should not make a final determination as to whether a violation of the Power-Based Violence Policy occurred, reserving that decision (and any sanctions) for the appropriate decision maker(s). The parties should be provided with a copy of the final Investigative Report simultaneously.

H. RESOLUTION

a. INFORMAL RESOLUTION

For Formal Complaints with a student Respondent, at the discretion of the Title IX Coordinator, the parties should be advised of their option to pursue an Informal Resolution as an alternative to a Formal Resolution. An Informal Resolution should involve a remedies-based, non-judicial process designed to eliminate or address potential power-based violence. This process should aim to assure fairness, to facilitate communication, and to maintain an equitable balance of power between the parties. Institutions should not compel face-to-face confrontation between the parties or participation in any particular form of Informal Resolution.

The Title IX Coordinator should make an initial decision about whether a case qualifies for an Informal Resolution. If both parties then agree to pursue that path, the Institution will halt any investigation or scheduled Resolution Hearing so that the parties can explore the possibility of Informal Resolution. Participation in an Informal Resolution is voluntary, and either party can request to end the Informal Resolution process at any time and commence or resume the investigation process. If the parties agree to a resolution during an Informal Resolution process, the Title IX Coordinator should oversee its implementation, the Formal Complaint should be deemed withdrawn, and the matter should be terminated. An appeal of the process and its result should not be permitted. The resolution should be considered binding, and its breach would give rise to a new Formal Complaint.

b. FORMAL RESOLUTION

Institutions must provide for a process to resolve Formal Complaints. That process should be delineated in their policy. Institutions should avoid the “single investigator” or “sole investigator” model and ensure that the Title IX Coordinator and investigator(s) do not serve as the decision-maker(s) for a Formal Complaint.

I. SANCTIONS

Institutions should describe the range of sanctions for employees and students.

J. GRIEVANCE PROCEDURE APPEALS

Institutions' policies should provide an appeal process that is equally available to the parties and includes the procedures and permissible basis for the Complainant and Respondent to appeal.

Appeals should only be raised on one or more of the following grounds, for example:

- a. a procedural irregularity that affected the outcome of the matter;
- b. to consider new facts or information that were not known or knowable to the appealing party before or during the time of the resolution and that are sufficient to alter the decision;
- c. the Title IX Coordinator, Investigator, or Adjudicator(s) had a conflict of interest or bias that affected the outcome of the matter;
- d. the decision reached was not supported by a preponderance of evidence; or
- e. the sanctions were disproportionate to the findings.

As to all appeals the Institution should, at a minimum:

1. Notify the other party in writing when the appeal is filed and implement appeal procedures equally for both parties;
2. Ensure the decision maker(s) for the appeal **is/are not** the same individual(s) who reached the determination regarding responsibility or dismissal, the Investigator(s) or the Title IX Coordinator;
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome;
4. Issue a written decision describing the result of the appeal and the rationale for the result; and
5. Provide a written decision simultaneously to both parties.

XI. TRAINING

A. RESPONSIBLE EMPLOYEES

Each Institution shall require annual training for each of its (i) Responsible Employees; (ii) individuals who are involved in implementing the Institution's student grievance procedures, including each individual responsible for resolving Formal Complaints of reported power-based violence or power-based violence policy violations; (iii) Title IX Coordinator(s); and (iv) employees who have responsibility for interviewing any alleged victims of power-based

violence. Each Institution shall ensure that the individuals and employees receive the training described in this Subsection no later than the beginning of the 2022-2023 academic year.

No later than January 1, 2022, BOR, in coordination with the attorney general and in consultation with state or local victim services organizations, shall develop the annual training program required in this Section. BOR shall annually review the annual training program and revise it as needed.

B. CONFIDENTIAL ADVISORS

Each Institution shall designate individuals who shall serve as Confidential Advisors, such as health care staff, clergy, staff of a women's center, or other such categories. Such designation shall not preclude the Institution from partnering with national, state, or local victim services organizations to serve as Confidential Advisors or in other confidential roles.

Prior to designating a person as a Confidential Advisor, the person shall complete a training program that includes information on power-based violence (including "sexual harassment" under Title IX, as well as other types of power-based violence falling outside Title IX's jurisdictional requirements), trauma-informed interactions, Title IX requirements, state law on power-based violence, and resources for victims. The Confidential Advisor shall also complete annual training relative to power-based violence and Title IX. The initial and annual training shall be developed by the Attorney General in collaboration with BOR and shall be provided through online materials.

Each Institution's website shall provide the contact information for obtaining a Confidential Advisor.

The Confidential Advisor to an alleged victim of power-based violence shall inform the alleged victim of the following:

1. The rights of the alleged victim under federal and state law and the policies of the Institution;
2. The alleged victim's reporting options, including the option to notify the Institution, the option to notify local law enforcement, and any other reporting options;
3. If reasonably known, the potential consequences of those reporting options;
4. The process of investigation and disciplinary proceedings of the Institution;
5. The process of investigation and adjudication of the criminal justice system;
6. The limited jurisdiction, scope, and available sanctions of the institutional student disciplinary proceeding, and that it should not be considered a substitute for the criminal justice process;
7. Potential reasonable accommodations that the Institution may provide to an alleged victim; and

8. The name and location of the nearest medical facility where an alleged victim may have a rape kit administered by an individual trained in sexual assault forensic medical examination and evidence collection, and information on transportation options and available reimbursement for a visit to such a facility.

The Confidential Advisor may, as appropriate, serve as a liaison between an alleged victim and the Institution or local law enforcement, when directed to do so in writing by an alleged victim who has been fully and accurately informed about what procedures shall occur if information is shared, and assist an alleged victim in contacting and reporting to a Responsible Employee or local law enforcement.

The Confidential Advisor shall:

1. be authorized by the Institution to liaise with appropriate staff at the Institution to arrange reasonable accommodations through the Institution to allow the alleged victim to change living arrangements or class schedules, obtain accessibility services, or arrange other accommodations;
2. Be authorized to accompany the alleged victim, when requested to do so by the alleged victim, to interviews and other proceedings of a campus investigation and institutional disciplinary proceedings;
3. Advise the alleged victim of, and provide written information regarding, both the alleged victim's rights and the Institution's responsibilities regarding orders of protection, no-contact orders, restraining orders, or similar lawful orders issued by a court of competent jurisdiction or by the Institution;
4. Not be obligated to report crimes to the Institution or law enforcement in a way that identifies an alleged victim or an accused individual, unless otherwise required to do so by law; and
5. To the extent authorized under law, provide confidential services to students. Any requests for accommodations made by a Confidential Advisor, as provided in this Section, shall not trigger an investigation by the Institution.

The Institution shall appoint an adequate number of Confidential Advisors. The BOR shall determine the adequate number of Confidential Advisors for an Institution based upon its size., no later than January 1, 2022, and on January 1st annually thereafter.

Each Institution that enrolls fewer than five thousand students may partner with another Institution in their system or region to provide the services described in this Section. However, this provision shall not absolve the Institution of its obligations under this Section.

XII. DATA PUBLICATION(S)

A. POWER-BASED VIOLENCE CLIMATE SURVEY

Beginning in the 2022-2023 academic year, each Institution shall administer an anonymous Power-Based Violence Climate Survey (Survey) to its students once every three (3) years. If an Institution administers other surveys with regard to campus safety, this Survey may be included as a separate component of any such survey, provided that the power-based violence component is clearly identified as such.

Participation in this Survey shall be voluntary. No student shall be required or coerced to participate in the Survey, nor shall any student face retribution or negative consequences of any kind for declining to participate.

Subject to the foregoing paragraph, each Institution shall make every effort to maximize student participation in the Survey.

BOR shall:

1. Develop the survey in consultation with the System Management Boards and in accordance with national best practices;
2. Work with System Management Boards in researching and selecting the best method of developing and administering the survey;
3. Consult with victims' advocacy groups and student leaders who represent a variety of student organizations and affiliations, including student government associations, academic associations, faith-based groups, cultural groups, and fraternities and sororities, when meeting the requirements of this Section;
4. Submit a written report on survey results to the House Committee on Education, Senate Committee on Education, and the Governor not later than forty-five (45) days prior to the convening of the next Regular Session of the Legislature following the administration of the survey. The report shall summarize results from each public postsecondary education Institution and the state as a whole; and
5. Publish the survey results on BOR's website and in any other location or venue BOR considers necessary or appropriate.

Institutions must:

1. Administer a survey during the 2022-2023 academic year and every third year thereafter;
2. Report Survey results to the System Management Board and BOR; and
3. Publish the Survey results in a prominent, easily accessible location on the Institution's website.

B. CAMPUS SECURITY REPORT

In accordance with Act 447 of the 2021 Regular Legislative Session of the Louisiana Legislature, each Institution must publish on its website a semiannual security report to contain updated campus security policies and campus crime statistics.

The reports shall be updated and posted by **April Tenth (10)** and **October Tenth (10)** of each academic year. The report must include, at a minimum, all information relative to such policies and statistics specified in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (Clery Act).

BOR recommends as a best practice to include information related to statistics of incidents of power-based violence.

The report shall be posted in a prominent location that is readily accessible from the main landing page of the Institution's website. If an individual campus does not have its own website, this information shall be posted on the main website of the Institution, with the campus clearly indicated.

BOR shall review Institutions' websites for compliance with this Section. BOR shall notify the House Committee on Education, the Senate Committee on Education, and the State Bond Commission upon an Institution's failure to comply with this Section.

In addition, the State Bond Commission shall not authorize the Institution to incur any debt that is subject to the Commission's approval for a period of two years following notification of the Institution's failure to comply with this Section.

In accordance with state law, any person may commence a suit in the district court for the parish in which an action in violation of this Section occurred for the issuance of a writ of mandamus or injunctive or declaratory relief to require compliance with the provisions of this Section, together with reasonable attorney fees and costs.

XIII. MEMORANDA OF UNDERSTANDING

On or before **January 1, 2022**, each Institution and law enforcement and criminal justice agency located within the parish of the campus of the Institution, including the campus police department, if any, the local district attorney's office, and any law enforcement agency with criminal jurisdiction over the campus, shall enter into and maintain a written memorandum of understanding (MOU) to clearly delineate responsibilities and share information in accordance with applicable federal and state confidentiality laws, including but not limited to trends about power-based violence committed by or against students of the Institution. This MOU must be signed by all parties to the MOU.

The head of any law enforcement or criminal justice agency located within the parish of the campus of the institution shall execute a MOU proposed by an institution within the law enforcement agency's criminal jurisdiction within thirty days of receipt of the proposal.

Each MOU shall include the following:

1. Delineation and sharing protocols of investigative responsibilities;
2. Protocols for investigations, including standards for notification and communication and measures to promote evidence preservation;
3. Agreed-upon training and requirements for the parties to the MOU on issues related to power-based violence for the purposes of sharing information and coordinating training

to the extent possible;

4. A method of sharing general information about power-based violence occurring within the jurisdiction of the parties to the MOU in order to improve campus safety; and
5. A requirement that the local law enforcement agency include information on its police report regarding the status of the alleged victim as a student at an Institution.

Each executed MOU shall be reviewed annually by each Institution's Chancellor, Title IX Coordinator, and the executive officer of the criminal justice agency, and shall be revised as considered necessary.

Nothing in this Section or any MOU shall be construed as prohibiting an alleged victim or Responsible Employee from making a Formal Complaint to both the Institution and a law enforcement agency).

XIV. CAMPUS POWER-BASED VIOLENCE POLICIES

The Board of Regents shall establish uniform policies and best practices to implement measures to address the reporting of power-based violence on Institutions' campuses, the prevention of such violence, communication between Institutions regarding incidents of power-based violence, and the provision of medical and mental health care for these alleged victims.

Each Institution's Management Board shall institute policies incorporating the policies and best practices prescribed by BOR regarding the prevention and reporting of incidents of power-based violence committed by or against students of an Institution.

The policies, at a minimum, shall require each Institution to provide for the following:

1. **Confidential Advisors** (See Section about [Confidential Advisors](#))
2. **Website** (See Section about [Website Compliance](#))
3. **Online Reporting** (See Section about [Online Reporting](#))
4. **Amnesty Policy** (See Section about [Immunities and Amnesty](#))
5. **Training** (See Section about [Training](#))
6. **Inter-campus Transfer Policy** (See Section about [Transcript Notation](#))
7. **Victims' Rights Policy** (See Section about [Victims' Rights Policy](#))

XV. WEBSITE COMPLIANCE

In addition to publishing the specified reports outlined in this Policy, Institutions must list on their websites:

- a. Contact information for obtaining a Confidential Advisor;
- b. Reporting options for alleged victims of power-based violence;
- c. The process of investigation and disciplinary proceedings of the Institution;
- d. The process of investigation and adjudication of the criminal justice system;

- e. Potential reasonable accommodations that the Institution may provide to an alleged victim;
- f. The telephone number and website address for a local, state, or national hotline providing information to victims of power-based violence, which shall be updated at least on an annual basis;
- g. The name and location of the nearest medical facility where an individual may have a rape kit administered by an individual trained in sexual assault forensic medical examination and evidence collection, and information on transportation options and available reimbursement for a visit to such facility;
- h. Each current memorandum of understanding between the Institution and local law enforcement and criminal justice agency located within the parish of the campus (12:15-13:5); and
- i. Data publications as specified in [Section XII](#) of this Policy.

XVI. APPENDICES

A. DEFINITIONS

For purposes of this Policy, the following terms will have corresponding definitions.

Advisor: A person chosen by a party or appointed by the Institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if any.

Chancellor: The chief executive officer of a public postsecondary education Institution.

Coercion: The use of express or implied threats, intimidation, or physical force, which places an individual in fear of immediate harm or physical injury or causes a person to engage in unwelcome sexual activity. Coercion also includes administering a drug, intoxicant, or similar substance with the intent to impair that person's ability to consent prior to engaging in sexual activity.

Complainant: An individual who is alleged to be the victim of behavior that could constitute power-based violence under this policy (or an individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX) irrespective of whether a Formal Complaint has been filed.

Confidential Advisor: A person designated by an Institution to provide emergency and ongoing support to students who are alleged victims of power-based violence.

Consent: Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Silence alone, without actions evidencing permission, does not demonstrate Consent. Consent must be knowing and voluntary. To give Consent, a person must be of legal age. Assent does not constitute Consent if obtained through coercion or from an individual whom the Alleged Offender knows or reasonably should know is Incapacitated. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one's responsibility to obtain Consent. Consent to engage in sexual activity may be withdrawn by any person at any time. Once withdrawal of Consent has been expressed, the sexual activity must cease. Consent is automatically withdrawn by a person who is no longer capable of giving Consent. A current or previous consensual dating or sexual relationship between the parties does not itself imply Consent or preclude a finding of responsibility.

Decision Maker: An individual selected by the institution and charged with determining responsibility for an allegation of power-based violence.

Employee: An employee is defined as:

- i. An administrative officer, official, or employee of a public postsecondary education board or Institution.
- ii. Anyone appointed to a public postsecondary education board or Institution.

- iii. Anyone employed by or through a public postsecondary education board or Institution.
- iv. Anyone employed by a foundation or association related to a System Management Board or Institution.

The employee category does not include a student enrolled at a public postsecondary institution whose employment is contingent upon enrollment as a student, unless the student works for the Institution in a position such as a teaching assistant or residential advisor.

Formal Complaint: A signed document filed by a Complainant or signed by the Title IX Coordinator alleging power-based violence or retaliation and requesting the Institution investigate and possibly adjudicate the alleged issue. A third party who knows of or witnessed an incident of power-based violence but who did not suffer such conduct themselves may request that the Institution treat their third-party Report as a Formal Complaint. The Institution can convert a Report to a Formal Complaint if it determines that, in order to meet its state and/or federal obligations to provide a safe and nondiscriminatory environment for the broader institutional community, it must take further steps to address and resolve the matter.

For purposes of alleged misconduct that satisfies the jurisdictional requirements of Title IX, see Formal Complaint in the Title IX Grievance Policy.

Institution: A public postsecondary education institution.

Informal Resolution: A voluntary process that is separate and distinct from an Institution's investigation and adjudication processes that allows the parties (i.e., Complainant and Respondent) to reach a mutually agreeable resolution.

Incapacitation: An individual is considered to be incapacitated if, by reason of mental or physical condition, the individual is manifestly unable to make a knowing and deliberate choice to engage in sexual activity. Individuals who are asleep, unresponsive, or unconscious are incapacitated. Other indicators that an individual may be incapacitated include, but are not limited to, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, vomiting, or inability to perform other physical or cognitive tasks without assistance.

Investigators: Individuals designated by the Title IX Coordinator to conduct an investigation of alleged power-based violence. The Investigators will be trained individuals who objectively collects and examines the facts and circumstances of potential violations of this Policy and documents them for review. The Investigators will be neutral and will not have a conflict of interest or bias against the Complainant or Respondent, or Complainants and Respondents generally.

Mandatory Reporter: An individual who is obligated by law to report any knowledge they may have of power-based violence. For purposes of this Policy, mandatory reporters include Responsible Employees. (See definition of Responsible Employee.)

Power-based Violence: Any form of interpersonal violence intended to control or intimidate another person through the assertion of power over the person, to include the following:

- a. Dating violence ([R.S. 46:2151\(C\)](#)).

- b. Domestic abuse and family violence ([R.S. 46:2121.1\(2\)](#) and [2132\(3\)](#)). For the purpose of this Part, domestic abuse shall also include any act or threat to act that is intended to coerce, control, punish, intimidate, or exact revenge on the other party, for the purpose of preventing the victim from reporting to law enforcement or requesting medical assistance or emergency victim services, or for the purpose of depriving the victim of the means or ability to resist the abuse or escape the relationship.
- c. Nonconsensual observation of another person's sexuality without the other person's consent, including voyeurism ([R.S. 14:283.1](#)), video voyeurism ([R.S. 14:283](#)), nonconsensual disclosure of a private image ([R.S. 14:283.2](#)), and peeping tom activities ([R.S. 14:284](#)).
- d. Sexual assault ([R.S. 14:41](#), [42](#) through [43.5](#), [89](#), [89.1](#), and [106](#)).
 - i. Sexual Battery ([14:43.1](#))
 - ii. Misdemeanor sexual battery ([14:43.1.1](#))
 - iii. Second degree sexual battery ([14:43.2](#))
 - iv. Oral sexual battery ([14:43.3](#))
 - v. Female genital mutilation ([14:43.4](#))
 - vi. Intentional exposure to HIV ([14:43.5](#))
 - vii. Crime against nature ([14:89](#))
 - viii. Aggravated Crime against nature ([14:89.1](#))
 - ix. Obscenity ([14:106](#))
- e. Sexual exploitation means an act attempted or committed by a person for sexual gratification, financial gain, or other advancement through the abuse of another person's sexuality including prostituting another person ([R.S. 14:46.2](#) and [82](#) through [86](#)).
 - i. Human trafficking ([14:46.2](#))
 - ii. Prostitution ([14:82](#))
 - iii. Prostitution of person under 18 ([14:82.1](#))
 - iv. Purchase of commercial sexual activity ([14:82.2](#))
 - v. Solicitation for prostitutes ([14:83](#))
 - vi. Inciting prostitution ([14:83.1](#))
 - vii. Promoting prostitution ([14:83.2](#))
 - viii. Prostitution by massage ([14:83.3](#))
 - ix. Sexual massages ([14:83.4](#))
 - x. Pandering (sexual) ([14:84](#))
 - xi. Letting premises for prostitution ([14:85](#))
 - xii. Enticing persons into prostitution ([14:86](#))
- f. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or inappropriate conduct of a sexual nature when the conduct explicitly or implicitly affects an individual's employment or education, unreasonably interferes with an individual's work or educational performance, or creates an intimidating, hostile, or offensive work or educational environment and has no legitimate relationship to the subject matter of a course or academic research.
- g. Stalking ([R.S. 14:40.2](#)) and cyberstalking ([R.S. 14:40.3](#)).
- h. Unlawful communications ([R.S. 14:285](#)).

- i. Unwelcome sexual or sex- or gender-based conduct that is objectively offensive and has a discriminatory intent.

Respondent: An individual who has been accused in a Report or Formal Complaint of conduct that could constitute power-based violence prohibited under this Policy (or, under the Title IX Grievance policy, an individual alleged to be the perpetrator of conduct that could constitute sexual harassment under Title IX).

Responsible Employee: An employee who receives a direct statement regarding or witnesses an incident of power-based violence. Responsible Employees do not include an employee designated as a Confidential Advisor pursuant to R.S. 17:3399.15(B) or an employee who has privileged communications with a student as provided by law.

System: A Louisiana public postsecondary management board.

System President: The president of a public postsecondary education system.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the Institution's educational environment, or deter sexual harassment. Supportive Measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Title IX Coordinator: The individual designated by a public postsecondary education institution as the official for coordinating the Institution's efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 and Act 472 the 2021 Regular Legislative Session of the Louisiana Legislature.

Title IX Grievance Procedure: A process for addressing and resolving a "Formal Complaint" that satisfies requirements set forth in 34 C.F.R. §106.30. See accompanying Title IX Grievance Procedure for key terms.

Title IX Sexual Harassment: For the purposes of determining whether power-based violence will be treated as a potential violation of Title IX in accordance with the Title IX Grievance Procedure, Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- A. An employee of the Institution conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

B. ADMINISTRATIVE REPORTING FORMS

1. Title IX Coordinator (Form B1)

Note: Act 472 requires the submission of reports to the Institution's Chancellor by October 10th and April 10th.

2. Chancellor (Form B2)

Note: Act 472 requires the submission of biannual reports to the System President 14 days after receipt from the Institution's Title IX Coordinator. To ensure timeliness of compliance BOR recommends submitting reports to System Board by October 24th and April 24th.

3. System President (Form B3)

Note: Act 472 requires the submission of biannual reports to the System Board 14 days after receipt from the Institution's Chancellor. To ensure timeliness of compliance BOR recommends submitting reports to System Board by November 7th and May 8th.

4. System Board (Form B3)

Note: Act 472 requires the submission of annual reports to BOR by December 31st. To ensure timeliness of compliance BOR recommends submitting reports to BOR by December 1st. Additionally BOR will request that the System Board submit an interim report to BOR by June 1st.

5. BOR

Note: Act 472 requires the submission of reports to the Legislature by January 15th. To ensure timeliness of compliance BOR will attempt to submit reports to the Legislature by early January.

Draft Form B1 – Title IX Coordinator’s Data Report
2021-2022 Academic Year, Fall Semester¹

Date Report Received ²	Status of Report ³	Date Formal Complaint Filed ⁴	Status of Formal Complaint ⁵	Category of Offense	Basis for Charge ⁶	Disposition ⁷	Disciplinary Status ⁸	Time it took to Resolve Complaint	Gender of Complainant ⁹	Gender of Respondent

¹ June 29, 2021 is the effective date for purposes of complying with the Title IX Coordinator’s reporting requirements under Act 472.

² As required by Act 472, Title IX Coordinators are to track and report to the chancellor the investigation status of power-based violence reports and the disposition of reports. For your convenience we have included two columns where Title IX Coordinators may account from the information required in the Acts as it relates to administrative reporting requirements for Title IX Coordinators.

³ Information as to whether the report resulted in the filing of a Formal Complaint and the allegations contained therein.

⁴ 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.

⁵ Status of investigation as it pertains to Formal Complaints filed for an accusation of power-based violence or retaliation.

⁶ Type of power-based violence or retaliation alleged.

⁷ Disposition of any disciplinary processes arising from the Formal Complaints.

⁸ Institution should indicate where they are in the disciplinary status and also note if there was a sanction imposed and what sanction was imposed.

⁹ Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.

Draft Form B2 – Chancellor’s Data Report 2021-2022 Academic Year, Fall Semester¹⁰

Confidential Advisors and Responsible Employees¹¹	Total
a. Number of Responsible Employees b. Number of Confidential Advisors	00 00
Annual Training (please include number and percentage)¹²	
a. Completion rate of Responsible Employees b. Completion rate of Confidential Advisors	0 (0%) 0 (0%)
Responsible Employee Reporting¹³	
a. Number of employees who made false reports i. Number of employees terminated b. Number of employees who failed to report ii. Number of employees terminated	
Power-Based Violence Formal Complaints¹⁴	
a. Formal Complaints received b. Formal Complaints resulting in occurrence of power-based violence c. Formal Complaints resulting in discipline or corrective action Type of discipline or corrective action taken i. For example: Suspension or Expulsion	00 00 00 00 00
Retaliation¹⁵	
a. Reports of retaliation received b. Investigations c. Findings i. Retaliation occurred ii. Retaliation did not occur	00 00 00 00

¹⁰ 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.

¹¹ In accordance with Act 472, the Chancellor’s report shall include the number of Responsible Employees (i.e., employees) and Confidential Advisors for the institution.

¹² In accordance with Act 472, the Chancellor’s report shall include the number and percentage of Responsible Employees and Confidential Advisors who have completed annual training.

¹³ 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.

¹⁴ In accordance with Act 472, the Chancellor’s report shall include (1) the number of Formal Complaints of power-based violence received by an institution, (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)

¹⁵ In accordance with Act 472, the Chancellor’s report shall include information about retaliation which include the number of reports of retaliation, and any findings of any investigations or reports of retaliation.

Draft Form B2 – Chancellor’s Data Report

2021-2022 Academic Year, Fall Semester

¹⁶ 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.

¹⁷ Status of investigation as it pertains to Formal Complaints filed for an accusation of power-based violence or retaliation.

¹⁸ Type of power-based violence or retaliation alleged.

¹⁹ Disposition of any disciplinary processes arising from the Formal Complaints.

²⁰ Institution should indicate where they are in the disciplinary status and also note if there was a sanction imposed and what sanction was imposed.

²¹ Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.

Draft Form B3 – System Data Report
2021-2022 Academic Year, Fall Semester

R.S. 17:3399.13	Total
a. Number of Responsible Employees	00
b. Number of Confidential Advisors	00
Annual Training (<i>please include number and percentage</i>)	
a. Completion rate of Responsible Employees	0 (0%)
b. Completion rate of Confidential Advisors	0 (0%)
Responsible Employee Reporting	
a. Number of employees who made false reports	
i. Number of employees terminated	
b. Number of employees who failed to report	
ii. Number of employees terminated	
Power-Based Violence Reports	
a. Formal Complaints received	00
b. Formal Complaints resulting in occurrence of power-based violence	00
c. Formal Complaints resulting in discipline or corrective action	00
Type of discipline or corrective action taken	
i. For example: Suspension or Expulsion	00
	00
Retaliation Reports	
a. Reports of retaliation received	00
b. Investigations	00
c. Findings	
i. Retaliation occurred	00
ii. Retaliation did not occur	00

Draft Form B3 – System Data Report 2021-2022 Academic Year, Fall Semester

C. DATA PUBLICATION FORMS

1. Power-Based Violence Climate Survey Data Form
2. Campus Security Policy and Campus Crime Statistics (Form C1)

Draft Form C1 – Crime Statistics Report
2021-2022 Academic Year, Fall Semester

Offense	Location	October 2021	November 2021	December 2021	January 2022	February 2022	March 2022
Example Voyeurism (La. R.S. 14:283.1)	On Campus Student Housing Non-Campus Public Property Arrests						

Agenda Item IX.B.3.

AUTHORIZATION TO DEVELOP 2024 LEGISLATIVE PRIORITIES

A list of proposed Legislative priorities for the 2024 Regular Session will be shared at the March 2024 Board of Regents meeting. It is necessary for the Commissioner of Higher Education and Chair of the Board to have authority to take action, as needed, relative to legislative action impacting the Regents' 2024 Legislative agenda both during Session preparations, as bills are drafted and content is discussed during meetings with legislators and staff, and also through the Legislative Session.

STAFF RECOMMENDATION

Senior Staff recommends granting the Commissioner and Board Chair authority to finalize the 2024 Legislative agenda and act on legislation, as needed, with an update to the Board at the March 2024 meeting.

Collis B. Temple, III
Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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



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Terrie P. Sterling
Felix R. Weill
Judy A. Williams-Brown
Samuel T. Gil, Student*

Board of Regents Meeting as a Committee of the Whole

**REPORTS AND RECOMMENDATIONS
FACILITIES AND PROPERTY COMMITTEE**

Tuesday, January 23, 2024

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

IX. Reports and Recommendations

C. Facilities and Property

1. Act 959 Project: SOWELA Pipeline Trainer Project
2. Other Business
 - a. Campus Safety Assessment Update

AGENDA ITEM IX.C.1.

Act 959 Project: SOWELA Pipeline Trainer Project

Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$10M that are funded with self-generated/auxiliary revenues, grants, donations, local or federal funds. The Louisiana Community and Technical College System submitted an Act 959 project on behalf of SOWELA Technical Community College (SOWELA) for the purpose of constructing a new pipeline training unit on the Regional Training Center site of SOWELA's Lake Charles campus. The new training unit will provide hands-on experience in pipeline construction, maintenance, and repair for high demand, high wage occupations for citizens of the local area.

The project scope involves construction of a new state-of-the-art pipeline training flow loop that provides students with knowledge of pipeline installation and all aspects of material flow through pipelines. The new pipeline will include pipeline integrity gauges (PIG) on the launch and receiving ends of the unit as well as a water tank and platform. The project was originally approved in December of 2022 under Board of Regents policy as a small capital project with an estimated cost of approximately \$800,000. The cost of the project is now estimated to be over the \$1M small capital project threshold. Approval under the provisions of Act 959 allows SOWELA to initiate construction during 2024. **The total cost of this project is now estimated to be \$1.3M and will be funded with a private donation made for the purpose of constructing the unit.**

STAFF RECOMMENDATION

Senior Staff recommends approval of the Act 959 project submitted by the Louisiana Community and Technical College System, on behalf of SOWELA Technical Community College, for the purpose of constructing a pipeline training unit on the Lake Charles campus.

Collis B. Temple III
Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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



BOARD of REGENTS
STATE OF LOUISIANA

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Judy A. Williams-Brown
Samuel T. Gil, Student Member

Board of Regents Meeting as a Committee of the Whole

**REPORTS AND RECOMMENDATIONS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Tuesday, January 23, 2024

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

IX. Reports and Recommendations

D. Academic and Student Affairs

1. Consent Agenda
 - a. Routine Staff Approvals
2. Academic Programs
 - a. AA Homeland Security and Emergency Management – Delgado Community College
 - b. BS Governmental and Administrative Affairs – Grambling State University

AGENDA ITEM IX.D.1.a.
Routine Academic Requests & Staff Approvals

Institution	Request
LA Tech	Request to establish an Undergraduate Certificate (UC) in Health Coaching (CIP 51.0001) with a progress report due October 1, 2024. Approved.
LSUE	Request to establish a Certificate of General Studies (CGS) (CIP 24.0102) with a progress report due October 1, 2024. Approved.
LSUS	Request to split the College of Business Department of Management and Marketing into the Department of Management and Entrepreneurship and the Department of Marketing and Information Systems. Approved.

AGENDA ITEM IX.D.2.a.

Proposed Associate of Arts in Homeland Security and Emergency Management Delgado Community College

Background Information

Delgado Community College (Delgado) requests Board of Regents' approval to offer an Associate of Arts (AA) in Homeland Security and Emergency Management. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included on the institution's 2024 Academic Plan.

Staff Summary

The proposed 60-credit hour Associate of Arts in Homeland Security and Emergency Management is designed to prepare graduates for entry level positions in the field, including emergency management, security technologies, infrastructure protection, and disaster assistance within public safety organizations, governmental agencies, and the private sector. The proposed program will utilize a cross-discipline approach to address local and national needs regarding security and emergency management. This new program will be housed in the School of Liberal Arts, Social Sciences, and Education where faculty are skilled in areas of criminal justice, law enforcement, homeland security, emergency management and the social sciences.

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

- a. Workforce Demand and Job Opportunities: There are currently several 3-4 star job openings in various aspects of Homeland Security and Emergency Management in the Greater New Orleans area. Delgado has received support from several local law enforcement experts expressing the need for persons skilled in homeland security and emergency management to serve the community in the face of continuing threats both natural and man-made.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2033 ²	% Change ²	Average Salary ¹
Emergency Management Directors	4-star	89	94	5.6	\$74,780
First Line Supervisors of Police and Detectives	3-star	2258	2443	8.2	\$62,324

¹Source – LWC

²Source – Lightcast

- b. Curriculum Alignment with Employer Needs: Delgado's Advisory Board and potential employers in both governmental agencies and the private sector expressed interest in hiring graduates who have training in the areas of homeland security and emergency management. The Delgado Chief of Campus Police is an advocate of the program, has written a letter of support and provided guidance in the planning of the program. The chief, who previously served as Superintendent of Police is also a retired US Homeland Security FEMA Federal Coordinating Officer and has numerous contacts in Homeland Security and Emergency Management throughout the New Orleans area, several of whom have also provided support for the program. The knowledge, skills, and abilities (KSAs) incorporated into the course content directly align with those identified by the US Department of Labor for Emergency Management and related professions.

- c. Same or Similar In-State Programs: If approved, this will be the first associate-level degree of its kind in the state. Currently, Northwestern State University offers a master's level degree in Homeland Security.
- d. Student Enrollment and Completion: The program will be marketed to students through recruitment efforts at high schools, through the institution's Dual Enrollment program, and at on-campus events for local high school students and transfer students. Additionally, several students currently enrolled in Delgado's existing successful criminal justice program have expressed an interest in a Homeland Security and Emergency Management program.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	30	53	69	78
TOTAL Estimated Program Graduates	0	2	5	8

- 2. **Resources:** The college will need to hire one new full time faculty member who will serve as coordinator of the program. Current departmental funds, facilities, faculty, support, and related resources will support the new associate degree and no other additional resources will be necessary to implement the program.

	Current	Needed	Additional Costs
Faculty	Currently faculty and staff will provide support for the proposed program.	One new faculty to serve as coordinator of program.	\$65K per year
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will support the needs of the program.	No additional resources 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:** Modes of delivery for the program will be a blend of face-to-face, web based (online), and hybrid.
- **Affordability:** The college currently has a policy in place for accepting prior learning assessments. Many courses utilize Open Educational Resources (OER). Delgado offers tuition waivers to eligible faculty and staff and their dependents as well as tuition reduction for senior citizens, dependents of military personnel, members of Louisiana National Guard, New Orleans police officers and firefighters.
- **Partnerships:** Delgado's administration has engaged in discussions with the Louisiana Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) who reviewed the proposed curriculum and indicated support for the program. The college plans to continue these conversations with the new administration and will provide updates on their partnership with GOHSEP in future progress reports.
- **Work-based Learning:** Students will have the option of enrolling in an internship class that will provide access to homeland security and emergency management employment opportunities after graduation.

- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The program is open to all new, continuing, and transfer students with no barriers to entry. Different modes of delivery will provide the opportunity for working adults to enroll in the program. Dual enrollment students may also participate in this program.

Staff Analysis

There is currently a national shortage of individuals working in the Homeland Security and Emergency Management fields and an increased need in the greater New Orleans area due to its geographic location and susceptibility to natural disasters as well as the increasing occurrence of domestic terrorist events. The proposed Associate of Arts degree will allow students to obtain entry-level jobs in the various opportunities available in Homeland Security and Emergency Management, gain experience in the field, and advance into management careers within their field. Delgado will provide regular updates on collaboration with GOHSEP to ensure the program is meeting regional and statewide needs.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Arts in Homeland Security and Emergency Management (CIP 43.0301) at Delgado Community College, with a progress report due October 1, 2025.

AGENDA ITEM IX.D.2.b.

Proposed Bachelor of Science in Governmental and Administrative Affairs Grambling State University

Background Information

Grambling State University (Grambling) requests Board of Regents' approval to offer a Bachelor of Science (BS) in Governmental and Administrative Affairs. The proposal was approved by the University of Louisiana System Board of Supervisors and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included on the institution's 2023 Academic Plan.

Staff Summary

The primary goal of the proposed program will be to prepare individuals for leadership positions in the local, state, and federal government sectors in Louisiana and at national and international settings with an emphasis on developing skilled administrators. The 120-credit hour program, which includes an experiential component through an internship, will be delivered in an online platform that will attract traditional and non-traditional students seeking to serve in the public sector as well as other nongovernmental and nonprofit settings. The proposed program will have two concentrations: (1.) Governmental Institutions and Law and (2.) International Relations and Diplomacy. Grambling anticipates full program implementation with no additional costs. The program will be offered 100% online and includes a required work-based learning experience.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** The proposed program has been designed to prepare students for a variety of government positions in the state. According to the Louisiana State Civil Service Commission's Annual Report on Turnover for fiscal years 2021-2023, the state experienced a 18.24% turnover rate from both voluntary and involuntary separations.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2030 ²	% Change ²	Average Salary ²
Compliance Officer	4-Star	4,185	4,413	5%	\$62,878
Social and Community Service Managers	4-Star	2,117	2,282	8%	\$74,495
Eligibility Interviewers, Government Programs	3-Star	566	607	7%	\$37,992
Compensation, Benefits and Jobs Analyst Specialist	3-Star	131	136	4%	\$77,193

¹Source – LWC

²Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** The Public Administration Department, as part of its accreditation requirements, has an active Advisory Board which exercises oversight of the department's programs. The board, comprised of faculty, employers, internship host personnel, alumni, students, university representatives, and other stakeholders in the region plays a significant role in authenticating the currency and relevance of the program's curriculum to the needs of today's civil service opportunities.

- c. **Same or Similar In-State Programs:** The proposed program will be unique in the region. Southern University at New Orleans offers a BA in Public Administration and multiple institutions offer public policy and public administration programs at the graduate level.
- d. **Student Enrollment and Completion:** Grambling anticipates recruiting approximately 25 new students to the institution per year and approximately 10 from existing undeclared majors per year with full implementation. Based on institution averages, the program expects attrition of 5 students per year. High student interest in and strong evaluation of department courses led to development of the program in partnership with the department's advisory board.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	40	68	98	125
TOTAL Estimated Program Graduates	-	-	-	30

- 2. **Resources:** Existing resources and infrastructure in the Public Administration Department and at the institution are sufficient to launch the program and support implementation for the foreseeable future.

	Current	Needed	Additional Costs
Faculty	Existing faculty in the department will be sufficient to support the program.	No new faculty are needed.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing offices and classrooms are sufficient to support the program.	The program will be available 100% online. No new facilities or equipment are needed.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are needed.	\$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 proposed program's courses will be available 100% online. The option to successfully complete the program online provides an increased opportunity to reach low income, minority, and non-traditional students.
- **Affordability:** The program has committed to seeking and using Open Educational Resources whenever available for the curriculum. The institution is committed to supporting credit transfer and the assessment of prior learning for credit. Grambling is also targeting students with employers that provide tuition assistance.
- **Partnerships:** The university, the department, and faculty members have existing partnerships with several organizations that provide internship and employment opportunities for students.
- **Work-based Learning:** The proposed Governmental and Administrative Affairs program will require students to complete an experiential component of the academic curriculum through an internship to successfully complete the degree program. The department and university have existing partnerships with businesses and organizations that provide internship opportunities throughout the region. Some of these include: City of Grambling, DHH (Office of Public Health), Housing and Urban Development/Community Development Division, Lincoln Parish Health Unit/Office of Public Health, Louisiana Workforce Commission, Ochsner Health System, and other local healthcare organizations.

- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The new program will also enhance educational attainment by providing a platform for graduates to continue their academics at post-baccalaureate educational programs in Louisiana, including Colleges of Education, Schools of Law, Mass Communication, and the GSU's NASPAA accredited MPA program.

Staff Analysis

Grambling's proposed program will provide a curriculum for students interested in public service through government administration careers and serve the state by providing qualified graduates to serve those roles. The institution's existing industry partnerships and advisory council will ensure the program continues to be aligned with workforce needs.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Governmental and Administrative Affairs (CIP 45.0101) at Grambling State University, with a progress report due October 1, 2025.

Collis B. Temple, III
Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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



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Felix R. Weill
Judy A. Williams-Brown
Catarena M. Lobre, Student*

Board of Regents Meeting as a Committee of the Whole

**REPORTS AND RECOMMENDATIONS
RESEARCH AND SPONSORED INITIATIVES**

Tuesday, January 23, 2023

*Claiborne Building, 1st Floor
Louisiana Purchase Room, 1-100
1201 North Third Street
Baton Rouge, Louisiana*

IX. Reports and Recommendations

E. Research and Sponsored Initiatives

1. Statewide Science and Technology Plan Development

AGENDA ITEM IX.E.1.

Statewide Science and Technology Plan

Background Information

The Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) statewide science and technology plan, a requirement to compete for National Science Foundation funding as well as other research programs offered by federal funding agencies, was developed collaboratively by university research leaders across Louisiana and formally adopted by the Board of Regents in January 2010. The plan built on Louisiana's long history of strategic investments to provide direction for the next fifteen years. Its vision was that by 2025 Louisiana's universities will lead the State's dynamic innovation economy through the advancement of science and technology research and education. Louisiana's colleges and universities have been building capacity and capitalizing on opportunities since adoption of the plan and are positioned to be in the vanguard of innovation and technology development, as reflected in the success of research energy transition projects including H2theFuture, funded by the U.S. Economic Development Administration, the wind energy tech hub, funded by the U.S. Department of Commerce, and the \$165 million NSF Engines proposal, selected as a finalist by the National Science Foundation.

Staff Summary

Given its success over the initial period of implementation, advances in research and changes in funding structures over the past decade, and the need for an updated plan to remain competitive for federal research funding, the Board of Regents' Louisiana EPSCoR Committee and Advisory Committee for the Advancement of Research in Louisiana (ACARL), comprised of representatives of campuses and systems as well as other entities engaged in research (see membership in Attachment A), undertook a process to consider revisions to the current plan. Following extensive discussions, the bodies recommended the attached updated statewide S&T plan for Board consideration. This plan, provided as Attachment B, will be published on the Board's website, transmitted to all public and LAICU member institutions, and furnished to federal funding agencies as institutions and Regents pursue opportunities for research funding.

STAFF RECOMMENDATION

Senior Staff recommends approval of the update to Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana), the statewide science and technology plan.

ATTACHMENT A

Advisory Committee for the Advancement of Research in Louisiana (ACARL)

Membership, October 2023

Campus/System

LA Association of Independent Colleges & Universities
LA Dept. of Economic Development
LSU Agricultural Center
LSU and A&M College
LSU Health Sciences Center – New Orleans
LSU Health Sciences Center – Shreveport
LSU System
Louisiana Tech University
Louisiana Universities Marine Consortium
Loyola University New Orleans
Pennington Biomedical Research Center
Southern University and A&M College
Southern University System

Tulane University
Tulane University Health Sciences Center
University of Louisiana at Lafayette
University of Louisiana at Monroe
University of New Orleans

University of Louisiana System
Xavier University of Louisiana

Louisiana Board of Regents

Representative

Eric Turner, President
Paul Helton, Executive Director, LED FastStart
Wade Baumgartner, Director, Sponsored Programs and Intellectual Property
Robert Twilley, Vice President of Research and Economic Development
Demetrius Porche, Dean of Nursing
Christopher Kevil, Vice Chancellor for Research
Cynthia Peterson, Special Advisor on Science
Les Guice, President
Brian Roberts, Interim Executive Director
Maria Calzada, Dean, College of Arts and Sciences
Chris Morrison, Associate Executive Director for Basic Research
Michael Stubblefield, Vice Chancellor for Research and Strategic Initiatives
Patrick Mensah, Professor, Department of Mechanical Engineering, Southern University and A&M College

Michael Cunningham, Associate Provost for Graduate Studies and Research
Giovanni Piedimonte, Vice President for Research
Ramesh Kolluru, Interim Vice President for Research
John Sutherlin, Director, Director, Office of Sponsored Programs and Research
Darrell Kruger, Provost and Senior Vice President of Academic Affairs and Executive Director, Research and Economic Development

Jeannine Kahn, Provost and Vice President for Academic Affairs
Kaneisha Akinpelumi, Associate Vice President, Office of Research and Sponsored Programs

Carrie Robison, Deputy Commissioner for Sponsored Programs
Michael Khonsari, Associate Commissioner for Sponsored Programs Research

Louisiana EPSCoR Subcommittee Membership:

Les Guice (Chair), President, Louisiana Tech University

Kaneisha Akinpelumi, Associate Vice President for Research and Sponsored Programs, Xavier University

Henry Chu, Professor, Center for Advanced Computer Studies, University of Louisiana at Lafayette

Connie Fabré, Executive Director, Greater Baton Rouge Industry Alliance

Kimberly Foster, Dean, School of Science and Engineering, Tulane University

T. Gregory Guzik, Professor, Louisiana State University and NASA EPSCoR Project Director

Paul Helton, Executive Director, LED FastStart

Chris Kevil, Vice Chancellor for Research, LSU Health Sciences Center – Shreveport

Michael Khonsari, Associate Commissioner for Research & Sponsored Initiatives and LA EPSCoR Project Director and Dow Chemical Endowed Chair Professor of Mechanical Engineering, Louisiana State University

Ramesh Kolluru, Vice President for Research, University of Louisiana at Lafayette

Barry LeBlanc, President, CEO, Pamlab, L.L.C.

Deborah Marshall, Assoc. Vice President of Research and Sponsored Programs, Xavier University of Louisiana

Patrick Mensah, Associate Dean of Research and Graduate Programs, Southern University and A&M College

Christopher Morrison, Associate Executive Director of Basic Science, Pennington Biomedical Research Center

Giovanni Piedmonte, Vice President for Research, Professor of Pediatrics, Tulane University

Carrie Robison, Deputy Commissioner for Research & Sponsored Initiatives, Louisiana Board of Regents

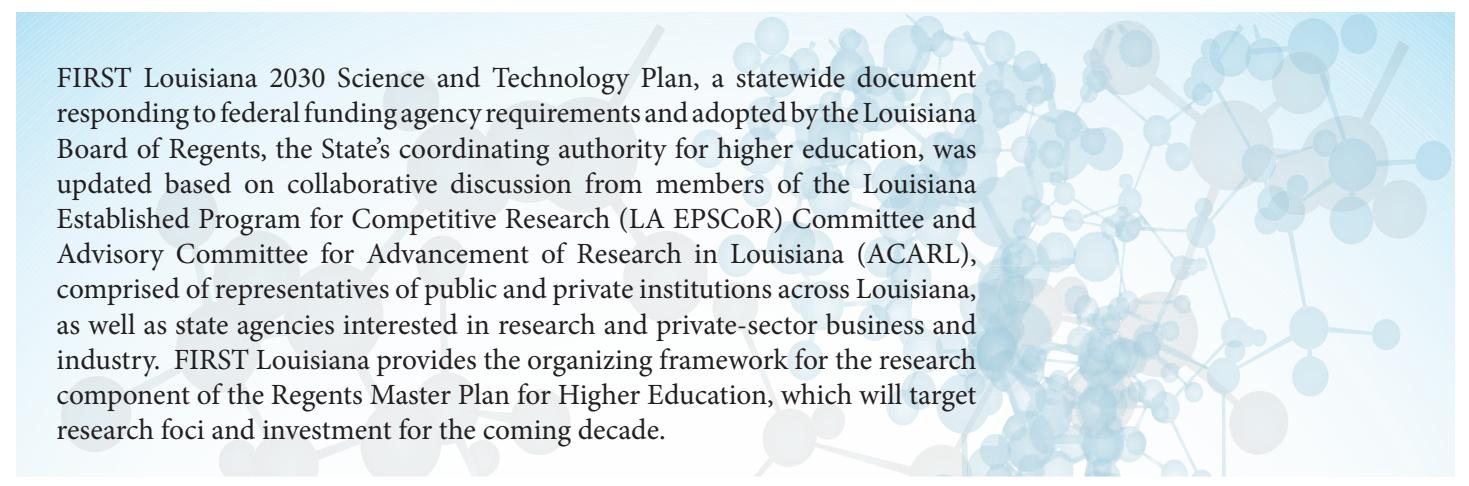
Robert Twilley, Vice President for Research, Louisiana State University

ATTACHMENT B

FIRST Louisiana 2030

Fostering Innovation through Research in
Science & Technology in Louisiana





FIRST Louisiana 2030 Science and Technology Plan, a statewide document responding to federal funding agency requirements and adopted by the Louisiana Board of Regents, the State's coordinating authority for higher education, was updated based on collaborative discussion from members of the Louisiana Established Program for Competitive Research (LA EPSCoR) Committee and Advisory Committee for Advancement of Research in Louisiana (ACARL), comprised of representatives of public and private institutions across Louisiana, as well as state agencies interested in research and private-sector business and industry. FIRST Louisiana provides the organizing framework for the research component of the Regents Master Plan for Higher Education, which will target research foci and investment for the coming decade.

INTRODUCTION

Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana 2030) is the second, updated statewide plan that will help chart directions for institutional planning and update the foundation for a comprehensive statewide approach to science and technology research, development and innovation. This framework, rooted in the success of the previous iteration, continues to guide Louisiana's postsecondary education research community and industrial and public-sector partners to strategically increase research productivity and build capacity in areas of long-term importance to the State.

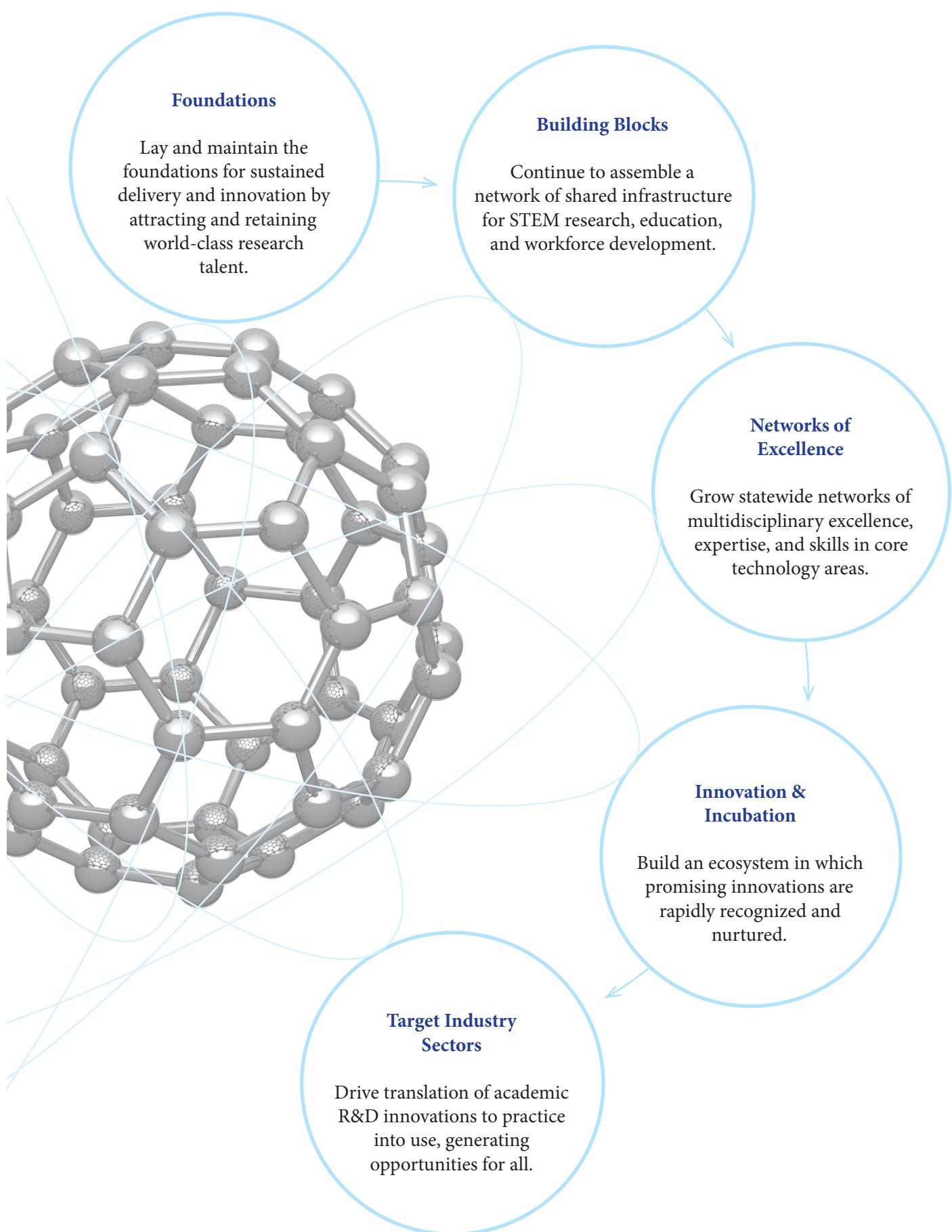
The plan, developed in collaboration with research leadership across all Louisiana research institutions, public and private, is guided by a vision that places higher education as the leader in driving the State's dynamic innovation economy through the advancement of science and technology research and education. It is grounded in the basic and applied sciences that have been crucial in laying the foundation for sustained innovation. It leverages the State's investments in people, tools and ideas across targeted multi-disciplinary areas, including materials science and manufacturing, information technology and biotechnology, known for cutting-edge research and innovation that significantly impact research competitiveness as well as attract existing and emerging industries. The research landscape presented in this plan is further rooted in comprehensive education and recruitment practices that will ensure expanded 21st-century opportunities for Louisiana.

Building on the advances made since the first Louisiana S&T plan, this plan includes strategies to enhance national competitiveness in use-inspired research that relate to both enabling science and technology and addressing State and federal priorities. Strategies are also identified to enhance the competitiveness of existing industries in the State and to foster the growth of new and emerging industry sectors in cooperation with the Louisiana Department of Economic Development. The Plan's outcomes will be monitored to assess successes in building research capacity at Louisiana institutions, developing industry-university partnerships, and growing research-related start-ups in the State.

VISION

Louisiana's higher education institutions will catalyze new technology-based investments, educate a highly skilled and diverse workforce, and drive the State's technology-based innovation ecosystem.

Science & Technology Framework



Strategic Focus Areas

FOUNDATIONS

Foundational science and engineering research provide critical basic knowledge and understanding out of which translational innovations can grow. Advances in basic science provide avenues to new, potentially useful applications. These applications, in turn, can result in innovative products and processes, even entire industries.

Basic scientific research is largely funded by the federal government. To be competitive for federal support, faculty must develop their research programs and laboratories over years of consistent focus and investment. Science and engineering departments, usually organized by discipline, provide the structure through which new research faculty are hired, supported, and evaluated. Louisiana has a long history of driving innovation and competitiveness through support for basic sciences, via both EPSCoR and State research funding.

FIRST Louisiana's engagement of a broad array of scientific and engineering disciplines has been critically important to shaping Louisiana's future intellectual capacity and talent for innovation. Without a stable, broad and engaged foundation in fundamental and applied scientific research, the sustainability of innovation over the long term is impossible. The recruitment and retention of top research talent in the foundational sciences are the most essential activities of any innovation ecosystem. Also critical is a pipeline of support staff to provide the STEM skills necessary to support high-level R&D across the state.

FIRST Louisiana focuses broadly on the foundational science disciplines that form the core of the State's industrial and translational research targets: physical sciences, mathematics, engineering, computational science, earth sciences, agricultural sciences, biological sciences, biomedical science, and the social, behavioral and economic sciences.

Louisiana's research universities have already built a strong foundation of academic programs in each of these disciplines. These existing programs, bolstered by continued infusions of research and workforce talent, provide an essential platform to support FIRST Louisiana's success growing its national competitiveness.

TARGETED FOUNDATIONAL SCIENCES

STEM Disciplines

Computer and Information Sciences

Social, Behavioral, and Economic Sciences

STEM Workforce Development



BUILDING BLOCKS

Among the building blocks that support major advances in science and technology are sophisticated research equipment and facilities. The high cost of acquiring, managing, and maintaining these building blocks can be offset by their shared use. Using this strategy and through a combination of federal, state, and private investments over the past two decades, Louisiana has positioned its innovation assets and cutting-edge research infrastructure to compete effectively in many areas. Continued success in securing funding and talent at the highest levels is dependent on maintaining existing infrastructure and keeping pace with constant and rapid advancements in tools and technologies.

Shared Experimental R&D Infrastructure



Accessible shared research facilities to serve the faculty statewide is critical for research competitiveness. A model of a successful framework is the Core User Facilities (CUF) for materials and manufacturing R&D - a network of cost-recovery centers with common access policies built with coordinated federal and state investments. Similar strategic and coordinated statewide investments in multiple research areas will propel Louisiana forward in other areas of science and technology.

Shared Computing & Data Infrastructure



The Louisiana Optical Network Infrastructure (LONI) provides Louisiana's researchers with one of the most powerful and robust cyberinfrastructures in the world. The high-speed optical network connects all universities to high-performance computers in Louisiana as well as to leadership-class computers on the National Science Foundation's ACCESS network. The State should continue to maintain and update infrastructure for computing, communications, and data management.

Shared Data & Research Libraries



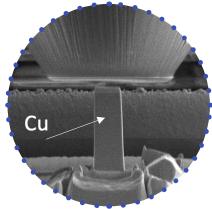
World-class research requires access to databases and scientific literature, but the associated costs are prohibitive for most public institutions of higher education. However, duplicating databases and journals at multiple academic libraries is unnecessary in the age of electronic access, and the State has the LOUIS library consortium to leverage scale towards lowering costs. The State's limited resources yield greater impact by consolidating data and library services to serve all researchers, in much the same way LOUIS, CUF, and LONI resources are available to researchers statewide.

While Louisiana's existing collective materials, bio- and cyber-infrastructure provides a world-class scientific research environment, it could be quickly outdated without significant and persistent investment. It is imperative that Louisiana continues to maintain, upgrade, and expand this infrastructure so our faculty and partners have access to state-of-the-art tools that allow them to advance both fundamental and applied research.

NETWORKS OF EXCELLENCE

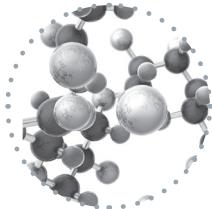
Most significant innovations in the future will occur at the interface of traditional disciplines and have applications across multiple domains. No single institution of higher education in Louisiana is large enough to have critical masses of experts across all disciplines. Therefore, fostering interdisciplinary research and collaboration among the institutions in these Networks of Excellence is a priority for Louisiana. FIRST Louisiana places a major emphasis on the growth of multi-disciplinary networks of research centers with potential to bring together diverse areas of expertise and develop sustainable excellence in these cross-cutting areas. Research that emerges from these centers of excellence will play an essential role in driving innovation for Louisiana's existing and emerging industry sectors.

Materials & Manufacturing



Recent strategic investments have catalyzed a growing network of research centers with advanced tools to investigate the complex interdependence between materials, processing, and properties of the finished product. This gives Louisiana researchers the capability to design new materials tailored for the manufacturing process and application. The latest advances in artificial intelligence and machine learning will accelerate the discovery of emergent materials.

Bioscience & Biotechnology



Louisiana has multiple centers of excellence focused on bioscience and biotechnology, which provide the foundation for competitive and potentially transformative advances in agriculture, biomedical sciences, forestry products, and healthcare solutions. A statewide effort to achieve greater collaboration and coordination between these entities will yield rich dividends.

Energy Solutions



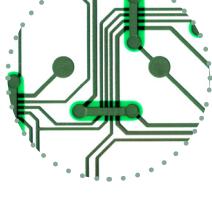
Net zero carbon production of hydrogen, biofuels, specialty chemicals, carbon capture and sequestration are areas in which Louisiana is well-positioned to lead. The transition to cleaner energy sources for industrial production, power generation, and transportation requires broad multi-disciplinary collaborations to overcome not only technological barriers (e.g., storage, brittleness, corrosion, etc.) but also economic and social barriers.

Environmental Solutions



Protection of the State's natural resources is essential for improving the quality of life for Louisiana's citizens. Innovative approaches to environmental monitoring, remediation and restoration are needed to reduce the impact of industrial development, mitigate the effects of natural disasters, and promote biodiversity.

Cross-cutting: Data, Computational Science, and Cybersecurity



The capabilities provided by the Louisiana Optical Network Infrastructure (LONI) to Louisiana researchers are vital for nearly all of the research directions identified above. Ongoing investments since 2005 in LONI's network and computing capabilities have helped maintain Louisiana's competitiveness for federal grants that support research in computational science and cybersecurity. The return on future LONI investments, and the value the network provides to diverse research areas, may be significantly enhanced by establishing well-coordinated statewide data management infrastructure.

INNOVATION & INCUBATION

Louisiana has a particular research footprint that has grown out of its unique location, history, culture and opportunities. FIRST Louisiana focuses on research domains that are of strategic importance to the State, but also align with the existing and prospective needs of business and industry. This dual focus ensures that FIRST Louisiana serves the State and its citizens while and by focusing on its business and industry. It enables Louisiana's research community and industry base to be more competitive now and in the future through applications of enabling science and technologies emerging from Louisiana's centers of excellence.

ADVANCED MANUFACTURING

Leveraging previous NSF investments in advanced manufacturing and materials, as well as the State's investments in cyberinfrastructure and human resources, Louisiana is poised to achieve sustainable excellence in Advanced Manufacturing materials research and education.



CLEAN ENERGY

Louisiana is one of the nation's leading energy producers of oil and gas. The challenge of recovering oil and gas from deep reservoirs has motivated much research and innovation. As the world reduces its dependence on fossil fuels, the efficient generation of hydrogen from natural gas, as well as its transportation and storage are expected to be major drivers of future energy research.



RESILIENCE & DISASTER RECOVERY

Given Louisiana's proximity to the Gulf of Mexico's coast, its large petroleum and natural gas reservoirs, and its vulnerability to natural disasters such as hurricanes and flooding, the State has much at stake and much to gain by being a national leader in research and development into resilient infrastructure and disaster recovery strategies.



BIOMEDICAL & HEALTH CARE SOLUTIONS

Louisiana has a high percentage of citizens who suffer from obesity, diabetes, cancer and related diseases. Significant healthcare costs are borne by our citizens and the nation as a result of these diseases. It is imperative for Louisiana researchers to discover cures, develop treatments, and promote health and quality of life for our citizens, and, thus, improving health care for all. Louisiana's pursuit of the National Cancer Institute designation reflects this priority.



STRUCTURAL INTEGRITY ASSURANCE

Research in structural integrity assurance helps Louisiana's infrastructure, oil and gas, aerospace, marine and maritime, construction, advanced manufacturing, chemical, petrochemical, and energy processing industries by lessening the financial and human impacts of mechanical and structural failure through advanced technology development in monitoring, prediction, characterization, and testing.



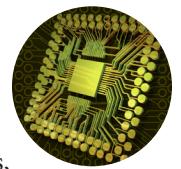
COASTAL RESTORATION

Louisiana has one of the nation's longest coastlines and the world's most navigable waterways. These features have provided the State with economic opportunities from recreation and tourism to shipping and ports. The coast presents special challenges as it is subject to hurricanes, inundation, erosion, and environmental attacks. Research is essential to the continued viability of dependent industries, the protection of Louisiana's land mass, and future economic growth.



CYBER-PHYSICAL SYSTEMS

Cyber research in Louisiana has been bolstered by major investments in infrastructure and academic programs in cyber-related fields. Computers, sensors, networks, and artificial intelligence are transforming every industry sector and creating new sectors never before envisioned. Louisiana has the resources and momentum to make major contributions in the digital domain.



AGRICULTURE & FORESTRY PRODUCTS

Agriculture and forestry have been drivers for Louisiana's economy for more than 200 years. Louisiana has rich soil, an abundance of water, a favorable climate, and convenient distribution systems for agricultural produce and timber. The state will continue to supply the nation with agricultural and forestry products throughout the 21st century. Louisiana researchers have played and will continue to play important roles in improving the productivity of agri-business and the value of agricultural products.



TARGET INDUSTRY SECTORS

Clean and Renewable Energy

Advanced Manufacturing

Healthcare

Bioengineering

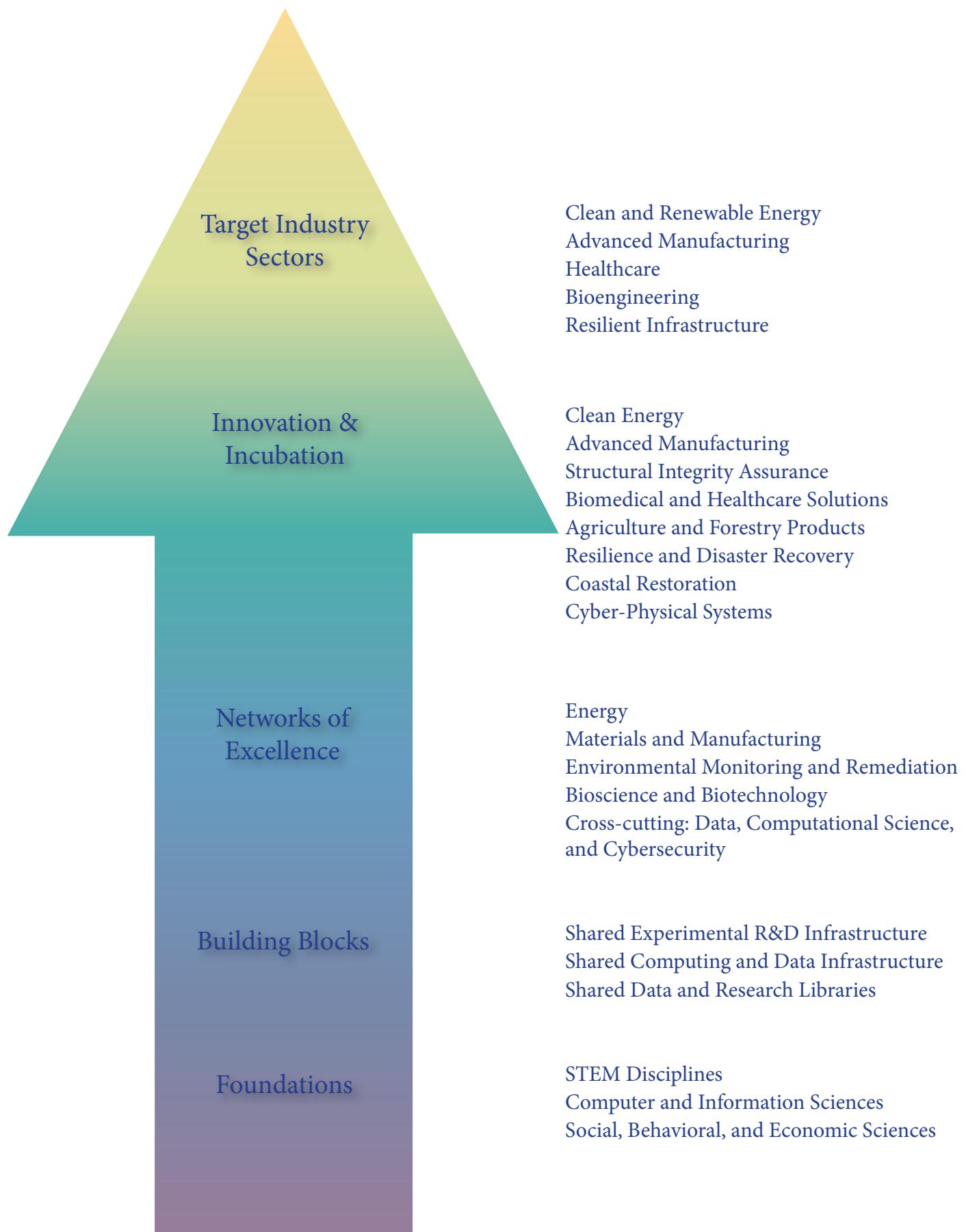
Resilient Infrastructure

Louisiana's existing industry sectors are largely an outgrowth of the State's natural resources and location. These sectors are in different stages of growth or decline, but all retain a critical mass for economic viability. Very few of these sectors have a significant focus on science and technology research and even fewer have located corporate research and development operations in Louisiana. It is important that FIRST Louisiana recognizes, encourages, and supports research and innovation that could impact the long-term viability and growth of these industries.



Since the first statewide S&T plan, Louisiana's higher education institutions and economic development organizations have embraced the need to target the development of industry sectors that offer new opportunities for rapid growth and high wages for our citizens. These sectors are typically knowledge-based and born from or attracted by innovations resulting from academic research. They may also include spin-outs from existing companies with high levels of innovation activity. Such companies are highly dependent upon a ready supply of highly skilled knowledge workers associated with research universities, as well as experienced entrepreneurs and access to early-stage and venture capital. University-industry partnerships for use-inspired R&D will continue to foster innovation and contribute to economic development in Louisiana.

Science & Technology Framework



Goals & Strategies

The goals, strategies and potential means of support for FIRST Louisiana initiatives differ by focus area and are summarized below.

GOAL 1 Foundations

To retain, cultivate and attract world-class talent.

Primary Strategies

- Increase the number of eminently qualified research faculty
- Increase the number of STEM doctoral graduates
- Increase the pipeline of highly trained STEM students

Implementing Strategies

- Establish research mentoring programs for junior faculty
- Provide competitive start-up packages for faculty
- Plan and expand initiatives for recruiting endowed super-chairs in target disciplines
- Provide supplemental institutional doctoral fellowships
- Expand undergraduate research experiences

Investment Strategies

- Institutional investments
- Board of Regents Support Fund (BoRSF) competitive opportunities: Endowed Chairs, Departmental Enhancements, and R&D programs
- Competitive federal grants

GOAL 2 Building Blocks

To strengthen the foundation for sustained innovation by developing and maintaining state-of-the-art infrastructure and facilities for fundamental research.

Primary Strategies

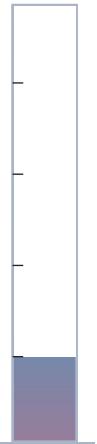
- Expand shared-use R&D infrastructure resources across institutions
- Maintain and grow state-of-the-art research infrastructure

Implementing Strategies

- Identify needs and funding sources for developing and maintaining critical infrastructure/instrumentation and renovating facilities
- Build major new shared-use research facilities
- Eliminate unnecessary duplication in digital databases and peer-reviewed literature

Investment Strategies

- Statewide infrastructure investments
- Major shared equipment enhancements



Foundations



Building Blocks

Goals & Strategies

GOAL 3 Networks of Excellence

To incentivize the coordination between centers of excellence in core technology areas relevant to existing and emerging industry sectors.

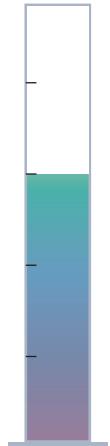
Primary Strategies

- Incentivize multi-institutional coordination of research activities
- Pursue multi-institutional center grants

Implementing Strategies

- Grow clusters of innovation on and across campuses
- Establish collaborative multi-institutional R&D centers including industry partners

Networks of Excellence



Investment Strategies

- Institutional investments
- BoRSF enhancement grants
- Competitive federal grants
- Cluster hires and retention strategies

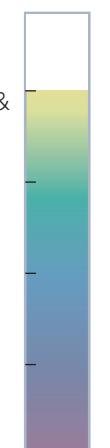
GOAL 4 Innovation & Incubation

To link, leverage and build upon statewide R&D resources in areas that are of strategic importance to Louisiana and the nation.

Primary Strategies

- Target niche areas aligned with resources, strengths, needs and opportunities
- Invest resources to build capacity in areas of competitive advantage

Innovation & Incubation



Implementing Strategies

- Organize State, regional and national conferences in target areas
- Provide matching funding for major grant opportunities in target areas
- Promote multi-institution and multi-state R&D initiatives
- Promote innovative models for technology transfer and commercialization

Investment Strategies

- EPSCoR/IDeA and other competitive federal grants
- BoRSF legislative special initiatives
- Designated federal, State and industry funding

Goals & Strategies

GOAL 5 Target Industry Sectors

To foster the growth of technology-based businesses in targeted areas aligned with R&D strengths at higher education institutions.

Primary Strategies

- Coordinate with LED to target industries in emerging areas

Target Industry Sectors



Implementing Strategies

- Recruit early-stage entrepreneurial companies
- Stimulate entrepreneurial activities
- Develop and market intellectual property

Investment Strategies

- State innovation seed funds and tax credits
- Industry and investor funding
- Federal SBIR, STTR and TIP funding

Targeted Investment Strategies

FIRST Louisiana will continue to leverage funding from federal, state and private sources to accomplish its major goals. As over the past decade, the communication of these statewide directions and priorities prompt institutions to align strategic plans, resources, and future investments in ways that support FIRST Louisiana's goals. The focus area strategies and goals provide direction to campuses in ensuring research activities are within the scope of the statewide plan.



Board of Regents Support Fund programs play an important role in advancing FIRST Louisiana initiatives as well as in promoting multi-institutional collaborations. In particular, the Endowed Chairs for Eminent Scholars, Endowed Professorships and Endowed Graduate Scholarship programs enable the recruitment and retention of talented faculty and students to Louisiana institutions. Research & Development and Enhancement programs support new faculty as they develop their research programs and laboratories. The Industrial Ties Research Subprogram promotes collaborative research between university faculty and industry partners that is essential for successful transfer of information and technology. Special programs may also be established through the Support Fund for critical FIRST Louisiana priorities not sponsored through the traditional programs. Success in securing Support Fund grants will ensure the competitiveness of Louisiana researchers and help to leverage both federal funds and private-sector investment.

The Louisiana Established Program to Stimulate Competitive Research (Louisiana EPSCoR), supported by the National Science Foundation, provides leadership essential for building statewide research and workforce capacity. Louisiana EPSCoR will play a key role in aligning statewide initiatives with the goals of FIRST Louisiana to target and leverage EPSCoR/IDeA and other major federal grants. Faculty should become increasingly competitive for federal funding as research infrastructure and centers in the plan's S&T target areas are enhanced.

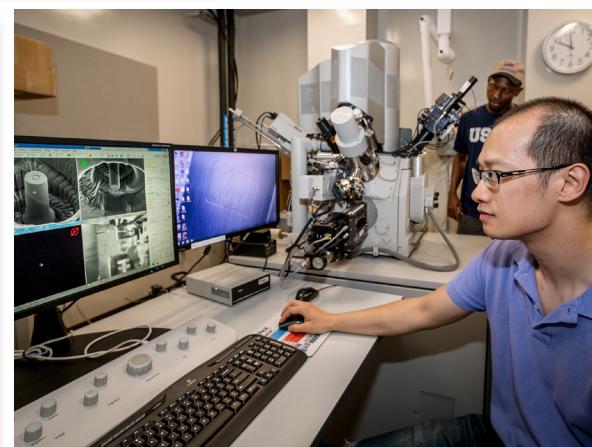
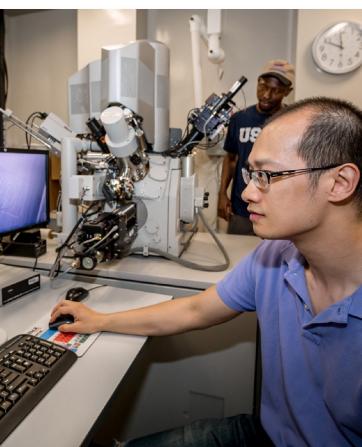
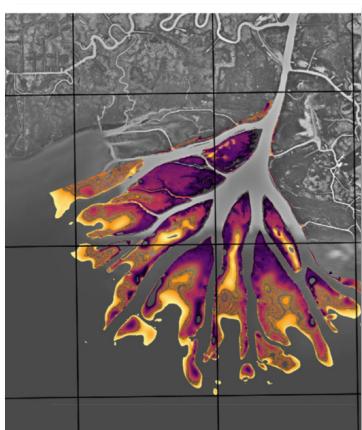
Some federal funding is also available to drive collaborative industry/university research. Small Business Innovation Research (SBIR) and Small Technology Transfer Research (STTR) grants are supported by most federal agencies. The Industry/University Cooperative Research Center (IUCRC) program of the National Science Foundation is a highly successful model for industry-university collaboration. Other agencies such as the Department of Energy, Department of Defense, the National Institute of Health, Environmental Protection Agency, and NASA offer additional opportunities.

Louisiana Economic Development, a State agency, the highly diverse and inclusive Advisory Committee for Advancement of Research in Louisiana (ACARL) appointed by the Louisiana Board of Regents, and the Louisiana EPSCoR Committee provide guidance for research investment strategies.



Conclusion

FIRST Louisiana is a crucial part of Louisiana's continued evolution into a science and technology powerhouse, providing a comprehensive framework for science and technology development and investment across universities, private industry and government and for the benefit of all residents of the state. Rooted in the State's ongoing investments and economic and educational priorities, the plan positions higher education institutions in the vanguard of Louisiana's growing high-tech economy, and maps a future which continues to build strengths in 21st-century innovation and provide opportunities for a diverse STEM workforce. This will create critical new opportunities for the State's businesses and industries, its higher education institutions, and its citizens. By embracing the comprehensive FIRST Louisiana framework, we are advancing our leadership in the new century of innovation.



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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

STATEWIDE PROGRAMS

Tuesday, January 23, 2024

Claiborne Building, 1st Floor
Louisiana Purchase Room
1201 North Third Street
Baton Rouge, Louisiana

IX. Reports and Recommendations

F. Statewide Programs

1. Consent Agenda

- a. Approval of Final Rulemaking – Rulemaking to implement Act 287 of the 2023 Regular Session of the Louisiana Legislature.*
- b. Approval of Final Rulemaking – Rulemaking to implement Act 279 of the 2023 Regular Session of the Louisiana Legislature.*
- c. Approval of Final Rulemaking – Rulemaking to implement the provisions of Act 267, Act 224, and Act 405 of the 2023 Regular Session of the Louisiana Legislature and re-organizes the core equivalent tables.*

2. LUMCON Update

* Act 287 – Changes to the MJ Foster Promise Program

Act 279 – Creates Patriot Scholarship Program for Louisiana National Guard Members

Act 267 – TOPS Core Curricula Additions and Changes

Act 224 – Tuition Waiver for 100% Disabled Veterans: These individuals will not receive a TOPS Award

Act 405 – Amends Louisiana Residency definition for certain TOPS recipients

Agenda Item IX.F.1.a.

Consent Agenda: Approval of Final Rulemaking (M.J. Foster Promise Program)

Publication of final rule to implement Act 287 of the 2023 Regular Session of the Louisiana Legislature.

Background:

At its August 23, 2023, meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the Louisiana Register on September 20, 2023.

This rulemaking implements Act 287 of the 2023 Regular Session, which makes extensive changes to the M.J. Foster Promise Program, as follows:

- Allows a student to receive his/her first payment before having filed a Free Application for Federal Student Aid (FAFSA).
- Allows receipt of the first payment as a first-dollar award.
- Expands the higher education expenses that can be paid from tuition only to include tuition, fees, books, and instructional materials.
- Eliminates the requirement that a student complete 20 hours of an internship, apprenticeship, or community service.
- Requires that the administering agency enter Memoranda of Understanding with the Department of Children and Family Services and the Louisiana Department of Health to assist in determining whether a student meets the income thresholds of the program.
- Adds a number of items to the program reporting requirements, including:
 - number of students who do not qualify for federal aid.
 - number of students who are unable to complete the FAFSA due to extenuating circumstances, as defined by the administering agency.
 - number of students enrolled in each program of study.
 - number of students enrolled in each program of study, by credit or non-credit.
 - number of hours to complete credit courses.
 - length of time to complete non-credit courses.
 - cost of each eligible program of study.

LOSFA Advisory Board Recommendation

The LOSFA Advisory Board recommends that the Board of Regents authorize publication of the final rule.

Agenda Item IX.F.1.b.

Consent Agenda: Approval of Final Rulemaking (Patriot Scholarship Program)

Publication of final rule to add Chapter 25 to the Scholarship and Grant Administrative Rules to implement Act 279 of the 2023 Regular Session of the Louisiana Legislature, which creates the Patriot Scholarship Program.

Background:

At its August 23, 2023, meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the Louisiana Register on September 20, 2023.

This rulemaking adds Chapter 25 to implement the Patriot Scholarship Program, which provides for the payment of mandatory fees for those students who receive the Louisiana National Guard tuition waiver and are attending the state's public postsecondary institutions.

LOSFA Advisory Board Recommendation

The LOSFA Advisory Board recommends that the Board of Regents authorize publication of the final rule.

Agenda Item IX.F.1.c.

Consent Agenda: Approval of Final Rulemaking (TOPS Core Curricula Additions and Changes, Disabled Veterans with 100% Tuition Waiver will not receive TOPS, and Amends Definition of Louisiana resident for certain TOPS recipients)

Publication of final rule to amend the Scholarship and Grant Administrative Rules to implement Act 267, Act 224, and Act 405 of the 2023 Regular Session of the Louisiana Legislature, to add core equivalents that were approved at the June 14, 2023, joint BESE/BOR meeting, and to re-organize the TOPS core equivalent tables.

Background:

At its August 23, 2023, meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the Louisiana Register on September 20, 2023.

This rulemaking implements Acts of the 2023 Regular Session of the Louisiana Legislature, as follows:

- Act 267
 - Adds Financial Literacy as a required, one-unit core curriculum course for both the TOPS Opportunity, Performance, and Honors (OPH) and TOPS Tech core curricula. For TOPS OPH, it adds an additional core curriculum course, bringing the number of total courses required to 20. For TOPS Tech, it reduces the math electives to one course instead of two and adds Financial Literacy as the third required math.
- Act 224
 - Adds a provision that students who receive a tuition waiver as a result of being a 100% disabled veteran will not receive a TOPS Award.
- Act 405
 - Amends the definition of Louisiana Resident to allow graduates of 2023 and later to meet the residency requirement if their parent or court-ordered custodian was a Louisiana resident for at least the 24 months preceding the date he moved out of the country, provided that he remains a Louisiana resident as demonstrated by ownership of property, maintenance of a home, payment of Louisiana taxes, etc. during the entire time the parent or custodian was living out of the country.

This rulemaking deletes the core curriculum tables and the equivalent tables for TOPS OPH from Section 703 and moves them to Section 704. Likewise, it deletes the TOPS Tech core curriculum tables and the equivalent tables from Section 803 to a new Section 804.

In addition, this rulemaking adds core equivalents and core equivalents that may be graded on a 5.0 grading scale that were approved by the Board of Elementary and Secondary Education and the Board of Regents at the joint meeting of these two bodies conducted on June 14, 2023.

LOSFA Advisory Board Recommendation

The LOSFA Advisory Board recommends that the Board of Regents authorize publication of the final rule.

Agenda Item IX.F.2.

LUMCON Update

Background:

LUMCON was established in statute in 1979 (R.S. 17:3451) as a consortium “with the primary function of conducting research and promoting education in the marine sciences and marine technology, particularly where related to coastal resources and the impact of energy related industries on these energy related industries”. From its foundation, LUMCON has acted as a consortium of higher education institutions, operating from its “campus”, as required in statute, at the DeFelice Marine Center in Cocodrie. As the hub and facilitator of a consortial group currently including more than 40 partners at every educational level, from technical to doctoral studies (including members of the Louisiana State University System, University of Louisiana System, Southern University System, Louisiana Community and Technical College System, and Louisiana Association of Independent Colleges and Universities). Act 314 of 2016 moved LUMON under the governance of the Board of Regents, and maintained LUMCON’s existing Science and Education Advisory Council comprised of consortium campus members assisting in establishing strategic directions and assist in determining activities.

LUMCON undertakes a strategic planning process every five years, and has been delayed, due to leadership changes and other issues, in finalizing its current update. Dr. Brian Roberts, Executive Director and Chief Scientist, has established high-level goals aligned with the mission, vision, and structure of LUMCON (see Attachment A). This document will inform a detailed action plan, which will be developed during 2024 in collaboration with consortium members and other stakeholders across the state. This process will ensure that LUMCON’s future directions will capture the broad priorities and concerns of the full consortium, as well as those of the core leadership.

STAFF RECOMMENDATION

This item is for information only. No action is requested.



STRATEGIC PLAN FRAMEWORK

LOUISIANA UNIVERSITIES MARINE CONSORTIUM (LUMCON) FISCAL YEAR 2025-2029



Mission

To promote, facilitate and conduct research and education collaborations among Louisiana's universities in marine and coastal sciences relevant to the sustainability of coastal and marine environments of the Gulf of Mexico.



Vision

Our coasts and oceans restored and maintained through innovation, collaboration, and community action



Core Principles

CONNECT ▶ Enhance research collaboration and exchange by linking the consortium through stronger partnerships

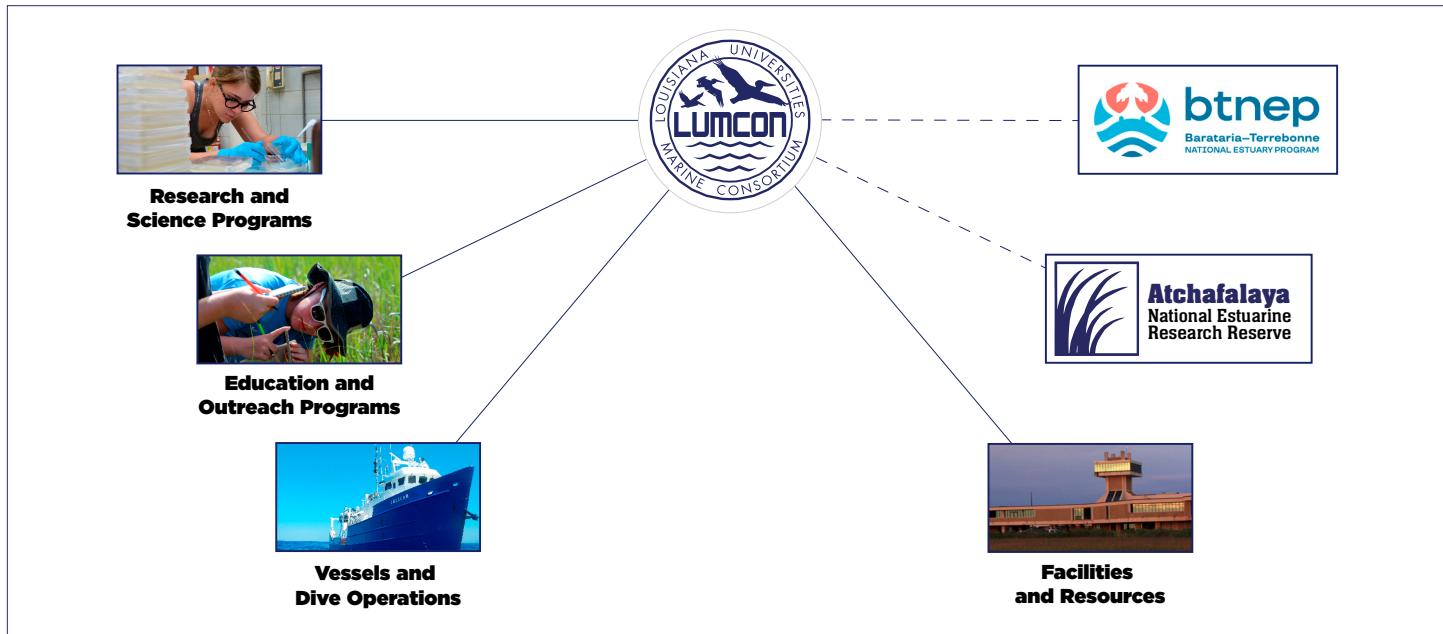
ENRICH ▶ Give back to the community through education and outreach initiatives

TRANSFORM ▶ Lead and partner in scientific innovations to mitigate environmental challenges and stabilize coastal and marine environments for the state and the nation.

- ▶ **LUMCON** is a program of the Louisiana Board of Regents.
- ▶ **LUMCON** is a consortium of all 32 public postsecondary institutions plus the ten member institutions of the Louisiana Association of Independent Colleges and Universities (LAICU).



► **LUMCON is a physical presence and statewide resource** located on the coast that consists of research and science programs, education and outreach, facilities (Marine Center in Cocodrie and Maritime Campus in Houma), and vessels and dive operations. It also serves as the host state agency for two federally supported affiliates (Barataria-Terrebonne National Estuary Program and the soon to be designated Atchafalaya National Estuarine Research Reserve). The leaders of these activities, along with the Executive Director/Chief Scientist, constitute LUMCON's Management Team.



► **LUMCON is a community hub** with the expertise, resources, and capacity to make the state a leader in all aspects of coastal and marine study and life through its convening and collaboration capacity to address our most compelling questions and challenges.



LUMCON Engagement

LUMCON is unique in the nation in its structure and focus. Its success as a statewide resource requires deep engagement of consortium members, partners, and communities across Louisiana. The consortium's goal is to ensure that Louisiana assumes leadership of coastal and marine science for the nation by leveraging the collective strengths of all of its members and partners to optimize our shared competitiveness at regional, national, and global scales. LUMCON's open and collaborative structure is designed to maximize opportunities for members to engage with each other and LUMCON's core facilities and services.

- **State of the Consortium Meetings:** Annual in-person summit, plus one alternate semester virtual meeting (two representatives, including one administrator, per institution).
- **LUMCON Council:** The Council meets twice per year to help set the agenda for State of the Consortium meetings and voice user views. It consists of 12 members, representing users of LUMCON: one representative from each of the four public systems and LAICU, two K-12 representatives, one higher education student, three representatives from state agencies/government/NGOs/industry, and one at-large representative reserved for special initiatives/programs). Each member will serve a three-year term (except the student member, who serves a one-year term).
- **Advisory Committees:** The Research and Science, Education and Outreach, and Vessel and Dive Operations Programs will each convene a five-member advisory committee twice per year prior to the LUMCON Council meetings, to facilitate program-level reports to the Council. Both BTNEP and ANERR will also each have its own advisory council in accordance with guidelines established by federal funding agencies.
- **Consortium Coordination:** LUMCON's consortium coordinator reports directly to the Associate Director of Education and Outreach and works closely with the Executive Director/Chief Scientist and Associate Director of Science. This position acts as a liaison that interacts directly with consortium institutions to facilitate collaborations among members.

Broad, Overarching Goals for Strategic Framework

GOAL 1	Institution: Position LUMCON as a hub for coastal and marine science research, education, and community engagement at local, state, regional and national levels (Leadership: Executive Director/Chief Scientist)
GOAL 2	Consortium: Expand and strengthen active collaborations among consortium member institutions, faculty, and students (Leadership: ED/CS, AD E&O, AD Science)
GOAL 3	Research and Science: Lead and coordinate the development of new approaches to science to better understand, manage, and protect Louisiana's fragile coastal and marine habitats (Leadership: AD Science)
GOAL 4	Education and Outreach: Recruit, educate, and mentor the next generation of scientists and learners and engage communities through traditional and non-traditional programs and partnerships (Leadership: AD E&O)
GOAL 5	Facilities and Resources: As Louisiana higher education's only coastal location, build and maintain an adaptive infrastructure and workforce that provides opportunities, facilities and resources to study shifting coastal and marine environments and the communities that live and work there (Leadership: DD/COO)
GOAL 6	Vessels and Dive Operations: Expand research vessel capacity with the RCRV Gilbert R. Mason and RV Pelican replacement while maintaining the small boat fleet and dive operations that facilitate coastal and marine research and education activities for Louisiana and the Gulf of Mexico region (Leadership: Marine Superintendent)
GOAL 7	Affiliates: BTNEP and ANERR: As state partner to federal agencies, administer and support the Barataria-Terrebonne National Estuary Program (EPA) and the soon-to-be-designated Atchafalaya National Estuarine Research Reserve (NOAA) to meet their missions and goals in the three watersheds encompassing the critical region from the Atchafalaya River to the Mississippi River at the Birdfoot Delta (Leadership: Directors of BTNEP and ANERR)

Long-Term (10 Years) Strategic Position

1. Through its extensive partnerships and innovative, interdisciplinary research and synthesis, LUMCON serves as a leading voice in marine and coastal sciences and their impacts on coastlines, communities, and economies within Louisiana, the Gulf of Mexico, and the world.
2. LUMCON's place-based, skills-based and inclusive educational and outreach activities ignite interest in coastal and marine sciences and position students and educators for success in the workforce and their communities.
3. Researchers from LUMCON's member institutions collaborate regularly with a strong sense of partnership and collegiality and leverage their collective expertise and diverse backgrounds to address current and future marine and environmental challenges.
4. The coastal and marine workforce, both in affected communities and at LUMCON and its member institutions, demonstrates superior knowledge in their fields and their positions. LUMCON's assets—including vessels, laboratories, equipment, and lodging—are state of the art.
5. LUMCON stewards a diversified and growing funding base, combining state funds, private and federal grants, donations, and earned income to address its critical work.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS PLANNING, RESEARCH AND PERFORMANCE COMMITTEE

Tuesday, January 23, 2024

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

IX. Reports and Recommendations

G. Planning, Research and Performance

1. Consent Agenda
 - a. R.S. 17:1808 (Academic Licensure)
 - i. Initial Applications
 - a) CBD College
 - b) Moreland University
 - ii. Renewal Applications
 - a) Aspen University
 - b) Lamar State College - Orange
 - c) Liberty University
 - iii. Voluntary Withdrawal of a Conditional License
 - a) Louisiana International College
 - b. Amendment of Health Care Employment Reinvestment Opportunity (H.E.R.O.) Fund Fiscal Year 2024 Plan

AGENDA ITEM IX.G.1.a.i.a)

CBD College

Los Angeles, California

BACKGROUND

CBD College (CBD) is a non-profit healthcare career college located in Los Angeles, California and was founded in 1982. The college is accredited by the Accrediting Bureau of Health and Education Schools (ABHES).

ACADEMIC PROGRAM

CBD's main campus offers two bachelor's degrees, three associate degrees and two certificate programs in various healthcare fields such as physical therapy assistant, health science, and diagnostic medical sonography. However, CBD will offer only an online associate of science in Health Information Technology to Louisiana residents. Currently, the college does not have any students enrolled in the program.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	0
Associate	0
Other	0
Total	0

FACULTY

CBD has three full-time and nine part-time faculty with a bachelor's degree or above to support Louisiana students.

FACILITIES

CBD is planning to offer 100% online instruction to Louisiana residents with a required clinical practicum to be completed at a local healthcare facility.

STAFF RECOMMENDATION

Given the scope of the program and the credentials of its faculty, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for an *initial* license from CBD College (CBD).

AGENDA ITEM IX.G.1.a.i.b)
Moreland University
Washington, District of Columbia

BACKGROUND

Moreland University (MU) is a privately held, online university based in Washington, DC. The university is licensed by the District of Columbia Higher Education Licensure Commission and accredited by both the Distance Education Accrediting Commission (DEAC) and Council for the Accreditation of Educator Preparation (CAEP).

ACADEMIC PROGRAM

MU offers a master's degree in education via 8 academic programs and an academic teaching certificate. Currently, the university has 1,939 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	339
Bachelor's	0
Associate	0
Other	1,600
Total	1,939

FACULTY

MU has 4 full-time and 87 part-time faculty with an advanced degree to support Louisiana students.

FACILITIES

MU is planning to offer 100% online instruction to Louisiana residents with clinical practicums required for most programs.

STAFF RECOMMENDATION

Given the scope of the programs and the credentials of its faculty, the institutional accreditation, and the general oversight by the home state governing body, Senior Staff recommends approval of the application for an *initial* license from Moreland University (MU).

AGENDA ITEM IX.G.1.a.ii.a)

Aspen University
Phoenix, AZ

BACKGROUND

Aspen University (Aspen) is a private institution with its main campus located in Phoenix, AZ. The university is accredited by the Distance Education Accrediting Commission (DEAC). Aspen is authorized by Arizona State Board for Private Postsecondary Education (AZBPPSE).

ACADEMIC PROGRAM

Aspen offers one associate degree program, seven bachelor's degree programs, seven master's degree programs, four doctorate programs, and two certificate programs to Louisiana students. The subject areas include psychology, early childhood studies, information systems and technology, healthcare, and business administration. Currently, this institution has 41 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	11
Master's	17
Bachelor's	13
Associate	0
Certificate	0
Other	0
Total	41

FACULTY

Aspen has 22 full-time and 346 part-time faculty with various degree levels.

FACILITIES

Aspen offers 100% online instruction to Louisiana residents for all programs outside of its nursing programs and Master of Public Health. On-ground components are either clinicals or community projects and are conducted at various healthcare facilities across the state.

STAFF RECOMMENDATION

Given the scope of the programs and the credentials of its faculty, the institution's campus, and DEAC accreditation, Senior Staff recommends approval of the application for renewal licensure from Aspen University (Aspen).

AGENDA ITEM IX.G.1.a.ii.b)
Lamar State College - Orange
Orange, Texas

BACKGROUND

Lamar State College Orange (LSCO) is a public community college with its main campus located in Orange, Texas. This university is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC).

ACADEMIC PROGRAM

LSCO offers 29 associate degrees, 36 certificate programs, and six continuing education courses and institutional awards. The associate degrees offered include programs in social sciences, business, information technology, criminal science, and health sciences. Certificate programs include business, health sciences, criminal justice, technology, and various vocational programs. The university currently has 149 students enrolled in these programs according to the Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	0
Associate	73
Certificate	76
Other	0
Total	149

FACULTY

Lamar State College Orange (LSCO) has 77 part-time and 48 full-time faculty members with various degrees including doctorate, special/professional, master's, bachelor's, and other degrees.

FACILITIES

LSCO offers online instruction and independent study to Louisiana students.

STAFF RECOMMENDATION

Given the programs' scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for *renewal* licensure from the Lamar State College Orange (LSCO).

AGENDA ITEM IX.G.1.a.ii.c)

Liberty University

Lynchburg, Virginia

BACKGROUND

Liberty University (LU) is a private institution with its main campus located in Lynchburg, Virginia. This university is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC).

ACADEMIC PROGRAM

LU offers a Bachelor of Science in Aviation and partners with two local flight schools in Baton Rouge and New Orleans for the flight training portion of the degree program. The university currently has 64 students enrolled in this program according to the Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	64
Associate	0
Certificate	0
Other	0
Total	64

FACULTY

Liberty University has 54 part-time and 19 full-time faculty members with either a master's or doctorate degree.

FACILITIES

LU offers online instruction and training through local flight school partners.

STAFF RECOMMENDATION

Given the programs' scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for *renewal* licensure from the Liberty University (LU).

AGENDA ITEM IX.G.1.a.iii.a)
Louisiana International College
Shreveport, Louisiana

SITUATION OVERVIEW

At the Board of Regents meeting on June 16, 2021, Louisiana International College (LIC) was granted a three-year conditional license as a newly domiciled academic degree-granting, post-secondary institution in Louisiana. Under Revised Statute 17:1808, a conditional license is the attainment of appropriate accreditation. Louisiana International College (LIC) identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency. As such, one of the conditions for continued licensure was at the end of the period of initial licensure, LIC shall provide evidence of the submittal of an application for DEAC candidacy.

In the Fall of 2023, LIC decided they no longer desired to work with DEAC and after investigation, decided they would prefer to pursue accreditation under the Transnational Association of Christian Colleges and Schools (TRACS). As such, LIC chose to voluntarily withdrawal their conditional license on October 20, 2023.

LIC was approved to offer a Bachelor of Science in Business Administration and a Bachelor of Science in Computer Science, but had not enrolled any students in either program while licensed. As such, no teach-out plan needed to be established and the conditional license withdrawal was acknowledged by staff on November 22, 2023.

STAFF RECOMMENDATION

Senior Staff recommends approval of the withdrawal and that the conditional license be deemed abandoned.

Agenda Item IX.G.1.b.

Amendment of the Healthcare Employment Reinvestment Opportunity (H.E.R.O.) Fund Fiscal Year 2024 Plan

Background Information

The Louisiana Health Works Commission, created by the legislature, serves as a collaborative working group charged with coordinating resources relative to healthcare workforce development within various state departments and key organizations. The Commission is comprised of postsecondary systems, legislative representation, and medical organizations. The Board of Regents provides the necessary staff to support the legislative charge and work of the Commission.

H.E.R.O Fund Overview

The Commission is required, pursuant to Act 109 of the 2021 Regular Session of the Louisiana Legislature, to provide an update to the Board of Regents regarding the Health Care Employment Reinvestment Opportunity (H.E.R.O.) Fund, a special fund designed to assist in meeting current and growing employment demands for nursing and allied health professionals. This update was provided at the September 2023 meeting.

In Fiscal Year 2024, the Commission has the authority to spend up to \$5 million from the H.E.R.O. Fund and plans to expand the current \$3.9 million Regional Healthcare Innovation Partnership program by approximately \$1 million dollars, creating a \$5 million program in total. This program is designed to enable higher education institutions to partner with healthcare providers and/or regional not-for-profits, in order to establish innovative regional healthcare partnerships that will increase the number of healthcare graduates in each identified labor market. In November 2022, a request for applications was released to higher education institutions, and nine programs were selected to participate in this pilot initiative. Attachment A provides a summary of each selected application.

As a result of extending the program by \$1 million dollars, additional applicants will be extended an invitation to participate, if approved by the Board of Regents. Therefore, in the present fiscal year, the Commission intends to utilize all currently available H.E.R.O Funds (up to \$5 million dollars) for the Regional Healthcare Innovation Partnership program, extending this program by up to three institutions totaling up to twelve institutions participating statewide.

The Commission will continue to discuss and solidify future funding priorities, acknowledging significant progress must be made to meet the state's healthcare workforce needs and ensure all priority areas will contribute to decreasing the shortage of nurses and other front-line healthcare staff throughout Louisiana.

STAFF RECOMMENDATION

Senior Staff recommends approval of the fiscal year 2024 budget for the Health Care Employment Reinvestment Opportunity (H.E.R.O.) Fund and allow staff to make any programmatic adjustments, if needed.



HEALTHCARE WORKFORCE FUNDING INITIATIVES

Regional Healthcare Innovation Partnership Program

To meet healthcare workforce regional needs, a request for applications was distributed to higher education institutions in November 2022. This RFA sought entities to establish regional healthcare innovation partnerships throughout Louisiana to increase the number of healthcare graduates in multiple regions. The application required academic programs to partner with one or more healthcare providers and/or regional not-for-profits to leverage public and private funds for the purpose of increasing the workforce pipeline to fulfill the healthcare workforce needs of the targeted region. As a result of this request, nine institutions were granted funding to initiate this program, using \$3.9M of the Healthcare Employment Reinvestment Opportunity (H.E.R.O.) Fund. If approved by the Board of Regents, the program will expand to \$5M, funding up to three additional institutions in fiscal year 2024, utilizing all H.E.R.O Funds available.

Fletcher Technical Community College	
Regional Partner(s)	Summary of Program
Terrebonne General Health System, Cardiovascular Institute of the South, Terrebonne Parish Recreation District #7, Terrebonne Parish School District, Ochsner Health System	Feedback from the workforce indicates that the healthcare industry in South Louisiana is in need of medical assistants and cardiovascular sonographers, given the current shortage of professionals in these positions. In addition, the US Census Bureau of Labor Statistics predicts a 16% increase in the number of medical assistants and a 10% increase in the number of cardiovascular sonographers needed by 2031. Fletcher will provide a needed workforce pipeline in the region, meeting both the current need and future anticipated demand by providing students with the knowledge and skills to obtain a position in a hospital, physician's office or clinic as a medical assistant or cardiovascular sonographer. To accomplish this, Fletcher will increase the number of students enrolling in the existing Medical Assistant program and initiate the Cardiovascular Sonography program. This new program will be offered in a hybrid fashion, both online and in-person at various locations in the region. The Terrebonne Parish School District and Terrebonne Parish Recreation District #7 have agreed to provide access to their facilities to set up a classroom and lab environment for the Medical Assistant students. Terrebonne General and Ochsner Health System will provide the needed clinical rotations for students, while the Cardiovascular Institute of the South will provide some use of their facility for the Cardiovascular sonography students, thus strengthening the workforce pipeline to meet the needs of the community.
Louisiana Tech University	
Regional Partner(s)	Summary of Program
Northeast Louisiana Healthcare Alliance	Louisiana Tech University will create a program to support the preparation of Associate of Science in Nursing (ASN) majors as they enter their first year of study. This program, Freshman Advanced Summer Term (FAST), will provide 24 incoming freshman nursing students with a jump-start into the nursing curriculum and the support of a cohort group that will remain in place throughout their time in the nursing program. The NursesFAST program will serve as an intensive approach to the foundational science courses required prior to beginning the clinical nursing program at Louisiana Tech. Nursing students will develop strong study skills that are necessary for successful completion of their curriculum, along with completing two required and challenging courses and developing supportive relationships with their peers, upperclassmen, University faculty and staff and nursing mentors from the community through the Northeast Louisiana Healthcare Alliance.

Franciscan Missionaries of Our Lady University

Regional Partner(s)	Summary of Program
Franciscan Missionaries of Our Lady Health System, HOPE Ministries	Franciscan Missionaries of Our Lady University (Fran U) will create a multi-faceted program to expand the nursing workforce of the Greater Baton Rouge region. This program will provide a range of student support services that previously were not available. In particular, Fran U will create the Wolves on the RISE (Resources Increasing Self-Empowerment) program, specifically marketed to Black, Indigenous and other people of color within the community, as data support the need to increase diversity in the nursing workforce. This program will provide several academic student support services including intrusive advising, staff nurse mentoring, and career/life coaching provided by HOPE Ministries. The Franciscan Missionaries of Our Lady Health System (FMOLHS) will identify registered nurses from diverse backgrounds to mentor the accelerated nursing students.

Elaine P. Nunez Community College

Regional Partner(s)	Summary of Program
Louisiana Children's Medical Center, New Orleans East Hospital	To increase the number of Licensed Practical Nurses (LPNs) in its region, Elaine P. Nunez Community College will work with a partner hospital system to identify staff currently employed in non-nursing positions who are interested in a career pathway progression that results in an LPN. Participating students in this program will be compensated and allowed time to attend classes and or tutoring as needed. This program will provide scholarships and additional non-traditional student supports to participants in order to break down socio-economic barriers to student success, ensuring each participant is in the pipeline to support this workforce demand.

Southern University and A&M College

Regional Partner(s)	Summary of Program
Ochsner Health, Southern University System Foundation	To meet regional needs for registered nurses and healthcare-related fields, Southern University and A&M College will deploy a three-pronged approach to increasing the registered nurse pipeline in the community. First, Southern University and A&M College will enhance specific student remediation and retention practices by implementing a peer tutoring program and providing support for students who do not meet the necessary exam rate in classes. Second, the institution will create a workforce pipeline, implementing a Career Day and a summer internship. In support of this effort, Ochsner will allow usage of their Clinical Simulation and Patient Safety Center as well as the Ochsner staff and alumni to mentor students on interviewing, networking and job seeking. The third component will strengthen the pipeline among local elementary schools, middle schools, and high schools through a summer enrichment program for students across the community.

LSU Health Shreveport

Regional Partner(s)	Summary of Program
Ochsner Lafayette General	In the Lafayette region, there is a substantial need for health diagnosing and treating practitioners, who are primarily physical therapists. In addition, there is presently no physical therapy program in this labor market or in immediately surrounding areas. To meet this need LSU Health Shreveport, working in partnership with Ochsner Lafayette General, will create a Doctorate of Physical Therapy program in Lafayette.

Louisiana State University at Alexandria

Regional Partner(s)	Summary of Program
Rapides Regional Medical Center, CHRISTUS St. Frances Cabrini Hospital, Avoyelles Hospital, CHRISTUS Central Louisiana Surgical Hospital	Survey feedback has shown significant interest within the CENLA region for a program leading to registered nurse (RN) licensure for Licensed Practical Nurses (LPNs) and Paramedics. To meet not only the interest of these individuals, but also regional workforce needs, which include a crucial demand for RNs, LSUA will work with regional hospitals to create a pipeline for LPNs as well as Paramedics to receive the ASN. Several partnering healthcare providers will support the addition of clinical students by assigning adjunct faculty to conduct clinical experiences without the penalty of using their personal time off or weekends. In addition to providing tuition waivers for participating institutions, LSUA will create the new position of professional advisor, assigned specifically to this program, to ensure students are supported and successful.

Northwestern State University

Regional Partner(s)	Summary of Program
Natchitoches Regional Medical Center	To increase the number of Registered Nurses (RNs) in northwest Louisiana, Northwestern State University will support Licensed Practical Nurses (LPN) employed by a local hospital who are interested in and willing to become RNs. Northwestern will establish an LPN to RN program with the local hospital and will increase the number of RNs graduating to support the needs of the region. The healthcare provider will allow flexible scheduling around classes and clinical time to accommodate program participants.

University of Louisiana at Lafayette

Regional Partner(s)	Summary of Program
Ochsner Lafayette General and Oceans Healthcare	To address unmet and projected additional workforce needs for licensed mental health professionals, UL Lafayette LHC Group - Myers School of Nursing will create a 20-credit-hour online Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate Program. The Bureau of Health Workforce, Health Resources and Services Administration classifies Louisiana as a Mental Health Workforce Health Professional Shortage Area (HPSA), with 26.15% of need for mental health professionals met in the state as compared to 27.66% for the nation. A total of 166 additional practitioners are needed to remove the HPSA in mental health designation for Louisiana. Psychiatric Mental Health Nurse Practitioners (PMHNP) are uniquely qualified to close provider gaps caused by a shortage of psychiatrists. PMHNPs offer advantages of increased access to high-quality, evidence based, cost-efficient clinical care. Ochsner Lafayette General and Oceans Healthcare will provide in-kind services in the form of preceptors for students enrolled in the program.