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July 6, 2020

Dr. John Nicklow, President  
University of New Orleans  
2000 Lakeshore Drive  
New Orleans, LA 70148

Dear Dr. Nicklow:

On June 25, 2020, the Board of Supervisors for the University of Louisiana System approved the following requests from University of New Orleans:

1. Request to approve a Ph.D. in Justice Studies.
2. Request to enter into a Course and Services Agreement with StraighterLine, Inc. for Compete
3. LA students.
4. Request to approve a contract with Ms. Keeshawn Davenport, Head Women's Basketball Coach.
5. Request to approve the University's 2020-21 Internal Audit Plan.
6. Request to appoint Dr. Pamela Kennett-Hensel as Interim Dean of College of Business.

Enclosed for your records are the Executive Summaries with the resolutions that were approved by the Board along with the approved personnel actions. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "JKahn", written over the printed name.

Jeanine Kahn, Ph.D.  
Provost and Vice President for Academic Affairs



THE UNIVERSITY *of*  
**NEW ORLEANS**  
**OFFICE OF THE PRESIDENT**

May 27, 2020

Dr. Jim Henderson  
President  
The University of Louisiana System  
1201 North Third Street  
Baton Rouge, LA 70802

Re: Employment Contract for the Women's Head Basketball Coach

Dear Dr. Henderson,

I am requesting approval of an employment contract for the Women's Head Basketball Coach.

Thank you for your consideration.

Sincerely,

John W. Nicklow  
President



THE UNIVERSITY *of*  
**NEW ORLEANS**  
**OFFICE OF THE PRESIDENT**

June 8, 2020

Dr. Jim Henderson  
President  
The University of Louisiana System  
1201 North Third Street  
Baton Rouge, LA 70802

Re: PhD in Justice Studies

Dear Dr. Henderson,

I am requesting approval to offer a new degree program, Doctorate in Justice Studies (with an optional MA degree as part of, or in lieu of PhD in Justice Studies). The purpose of the doctorate in Justice Studies is to offer a research graduate degree to individuals interested in the interdisciplinary study of some aspect of Justice Studies, such as social, criminal, educational and environmental transformation.

Thank you for your consideration.

Sincerely,

John W. Nicklow  
President

**BOARD OF SUPERVISORS FOR THE  
UNIVERSITY OF LOUISIANA SYSTEM**

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**June 25, 2020**

**Item F.4. University of New Orleans’ request for approval of a Ph.D. in Justice Studies.**

**EXECUTIVE SUMMARY**

The University of New Orleans (UNO) requests approval to offer a Ph.D. in Justice Studies. A Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in June 2018 with subsequent approval granted by the Board of Regents in August 2019. In accordance with *Regents’ Academic Affairs Policy 2.05*, the graduate-level program proposal was reviewed by an external consultant. Dr. Pat Lauderdale, Professor of Justice and former Director of the university-wide Ph.D./J.D. in Justice Studies, Law and the Social Sciences, School of Social Transformation, Arizona State University, conducted the review. Many thoughtful suggestions to strengthen the proposed program were provided by Dr. Lauderdale. He noted that the proposed Ph.D. will profit significantly from the location of UNO and endorsed the graduate program.

Justice Studies is an interdisciplinary area of inquiry that brings together insights from the diverse academic disciplines within the social sciences and humanities to explore issues of justice. Today’s social, political, and economic contradictions of American and global civilizations are immense. According to a JustSouth Index report (2017), these challenges tend to be exacerbated in states and communities in the Gulf South region, with Louisiana ranked last in the nation on an index measuring social justice. The report’s recommendations called for strong leadership and strategic action among policymakers, advocates, philanthropists, community leaders, and other stakeholders in the region to better understand the specific issues of justice that are most problematic.

With UNO’s mission as an urban research university, it is well-equipped to develop and train such leaders to address issues of social, political, and economic justice. Presently, there are a large number of programs in Criminal Justice in the State, but no Justice Studies degree programs. While the two programs are interrelated, Justice Studies goes well-beyond the study of crime, law, and the criminal justice system. Its focus is within a more expansive economic, political, and social context, including issues of economic inequality, institutional racism, classism, sexism, corporate and state power; environmental; war and state violence; environmental harm; consumerism and commodification; corporate media influence; and struggles over space, place, and territory. The intended Justice Studies program will equip students with a comprehensive knowledge of the world’s justice systems and provide them the advanced-level knowledge and skills to create meaningful, real-world change. Specifically, the intended program’s objectives include:

1. Creating an academic environment that will foster greater knowledge of and solutions for issues of injustice and inequality – social, criminal, educational, or environmental;

2. Providing the UNO faculty and students additional opportunities to build and increase relationships with the Greater New Orleans Community and the Gulf South area; and
3. Developing the knowledge and skills of faculty and students in areas and projects that will improve the region's socio-cultural, educational, and environmental conditions; and
4. Allowing qualified individuals to advance their education in order to find meaningful employment in a variety of fields where justice issues are prominent.

To meet the aforementioned objectives, the intended program will require 45 credit hours of non-research coursework (to include 12 hours of foundation courses), a written comprehensive exam, a prospectus, and an approved dissertation. An individualized program of study will be developed for each student in consultation with the student's committee and major professor. The four research areas from which a student will select include Social Justice (racism, inequities, gender, class, housing, or other related areas), Criminal Justice (reform, policing and policy, recidivism, or other related issues), Educational Justice (access, disability services, policy, systems), and Environmental Justice (e.g., Gulf South challenges, sustainability, food security). A master's option of 30 credit hours will be available to students who exit the Ph.D. program prior to completion.

Because of the interdisciplinary nature of the program, the Ph.D. in Justice Studies would attract students from a variety of academic backgrounds, including sociology, anthropology, history, economics, music, creative writing, political science, etc. A recent survey of graduate students currently enrolled in related M.A. programs at UNO found that of the 92 respondents, 67 students (73%) expressed interest in a Ph.D. in Justice Studies program. The University anticipates that 5 to 10 students will enroll initially per year, increasing to 24-29 students by Y5. The proposed Ph.D. will contribute to workforce development by equipping graduates with the knowledge and skills to be educators and progressive leaders and managers. As the only degree of its kind in Louisiana and similar to only a few programs nationally, the doctorate in Justice Studies will bring more adult students to Louisiana. These students not only will be productive economic consumers of goods and education during their time at UNO, but many will remain after graduation, improving the area's leadership and skilled workforces.

The University of New Orleans has many of the resources currently in place to implement this program. Since the intended program would draw from existing departments, no new faculty would be needed during the first five years of implementation. Cost associated with program delivery includes a director to administer the program and foster its growth; a modest marketing budget; and graduate assistants. The projected cost of the Justice Studies program starts at \$51K for YR1 and grows to \$126K by YR4, primarily to cover graduate assistants. It is anticipated that revenue generated from tuition and fees will exceed the costs of the program. The University is uniquely positioned to offer the intended innovative interdisciplinary program at the graduate level because of its location in New Orleans where the region's history of social justice issues and student/faculty engagement in the community will provide research opportunities and perspective on urban social justice issues. Faculty in the College of Liberal Arts, Education, and Human Development have demonstrated commitment to the program and share a strong collaborative culture that will help ensure success for the program's unique focus as it evolves.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval of a Ph.D. in Justice Studies.*

Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM\*

-- Including incremental credentials building up to the Degree --

\* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program. \*

Date:

Institution:  The University of New Orleans	Requested CIP, Designation, Subject/Title:  440501 Public Policy Analysis/Justice Studies Doctor of Philosophy- Traditional Instruction  PhD in Justice Studies (with an optional MA degree as part of, or in lieu of, PhD in Justice Studies)
Contact Person & Contact Info:  Mahyar A. Amouzegar, Provost and Senior Vice President Office of Academic Affairs 2000 Lakeshore Drive New Orleans, LA 70148 mahyar@uno.edu  Kim Martin Long, Dean of the College of Liberal Arts, Education and Human Development Bicentennial Education Building, Room 242 2000 Lakeshore Drive New Orleans, LA 70148	
Date BoR approved the Letter of Intent: August 2019	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2020	
Program Delivery Site (s): University of New Orleans, Lakefront Campus	

1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

<p>The purpose of the doctorate in Justice Studies is to offer a research graduate degree to individuals interested in the interdisciplinary study of some aspect of Justice Studies, such as social, criminal, educational and environmental transformation. The University of New Orleans is particularly suited to offer such a program as we are intricately tied to our diverse city where issues related to (in)justice abound. We work and live in a laboratory where one can view inequities and problems that beg for solutions.</p> <p>This program is unique to the area and, to a lesser degree, to the country. See <b>Appendix A</b> for an overview of other such programs in existence.</p> <p>What we propose is a PhD with a Master's option for those students who decide either to stop short of the PhD or who come in only intending to seek the master's degree. Primarily a research degree, the program provides a required core in theory and research, flexibility in graduate coursework related to the student's interest, and a dissertation.</p>
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The candidates drawn to this degree are likely to come from community leaders who want to understand thoroughly the problems they work every day to solve, from our own students in programs in the social sciences without a PhD, and from potential traditional graduate students who are passionate about solving society's most challenging problems related to justice and equality.

**Specific objectives include:**

1. Creating an academic setting that will foster greater knowledge of and solutions for issues of injustice or inequality—social, criminal, educational, or environmental;
2. Providing the University of New Orleans faculty and students additional opportunities to develop relationships and significant partnerships within the greater New Orleans community and the Gulf South area;
3. Developing the knowledge and skills of faculty and students in areas and projects that will improve the region's socio-cultural, educational, and environmental conditions; and
4. Allowing qualified individuals to advance their education in order to find meaningful employment in a variety of fields where justice issues are prominent.

**Student Outcomes**

Upon completing the PhD in Justice Studies (or the master's option, to a lesser degree for #3), students will be able to:

1. Demonstrate an understanding of the theoretical frameworks around concepts of justice and, conversely, injustice;
2. Demonstrate competence in methods of research, whether qualitative or quantitative;
3. Demonstrate deep understanding of a particular area of justice; and
4. Complete original research on a relevant topic.

**Note:** The degree is not a law degree but could be a degree sought by those in the law fields or those who want to attend law school subsequently.

**Map out the proposed curriculum**, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

The doctoral program in Justice Studies will require a minimum of 57 semester credit hours beyond the baccalaureate degree, with 45 credit hours of course work, a written comprehensive exam, a prospectus, and a dissertation of 12 credits, with an oral defense, as follows:

- Twelve (12) credit hours of foundation courses with a grade of "B" (scale is 4.00 = "A") or higher.

Foundation Seminars are:

- JUS 6xxx: Theories of Justice (3)
- JUS 6xxx: Justice and Law (3)
- JUS 6xxx: Seminar on Qualitative Research (3) [new, or cross-listed]
- JUS 6xxx: Seminar on Quantitative Research (3) [new, or cross-listed]
- Thirty-three (33) credit hours of relevant graduate courses, as approved by student's faculty advisor, in one or more of four research areas:
  - Social Justice (racism, inequities, gender, class, housing, or other relevant areas)
  - Criminal Justice (reform, policing and policy, recidivism, or other issues related)



- Educational Justice (access, disability studies, policy, systems)
- Environmental Justice (Gulf South challenges, sustainability, food security)

*Note: Students entering the doctoral program with a master's degree or JD in an associated field (e.g., sociology, political science, history, etc.) may have the course requirements modified with the approval of the Program Director, the Dean of COLAEHD, and the Director of Graduate School;*

- Twelve (12) credit hours of supervised dissertation research.

**Master's Option**

A master's option of 30 credits will be available to students who wish to exit the PhD and exit early. Should a student begin the master's and then decide later to pursue the PhD, s/he will need approval of the Faculty Advisory Committee, the Dean of COLAEHD, and the Director of the Graduate School.

The curriculum for the master's option will include:

- Twelve (12) credit hours of foundation courses with a grade of "B" (scale is 4.00 = "A") or higher.

Foundation Seminars are:

- JUS 6xxx: Theories of Justice (3) [new course]
- JUS 6xxx: Justice and Law [new course]
- JUS 6xxx: Seminar on Qualitative Research (3) [new, or cross-listed e]
- JUS 6xxx: Seminar on Quantitative Research (3) [new, or cross-listed]

- Fifteen (15) credit hours of relevant graduate courses, from at least two different disciplines, as approved by the Advisor, in one or more of four research areas:
  - Social Justice (racism, inequities, gender, class, housing, or other relevant areas)
  - Criminal Justice (reform, policing and policy, recidivism, or other issues related)
  - Educational Justice (access, disability studies, policy, systems)
  - Environmental Justice (e.g., Gulf South challenges, sustainability, food security)
- Six (6) hours of thesis, comprehensive exam or appropriate supervised research project.

*Note: Exceptions or substitutions are possible with the approval of the student's advisor and the Director of the program.*

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

None

Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

On-site (>50% delivered face-to-face)       Hybrid (51%-99% online)       Online (100% online)

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Day courses offered



Evening courses offered



Weekend courses offered

## 2. Need

How is this program essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs)?

Part of UNO’s mission as an urban research university is to serve our city, our state, the region, and the world. In the United States, levels of justice vary greatly among regions and states. Historically, policy and programmatic decisions have perpetuated inequity, leaving the underprivileged without the ability to meet their basic human needs. “Striving for a socially just society requires critical analyses of the structures of our society to determine if they propagate inequity or enhance justice,” according to Ali R. Bustamante in the *Just South Index*. The utility of this new doctoral degree (with a master’s option) speaks to the honest realities of social and cultural disrepair that our state, nation, and world currently finds itself. Latest information from the *Just South Index 2017* shows that Louisiana ranked 51<sup>st</sup> out of all 50 states and Washington D.C. in social justice issues.

With the designation of being number one in social inequity in the country, we have the 2<sup>nd</sup> lowest average income among low-income households; 2<sup>nd</sup> largest white-minority wage gap; 6<sup>th</sup> largest white-minority unemployment gap; and 8<sup>th</sup> most segregated schools. That said, we have no Justice or Social Justice programs currently offered at any tertiary institution in this state.

New Orleans has been in the forefront of justice issues in the United States. Although, unfortunately, the city’s effort for racial equality led to the landmark Supreme Court decision on *Plessy vs. Ferguson*, which upheld the constitutionality of racial segregation, it was also an impetus for greater efforts to turn the tide starting with *Brown vs. Board of Education*. The University of New Orleans has been home for social justice, starting with the work A. P. Tureaud in his quest to make sure UNO opened its door to all New Orleans citizens. As the only public, urban research university in the city, we have a critical obligation to catalyze change in our communities through education provided by a graduate program such as the doctorate in Justice Studies. (See **Appendix A** for a review of other programs.)

At the first glance, one may ask why a PhD in Justice when UNO’s Sociology and Political Science programs are relatively small, but the relatively small sizes of these programs is partly due to a lack of doctoral programs in general fields of sociology and humanities. LSU and LA Tech are the only institutions that are not directly involved with criminal justice/criminology studies. That is, every other institution in Louisiana has some type of criminal justice program. Presently, at UNO, criminal justice is somewhat hidden in our only PhD program in the liberal arts, the Planning and Urban Studies PhD. The concentration in Criminal Justice in this proposed program will focus more on research than application; however, students may target their research on more applied interests.

The proposed Justice program will likely draw students from across many disciplines, not just in the social sciences. Although UNO has a PhD in Educational Leadership, this degree will focus on issues related to justice in the educational justice track. We believe this degree will complement our existing programs and serve different student populations.

In the past year, president Nicklow and Provost Amouzegar have spoken to the Chief of Police of NOLA, Urban League, GNOInc, RAND Gulf Policy, the new mayor’s office, and others institutions, and they all thought it is about time for city of New Orleans to have such program. For the University of New Orleans to remain a viable R2 institution, as we grow our numbers, we must grow our PhD programs and contribute more fully to the research that makes a difference in people’s lives.

The PhD in Justice is a forward-looking program that will set this university apart in the city's crowded market. We only need 10 students per year to have "profitable" program, and we believe that this is achievable. The leadership of this campus will do everything in its power to make sure this endeavor will be successful. This program could be a legacy not only for UNO but for ULS as well.

**LOUISIANA WORKFORCE COMMISSION STAR LEVEL** (<http://www.laworks.net/Stars/>)

5 Stars     4 Stars     3 Stars     2 Stars     1 Star

Describe how the program will further the mission of the institution.

The doctorate in Justice Studies contributes to the University of New Orleans' mission as an urban research university. As an interdisciplinary degree, Justice brings together existing faculty and resources into a graduate program that will:

1. Connect faculty from various disciplines, thereby creating an important space for inter-professional research;
2. Educate and prepare students for success in a global human-focused environment;
3. Contribute to the research in significant issues that affect our community.

This program represents an important component of UNO's commitment to relevant research and instruction. It is the heart of what we do, working to make the world a better place.

The doctorate in Justice Studies will contribute to workforce development by equipping graduates with the knowledge and skills to be educators and progressive leaders and managers. Justice majors have pursued careers in legislative advocacy, politics, government service, human services, human rights and peace organizations, education, community organization, law enforcement and law. As the only degree of its kind in Louisiana and similar to only a few programs nationally, the doctorate in Justice will bring more adult students to Louisiana, who not only will be productive economic consumers of goods and education during their time at UNO, but many of whom will remain after graduation, improving the area's leadership and skilled workforce.

This degree represents a real opportunity to enhance the educational attainment of the state's adult population. There is no Justice doctoral program in the State of Louisiana. While colleges and universities in Louisiana offer a large number of programs in "Criminal Justice," as of yet there is no graduate program devoted to a major in the study of Justice as an interdisciplinary field.

Identify similar programs in the State and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

**See Appendix A.**

If approved, will the program result in the termination or phasing out of existing programs? Explain.

No, this is an interdisciplinary program that will strengthen existing programs that provide coursework and faculty.

If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

Numerous scholarly articles have articulated the need for graduates with a justice frame of mind, whether social justice or criminal justice. Environmental justice and educational justice are also

garnering attention as areas needing expertise. Non-profits, in particular need professionals in the area of justice in order to secure grants and external funding, to serve as PI's. Without proper credentials, these grants cannot be secured. Lobbyists and advocates in many areas are needed, people who possess strong background in the area of justice.

Ohio State university, for instance, conducted a study for graduates in social justice and found the need in the non-profit and government sectors, NGOs, international organizations, think tanks, religious institutions, law firms and school.

The need for expertise in advanced study in criminal justice is also well documented. In New Orleans, in particular, where more people are incarcerated per capita than anywhere else, graduates who understand the root causes of criminality can find careers in any number of places.

A national trend to intensify the discussions around climate change to include environmental justice makes this concentration in the PhD in Justice Studies particularly attractive. The University of Michigan proposes that environmental justice can apply to careers in community revitalization, conflict mediation around environmental issues, open space, pollution mitigation, public policy, renewable resources, environmental governance, food security.

The Learning Policy Institute's webpage cites scholarly articles that articulate the need for scholars to work in the areas of educational justice, equity, disabilities, access, and the achievement gap.

We will be looking to collaborate with others who are interested in similar issues and projects across the city and beyond.

### 3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

The Justice doctoral program would attract students from many of the departments within the College of Liberal Arts, Education, and Human Development, or even from outside the College. A recent canvas of the students in other MA programs in the college have been surveyed with the following results:

Program	Masters students enrolled	Masters students responding	Students expressing interest in a Justice PhD
Anthropology		8	8
Creative Writing	67	14	10
English	68	10	8
History	34	10	8
Music	26	12	5
MPA	46	12	7
Romance Languages	16	8	6
Sociology	28	18	15
Totals	285	92	67

The city of New Orleans also has a considerable number of “non-traditional” students who would constitute an additional pool of applicants. In fact, current leaders of our community have expressed unsolicited interest in UNO developing this graduate program of study, and this proposal comes partly as a result of their request. While initial enrollment would draw heavily on these internal sources, there is also a large and growing local and national interest in inter-professional graduate programs in Justice.

New Orleans is ideally situated to attract a large number of these students, given its significant history and social inequities creating a laboratory for this major, as well as the general attractiveness of the metropolitan area. Thus, as the Justice program at the University of New Orleans becomes established and gains a national reputation, it will attract students from a broader local, national, and international base.

Project enrollment and productivity for the first 5 years, and explain/justify the projections.

Estimated student enrollment for the first five years is summarized in the following table:

Year	New enrollment	Graduates	Attrition	Total enrollment
1	5-10	0	0	5-10
2	6-10	0	1-2	10-17
3	6-10	0	1-3	15-23
4	10-15	4-8	1-3	20-26
5	10-15	5-6	1-3	24-29

These are conservative estimates based in part on surveys of graduate students currently enrolled in participating departments.

List and describe resources that are available to support student success.

We have adequate faculty in various departments that will work individually with students on their research and their career goals to ensure success. Faculty help students identify relevant internships, employment opportunities, and other supports as needed.

The Program Director and Faculty Advisory Committee in particular will provide interdisciplinary advising to enrolled graduate students and serve as chairpersons and members of thesis and dissertation committees. The Program Director will serve as a first point of contact for students and attempt to mediate and address their concerns and conflicts.

Students will be represented on the Advisory Committee through election by their peers and have a voice in all program-related decisions. Students will also be guided in forming a student and alumni association within the program to identify and advocate for student interests. Given the interdisciplinary nature, it is important for students to have a sense of community and centralized hub for information and support.

What preparation will be necessary for students to enter the program?

Applicants must fulfill the requirements of both the Graduate School and the College of Liberal Arts, Education and Human Development. Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree, in any field, from a regionally accredited institution.

Applicants must have a minimum of a 3.30 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or a minimum of a 3.5 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program. The Graduate Record Exam (GRE) is not required.

All applicants must submit:

1. graduate admission application and application fee
2. official transcripts
3. personal statement (see below)
4. three professional letters of recommendation (academic references are preferred)

An applicant whose native language is not English (regardless of current residency) must provide proof of English proficiency.

The personal statement should be not more than three (3) pages, 12-font, double-spaced, outlining areas of interest, educational and career goals. It should discuss the research that best represents the applicant's academic thinking and demonstrate strong writing skills.

Applicants should express a passion for addressing issues of (in)justice, relevant academic and professional experiences, and specific areas they might focus their studies. They should also demonstrate aptitude for conducting rigorous quantitative and/or qualitative research.

If a Graduate program, indicate & discuss sources of financial support for students in the program.

PhD students may be supported by initiatives offered by the Office of Research and Sponsored Programs and the Graduate School. Some departments have support for PhD's as well, and some students getting the master's degree may apply for Graduate Assistantships. We also have some graduate scholarships available.

#### **4. Faculty**

List present faculty members who will be most directly involved in the proposed program: name, present rank; relevant degree; courses taught; other assignments.

Dr. Francis Adeola, Professor, Anthropology and Sociology

*Dr. Adeola would also work with Social and Environmental Justice and is particularly interested in human rights. His PhD in Sociology, from Mississippi State University, focused on environmental injustice, and his publications include work in Katrina-linked environmental injustice and racism, organic pollutants, and hazardous waste. His work also includes poverty and inequality, natural and technological disasters, comparative development studies, environmental and health, and the sociology of risks. He teaches in these areas well as in research methods, environmental analysis, and demography and population issues.*

Dr. Fallon Aidoo, Assistant Professor, Planning and Urban Studies

*With a PhD from Harvard University, with a concentration in Risk and Resilience Studies, this endowed professor's research centers around social and environmental justice. She teaches theories and practices of "just cities" and researches various environmental and social hazards to cultural heritage preservation from flooding and dire, gentrification and governmental disinvestment. Her forthcoming article in an urban journal is titled "Climate Justice: The Role of the Built Environment." She is exploring the effects of climate change on the wealth gap between black and white property owners.*

Dr. David Beriss, Professor, Anthropology and Sociology

*Dr. Beriss's primary research lies in food studies, including food insecurity, especially as it intersects with race, gender, and class. A forthcoming publication of his involves the question of why local food has become a core concept for understanding food systems, globalization, and challenging the systems of injustice and inequality. Recently the chair of the department, Dr. Beriss's history of administering programs should be a strong asset on the advisory committee. With a PhD in Anthropology and French Studies from NYU, Dr. Beriss is currently also working on food and the media, and he is the current president of the Society for the Anthropology of Food and Nutrition.*

Dr. Christopher Broadhurst, Associate Professor, School of Education (Educational Leadership)

*Dr. Broadhurst's PhD is in educational research and policy analysis, with a concentration in higher education. His teaching focuses on organizational cultures, climates, and change in higher education, specifically regarding fostering social justice on campuses. His research has involved activism and policy change, inclusivism and advocacy.*

Dr. D'Lane Compton, Professor, Anthropology and Sociology

*Dr. Compton's work in social justice issues is extensive. Her PhD from Texas A&M provided her with some rich experiences that will contribute significantly to this degree. Her network of contacts is wide, and she is highly respected in the field. She began in engineering, and she has wide experience with law enforcement professionals. Her work in race, gender, and class will provide students with a solid faculty resource in their research. She has four book publications on topics related to gender and identity, as well as many, many articles and conference presentations. She will be one of the key faculty members participating in the program and will likely be the director in another few years after rolling off as department chair.*

Dr. Monica Tweets Farris, Assistant Professor, Planning and Urban Studies

*As the Director of CHART (Center for Hazards Assessment, Response, and Technology), Dr. Farris is an expert on the broad topic of environmental justice. Her PhD is in Political Science, with a public policy/administration focus. Her current applied research includes the examination of local repetitive flood loss data to assist communities in the identification of appropriate mitigation strategies, hazards mitigation and adaptation planning. She is a Certified Floodplain Manager, as recognized by the Association of State Floodplain Managers.*

Dr. Rhiannon Goad, Assistant Professor, English and Foreign Languages

*Dr. Goad has a PhD in English but an MPA in Public Affairs and an MA in gender studies from the University of Texas at Austin. Her research focuses on the intersection of gender, race, class, and social justice, specifically how narratives of American history serve to exclude historically marginalized groups from the democratic process. She previously worked with the Rapport Center on Human Rights and AmeriCorps.*

Dr. Elizabeth Jeffers, Assistant Professor, School of Education (Educational Leadership)

*Dr. Jeffers holds a PhD in educational policy studies from Georgia State University. Her work primarily concerns educational justice, qualitative research methodologies, school closures and urban displacement, and community-based public schools.*

Dr. Edward R. Johnson, Professor (Emeritus), History and Philosophy

*Although a retired faculty member, Dr. Johnson continues to teach occasionally, and his work on several of the concentrations in this degree could contribute significantly to student research or the teaching of courses. He has over 100 published articles in the various areas.*

Dr. Mark Kruss, Instructor, History and Philosophy

*Dr. Kruss has a PhD from LSU and a JD. His interests rest in criminal justice reform and, as an adjunct faculty member, would contribute courses as needed or work with students on research.*

Dr. Marc Landry II, Assistant Professor, History and Philosophy

*Dr. Landry received a PhD from Georgetown University, and his research focused on environmental history, specifically the history of energy, water, and mountains. He could serve as a strong resource for coursework or research.*

Dr. Anna Mecugni, Assistant Professor of Fine Arts, School of the Arts

*Dr. Mecugni, an assistant professor in art history, works in issues of social justice. She is curating an exhibit of the work of Dread Scott, who is also organizing a re-enactment of the slave revolt of 1811. She will be presenting this work at the College Art Association annual conference in spring 2020. She is interested in work with students who want to explore social justice from a variety of viewpoints.*

Dr. James P. Messina, Assistant Professor of Research, History and Philosophy

*Dr. Messina's PhD in philosophy focused on political philosophy, with an emphasis on historical theories of political freedom, political legitimacy and theories of justice. Messina has published on issues of property, distributive justice, and moral motivation under commercial institutions. As a professor, he has designed and taught a class called Justice, which introduced students to the major philosophical theories of justice. Messina has a joint appointment in UNO's Urban Entrepreneurship and Policy Institute.*

Dr. Jacob Monaghan, Assistant Professor of Research, History and Philosophy

*Dr. Monaghan's research focuses primarily on issues of justice pertaining to police work. He wrote a dissertation on issues of justice and consent, and he has general interests in medical ethics, and environmental ethics. Dr. Monaghan is working with UNO administrators and public officials to explore*



creating a prison diversion program. Monaghan has a joint appointment in UNO's Urban Entrepreneurship and Policy Institute.

Dr. Steven Mumford, Assistant Professor, Political Science

Dr. Mumford's PhD in public policy and administration focused on public and nonprofit program evaluation. His publications focus around ethical evaluation, organizational learning, and methodology. He has extensive experience in research and consulting with organizations like the Greater New Orleans Foundation (GNOF). He leads the Nonprofit Leadership specialization within UNO's accredited and nationally ranked Master of Public Administration (MPA) program.

Dr. Mumford will serve as the founding director of the PhD in Justice Studies.

Dr. Gregory Price, Professor, Economics

With a PhD in Economics from the University of Wisconsin, Milwaukee, Dr. Price's research is multi-faceted, focusing primarily on issues of racial justice in entrepreneurship and criminal justice, and the place and importance of Historically Black Colleges and Universities. His research and teaching would be well-suited to advising students within the Justice PhD. Dr. Price has a joint appointment in UNO's Urban Entrepreneurship and Policy Institute.

Dr. Danny Shahar, Assistant Professor of Research, History and Philosophy

Dr. Shahar received a PhD in philosophy from the University of Arizona. He works primarily in environmental ethics and public policy. His work explores how persons who disagree fundamentally about the good life can work together to confront the kinds of moral and political challenges presented by climate change and other environmental changes. Dr. Shahar is prepared to advise student research and teach core classes in a justice PhD. Shahar has a joint appointment in UNO's Urban Entrepreneurship and Policy Institute.

Dr. Chris Surprenant, Professor of Philosophy, History and Philosophy

Dr. Surprenant's most recent work uncovers the perverse financial incentives that have generated the unjust U.S. criminal justice system. He has additional interests in educational justice and access to school choice, the relationship between virtue and justice, and the related relationship between law and morality. Dr. Surprenant's expertise could be leveraged to teach courses within the proposed PhD or to advise doctoral students. Dr. Surprenant serves as the Director of UNO's Urban Entrepreneurship and Policy Institute.

Dr. Michelle M. Thompson, Associate Professor, Planning and Urban Studies

Dr. Michelle Montgomery Thompson teaches courses in applied geographic information systems, community development finance, housing, transportation, urban studies, neighborhood and land use planning. She received a Master's degree in Regional Planning (MRP'84) and Ph.D.'01 from the Cornell University Department of City and Regional Planning with a focus on community development and

*spatial analysis using geographic information systems (GIS). Thompson received her Bachelor of Arts in Policy Studies from the Maxwell School of Citizenship and Public Affairs from Syracuse University in 1982. Thompson obtained her Geographic Information Systems Professional certification (GISP) in 2015. Thompson is a Data Fellow with the Mastercard Center for Inclusive Growth (2018-2019). In July 2019 Thompson became a Fellow with the Royal (London) Geographical Society. Her work in both environmental and social justice should contribute appropriately to the PhD in Justice Studies.*

Dr. Eric van Holm, Assistant Professor, Political Science

*Dr. van Holm's PhD research from Georgia State University would contribute to social justice issues, particularly around gentrification and housing. His work on data gathering would also be valuable as it relates to algorithms used by governments in their contact with the public.*

Dr. Mahyar Amouzegar, Professor, Economics and Finance

*Dr. Amouzegar's 20 years' experience in policy and quantitative policy analysis should contribute significantly to our students' programs. As the provost, he will also ultimately oversee our program's success.*

Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

Since Justice draws faculty from existing departments, no new faculty should be needed during the first five years, given the current complement. If we grow significantly and have hiring opportunities, someone specializing in criminology will be attractive for the program.

Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

### **Academic Home and Advising**

The degree will have its home in the College of Liberal Arts, Education and Human Development as an interdisciplinary degree. An Academic Director will administer the program and serve as primary advisor with the assistance of a Faculty Advisory Committee from various departments and areas of expertise.

The acting director of the PhD program will be **Dr. Steven Mumford, assistant professor in Political Science**. Dr. Mumford works in the field of social justice within public administration and has a large network of community contacts that he can leverage for the success of the degree. A strong advisory committee will assist him.

The Program Director will be appointed for a two year term, and will chair the Faculty Advisory Committee and serve as a first point of contact for students for advising and other assistance. The Program Director will be charged with creating a sense of community within the interdisciplinary program, so that students feel informed and supported. The Director will also respond to admissions inquiries and participate closely in admissions decisions.

The Faculty Advisory Committee will be appointed by the Dean of COLAEHD and consist of regular, full-time faculty at UNO holding the rank of Professor, Assistant, Associate, or Full. After the program begins, representative students will be elected to the committee by their peers.

The committee, convened and led by the Program Director, will discuss issues pertinent to the degree program and set priorities, develop the program handbook and specific policies, curricula, and assessments (e.g., comprehensive exams), recruit prospective students, and make admissions and award decisions. The committee will assist and advise the Program Director on any and all matters regarding the administration of the program.

### **Faculty**

The program will draw upon faculty from programs and courses of study such as Anthropology, Economics and Finance, History, Philosophy, Planning and Urban Studies, Political Science, Sociology, Education, Environmental Sciences, and Women’s Studies. Because of its interdisciplinary nature, the degree will draw the bulk of coursework from the graduate courses currently offered in the departments listed above. (See **Appendix B** for current relevant coursework across the university.)

Students will also take four newly designed 6000-level Justice foundational courses. The first two courses will provide students with a theoretical foundation in justice broadly construed, Theories of Justice, and through the lens of jurisprudence, Justice and Law. Two courses will instruct students in principles of interdisciplinary research, grounding students in both Qualitative and Quantitative Research. Current faculty members who possess the appropriate expertise will teach the courses from their respective departments, and existing courses may suffice for the required courses, if relevant (especially in research methodology).

In preparation for admission to candidacy, students will consult with the Program Director to choose an appropriate professor to satisfy examination requirements and for the research focus and topic. Students also will write a dissertation under the direction of a faculty committee. We currently have the needed faculty to offer the program; however, if significant growth occurs, we will plan to hire additional faculty as necessary to serve the primary departments.

### **5. Library and Other Special Resources**

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions’ holdings with similar/related programs?

The University of New Orleans has more than adequate resources to support this program. We have excellent librarians who can provide faculty and students with their teaching and research needs.

What additional resources will be needed?

None

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

UNO is going to an all-subscription service for textbooks, and so students will pay a fee per credit hour for any textbooks or ancillary materials they may need. We also have a strong network of open access resources in our library.

**6. Facilities and Equipment**

Describe existing facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

Because of the interdisciplinary and interdepartmental nature of the proposed doctoral program, the existing classroom and computer laboratory facilities of each department are adequate to support this new degree. The program will be administered initially from the office of Political Science, the home of the Director. The College of Liberal Arts, Education and Human Development and/or the relevant department will provide additional needed clerical support in the form of secretarial and student-worker help and the purchase of supplies. Equipment specific to the instructional needs of each of the disciplines participating in the program is currently in place and will not need to be supplemented or expanded in the foreseeable future.

Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

None

**7. Administration**

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

The program will be administered initially from the office of Political Science, the home of the Director. The College of Liberal Arts, Education and Human Development and/or the relevant department will provide additional needed clerical support in the form of secretarial and student-worker help and the purchase of supplies.

Describe departmental strengths and/or weaknesses and how the proposed program will affect them.

This department lost its PhD program a few years ago, and they welcome the opportunity to provide a home initially for this degree. They have the expertise to work with PhD students. Their very strong Master’s of Public Administration program can support the PhD in many appropriate ways. Dr. Steven Mumford of this faculty will serve as the founding director of the degree. Dr. John Kiefer, a key senior faculty member, has a large network of contacts, including future students.

**8. Accreditation**

Describe plan for achieving program accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

No specific accreditation is required for this program.

If a graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant’s report as an appendix.

None

**9. Related Fields**

Indicate subject matter fields at the institution which are related to, or will support, the proposed program; describe the relationship.

Please see the list of coursework in Appendix B for relevant departments. Succinctly, however, the main subject matter fields will be sociology, political science, public administration, education, and urban planning.

## 10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

Operating funds will be allocated from the university's general fund through the College of Liberal Arts, Education and Human Development's budget, with additional funding from the Graduate School.

First-year funding will underwrite an annual two-course reassignment of duties for the Director of the new program. S/he will use the time to brand and advertise the program (with special outreach to UNO graduates of appropriate Master's programs), plan course offerings for the coming year, recruit faculty to teach core courses and direct research, and to screen and rank applicants. By the end of the year, the Director should have the first-year curriculum structured and commitments from the students comprising the first year of enrollment in the program (estimated 5-10 students).

In year 2, the Director will administer the program and foster its growth. The faculty salary cost will pay for the three new core courses required by the program (see area 2 above) and will ensure at least one special course of the Director's choosing in a participating field each semester. We anticipate being able to offer 2-3 graduate assistantships from a combination of college, department, and graduate school funds.

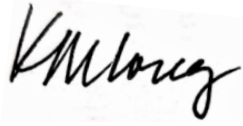
The cost structures of years 3-5 remain the same, except for increased funding for graduate assistants as indicated in the table below. Costs for office space, clerical assistants, and supplies are excluded from the calculations in the table; these costs will be absorbed by the College of Liberal Arts, Education, and Human Development, according to its budget model and existing resources. Student credit hours generated by the new program will cover these costs, according to the current budget model.

\*On the separate budget form, estimate new costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

We expect that this program will be extremely attractive for grants in the areas of justice issues (criminal justice reform, social justice issues such as racism, educational opportunities, etc.).

CERTIFICATIONS:



\_\_\_\_\_  
Primary Administrator for Proposed Program

6/5/20

\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost/Chief Academic Officer

6/5/2020

\_\_\_\_\_  
Date

\_\_\_\_\_  
Management Board/System Office

\_\_\_\_\_  
Date



**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM**

Institution: University of New Orleans

Date: September 24, 2019

Degree Program, Unit: PhD in Justice Studies (with an optional MA degree as part of, or in lieu of, PhD in Justice Studies)

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty (teaching)	\$35,000	.50	\$35,000	.50	\$52,500	.75	\$70,000	1.0
Graduate Assistants			\$10,000	1.0	\$20,000	2.0	\$30,000	3.0
Director (replacement cost)	\$16,000	.50	\$16,000	.50	\$16,000	.50	\$16,000	.50
Support Personnel								
Fellowships and Scholarships								
<b>SUB-TOTAL</b>	<b>\$51,000</b>		<b>\$61,000</b>		<b>\$88,500</b>		<b>\$116,000</b>	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment/Library Resources								
Marketing			\$3,000		\$3,000		\$5,000	
Travel								
Supplies			\$3,000		\$5,000		\$5,000	
<b>SUB-TOTAL</b>	<b>\$</b>		<b>\$</b>		<b>\$</b>		<b>\$</b>	
<b>TOTAL EXPENSES</b>	<b>\$51,000</b>		<b>\$67,000</b>		<b>\$96,500</b>		<b>\$126,000</b>	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	7		10		15		20	
Tuition	\$42,633		\$60,904		\$91,356		\$121,808	
Fees	\$21,123		\$30,176		\$45,264		\$60,352	
*Other (specify)								
<b>TOTAL REVENUES</b>	<b>\$63,756</b>		<b>\$91,080</b>		<b>\$136,620</b>		<b>\$182,160</b>	

*\* Describe/explain expected sources of funds in proposal text.*

## Appendix A: Other Justice Programs

### A Brief Overview of Social Justice Graduate Programs

This report is divided into two sections. The first examines PhD programs with an avowed focus on social justice. There are, in turn, two classes of these programs; those with close ties to specific, traditional academic disciplines, and those that are more broadly defined. The second section examines criminal justice programs. These programs often include a justice element, along with a more common list of foci unique to that field.

#### Social Justice PhDs

An examination of the small number of programs that expressly target social justice suggests a good deal of heterogeneity in the field. This probably reflects the lack of a clear, precise, and generally accepted definition of the term. It is likely that these programs evolved out of more standard academic disciplines, and thus reflect faculty perceptions of social need and opportunity. Their success, then, requires strong support from faculty, sustained over time and with administrative support to hire into the field.

The first type of program has firm roots in an existing discipline. Vanderbilt's PhD in Community Research and Action (CRA) ([https://peabody.vanderbilt.edu/departments/hod/graduate-programs/phd\\_in\\_community\\_research\\_and\\_action/](https://peabody.vanderbilt.edu/departments/hod/graduate-programs/phd_in_community_research_and_action/)) is typical of this sort of program. It "prepares action-oriented researchers for academic or policy-related careers in applied community studies with a social justice orientation." This program appears to have grown out of the university's psychology department, yet it also has ties into other programs. Its "areas of interest include community psychology, community development, social program evaluation, organizational change, health or mental health policy, prevention, urban change and social policy." What makes this program unique is that it expressly ties academic research to community development. As its advertising indicates, "The Ph.D. in CRA is distinctive in its combination of community psychology, with its emphasis on rigorous applied research, and community development, with its strong tradition of empirically grounded practice. 'Research' and 'Action' in CRA are not separate curricular or career tracks."

Given this strong founding in psychology, it is not surprising that the program is tightly structured: 5 courses constitute the core of the program. In addition, five methodology courses and two in grant writing are required of all students, followed by seven courses in one of two foci: community development or program evaluation. Faculty are drawn from departments of human development, political science, sociology, anthropology, medicine, and religion.

The University of Toronto's Department of Social Justice Education (<http://www.oise.utoronto.ca/sje/>) is similar. Its roots are in the field of education. In addition to the standard MA/PhD it also offers a MEd and EdD. It bills itself as "a multi and interdisciplinary graduate program that provides students with critical understandings of the social, historical, cultural, political, economic and ethical contexts of education, broadly conceived." In addition to sets of core courses at the MA and PhD levels, the program has a set of collaborative specializations drawn from across the university, including aboriginal health; comparative, international, and development education; diaspora and transnational studies; education, Francophonies, and diversity; educational policy; environmental studies, ethnic and pluralism studies; sexual diversity studies; South Asian studies; women and gender studies; and workplace learning and social change. The program has little structure beyond the opportunity for specialization—programs of study are individualized to the student, in consultation with faculty, of which there are 16 in the department.



An even more specialized program can be found at the University of British Columbia. It awards a BA, MA, and PhD in gender, race, sexuality, and social justice (<https://grsj.arts.ubc.ca/graduate/>). The program offers “areas of expertise in gender and development, critical studies in sexuality, decolonizing and post-colonial methodologies, race, gender and cultural studies, critical race theory, gender and Canadian history and literature (in English and French), transgender studies, gender issues in health, and feminist legal studies,” and utilizes “feminist, intersectional, and decolonizing methodologies.” Its web page offers little in the way of programs of study, emphasizing individualized learning. Only about four students are admitted per year. It enjoys a core faculty of 15, mostly housed in the Institute of Gender, Race, Sexuality, and Social Justice, and over fifty additional faculty drawn from across the university. In addition to programs firmly rooted in existing academic disciplines, a few programs are structured more broadly. These include the University of Massachusetts Boston’s PhD in Global Inclusion and Social Development (<https://globalinclusion.umb.edu/>). This program is located in the School for Global Inclusion and Social Development. Its faculty is especially interdisciplinary, drawn from public policy, medicine, and education (among other fields). “Our doctoral degree in global inclusion and social development focuses on reasons that various populations are excluded from their communities worldwide. Exclusion can be related to many factors, including gender, disability, sexual orientation, ethnicity, and economic status.” It is expressly transdisciplinary, as well as transnational. Further, it focuses on combining theory and practice, much like the Vanderbilt program (but without as much disciplinary focus).

The curriculum covers five core areas: theory, research and evaluation, policy and practice, systems change, and leadership and management. Throughout there is an emphasis on transnational and global knowledge and experience. The course of study is highly structured, with five required core courses, and three electives, in addition to five courses in a concentration. These concentrations include disability studies, gerontology, human rights, nonprofit management, transnational, cultural, and community studies, and an individualized plan of study. It has 18 core faculty, with an additional five affiliated.

### **Criminal Justice PhDs**

Criminal justice is an independent discipline. It enjoys a professional association (American Society of Criminology) that seeks to regularize the profession. Its programs are therefore highly standardized around common themes, including criminological theory, methods, public policy and administration, courts and sentencing, and law and social order. Some representative examples include:

Georgia State: 12 required courses, and six electives; two foci: extent and causes of crime, and society’s response. One or more specializations, such as policing, victimization, theory, etc.

Southern Illinois: PhDs in corrections, crime prevention, juvenile, law and society, policing, policy analysis, spatial analysis. MA in criminology required. MA has four required courses, five electives. PhD adds a core, two methods, and four additional electives. This program has a heavy emphasis on quantitative methods.

Sam Houston State: College of Criminal Justice. PhD in Criminal Justice and Criminology. Little description on web page.

Finally, American University falls somewhere between the discipline-based and criminology programs. It offers a PhD in Justice, Law, and Criminology. It has two tracks, justice, and law and society, and requires a secondary field outside the program. It has two core courses, six to twelve hours in a secondary field, two methods courses specific to the program, two more from political science. The secondary field list is exceptionally broad—includes any PhD-granting department in the university. It

has 13 faculty, an additional ten teaching faculty, and 18 adjunct faculty. Co-located with the Department of Government and Department of Public Administration and Policy.

### **Analysis**

Pure social justice programs are rare. Most have a grounding in an established academic field, and offer a core set of courses drawn from that field. All seek a degree of interdisciplinarity, as well as try to link their programs of study to practice. Many have a heavy public policy focus, offering career opportunities outside academia. Criminology programs, in contrast, have a core centered on policing, causes of crime, etc. Most include some analysis of justice issues, but it often is a small part of the broader curriculum. The program at American University is an exception. It defines criminology studies somewhat more broadly than is common in the field, and is directly linked in the School of Public Affairs to the Departments of Political Science and Public Administration, where students are required to take courses. Thus, it combines some elements of a more traditional criminology program with the interdisciplinarity of the social justice programs.

**Appendix B**  
**UNO Graduate Courses**  
**Potential Justice Studies Graduate Program Courses**

Note: Each course is accompanied by acronyms denoting the relevant research areas: SO=Social, CR=Criminal, ED=Educational, and EN=Environmental Justice.

- Arts Administration
  - AADM 6223 - Finance for Nonprofit Organizations SO,CR,ED,EN
  
- Anthropology
  - ANTH 5075 - Life History, Identity & Autonomy SO,CR,ED,EN
  - ANTH 5090 - Advanced Topics In Cultural Anthropology SO,CR,ED,EN
  - ANTH 5721 - Cultural Resource Mngmt, Archaeology, & Historic Preservation: From ARPA to Unexploded O SO,EN
  - ANTH 5765 - Ethnicity in Contemporary Society SO,CR,ED,EN
  - ANTH 5766 - The Anthropology of Sex and Gender SO,CR,ED,EN
  - ANTH 5775 - Urban Anthropology SO,CR,ED,EN
  - ANTH 6801 - Advanced Seminar in Cultural & Social Theory SO,CR,ED,EN
  
- Business Administration
  - BA 6015 - Health Care Law and Ethics SO,CR,ED,EN
  
- Educational Administration
  - EDAD 6950 - Educational Policy Analysis SO,CR,ED
  
- Education - Curriculum and Instruction
  - EDCI 6400 - Foundations of Literacy Development SO,CR,ED
  
- Educational Foundations and Research
  - EDFR 6721 - Qualitative Research Data Collection SO,CR,ED,EN
  
- Education – Counseling Education Doctoral Courses
  - EDGC 6850 - Ethical, Legal and Professional Issues in Counseling SO,CR,ED
  - EDGC 6852 - Advanced Multicultural Counseling SO,CR,ED
  
- Education – Special Education
  - EDSP 6010 - Strategies for Managing Group Behaviors of Exceptional Populations SO,CR,ED,EN
  
- Education
  - EDUC 6210 - Human Development SO,CR,ED,EN
  
- English
  
- Engineering Management
  - ENMG 6111 - Quantitative Analysis of Engineering Management I SO,EN

- ENMG 6401 - Seminar in Organizational Behavior SO,CR,ED,EN
- Film and Theater
- History
  - HIST 5008 - Public History Methods SO,CR,ED,EN
  - HIST 6002 - Historical Methodologies and Research Design SO,CR,ED,EN
- Hotel, Restaurant, and Tourism Management
  - HRT 6202 - Hospitality and Tourism Research Methods SO,EN
- Management
  - MANG 6401 - Seminar in Organizational Behavior SO,CR,ED,EN
- Philosophy
  - PHIL 5094 - Independent Study in Philosophy SO,CR,ED,EN
- Political Science
  - POLI 5170 - The Politics of Public Policy SO,CR,ED,EN
  - POLI 5420 - The American Constitution and Civil Liberties SO,CR,ED,EN
  - POLI 5440 - Urban Judicial Process SO,CR,ED,EN
  - POLI 5601 - Voters and Elections SO,CR,ED,EN
  - POLI 5640 - U.S. Congress and the American People SO,CR,ED,EN
  - POLI 5650 - Southern Politics SO,CR,ED,EN
  - POLI 5670 - Women and Politics SO,CR,ED,EN
  - POLI 7000 - Thesis Research SO,CR,ED,EN
  - POLI 7050 - Dissertation Research SO,CR,ED,EN
- Psychology
  - PSYC 5010 - History of Modern Psychology SO,CR,ED,EN
  - PSYC 5091 - Special Topics in Psychology SO,CR,ED,EN
  - PSYC 5350 - Psychology of Learning SO,CR,ED,EN
  - PSYC 5365 - Sensation and Perception SO,CR,ED,EN
  - PSYC 5510 – Personality SO,CR,ED,EN
  - PSYC 6090 - Independent Research in Psychology SO,CR,ED,EN
  - PSYC 6311 - Advanced Statistics I SO,CR,ED,EN
  - PSYC 6312 - Advanced Statistics II SO,CR,ED,EN
  - PSYC 6895 - Advanced Seminar in Applied Biopsychology SO,CR,ED,EN
- Public Administration
  - PADM 5220 – The Nonprofit Sector SO,CR,ED,EN
  - PADM 5221 – Collaboration, Partnerships, & Coalition-Building SO,CR,ED,EN
  - PADM 5224 - Leadership in Nonprofit Organizations SO,CR,ED,EN
  - PADM 6010 - The Profession of Public Administration SO,CR,ED,EN
  - PADM 6130 - U.S. Disaster Policy SO,CR,ED,EN
  - PADM 6160 - Law and Ethics of Public Administration SO,CR,ED,EN
  - PADM 6180 - Human Resources Administration in the Public Sector SO,CR,ED,EN

- PADM 6201 - Program Evaluation SO,CR,ED,EN
- PADM 6401 - Administrative Behavior SO,CR,ED,EN
- PADM 6410 - Technology in Public Organizations SO,CR,ED,EN
- PADM 6900 - Independent Study SO,CR,ED,EN
- PADM 6902 - MPA Capstone II SO,CR,ED,EN
- PADM 7040 - Examination or Report Only SO,CR,ED,EN
  
- Quantitative Methods – Business & Economics
  - QMBE 5400 - Statistics for Managers SO,CR,ED,EN
  - QMBE 6280 - Mathematics in Financial Economics SO,CR,ED,EN
  - QMBE 6281 - Econometrics I SO,CR,ED,EN
  - QMBE 6283 - Seminar in Mathematics and Statistics for Financial Economics SO,CR,ED,EN
  - QMBE 6295 - Special Topics in Quantitative Methods SO,CR,ED,EN
  
- Romance Languages
  
- Sociology
  - SOC 5094 - Social Change SO,CR,ED,EN
  - SOC 5098 - Selected Topics in Sociology SO,CR,ED,EN
  - SOC 5103 - Racial Issues SO,CR,ED,EN
  - SOC 5104 - The Family SO,CR,ED,EN
  - SOC 5107 - Sociology of Gender SO,CR,ED,EN
  - SOC 5124 - Social Stratification SO,CR,ED,EN
  - SOC 5150 - Sociology of Popular Culture SO,CR,ED,EN
  - SOC 5216 - Advanced Social Psychology SO,CR,ED,EN
  - SOC 5788 - Social Statistics II SO,CR,ED,EN
  - SOC 5875 - Sociology of Disaster SO,CR,ED,EN
  - SOC 5881 - The Urban Community SO,CR,ED,EN
  - SOC 5903 - Population Issues and Dynamics SO,CR,ED,EN
  - SOC 6396 - Independent Readings in Sociology SO,CR,ED,EN
  - SOC 6397 - Independent Readings in Sociology SO,CR,ED,EN
  - SOC 6784 - Methods of Sociological Investigation SO,CR,ED,EN
  - SOC 7000 - Thesis Research SO,CR,ED,EN
  
- Science and Transportation
  - TRNS 6100 - Environment and Energy SO,EN
  - TRNS 6900 - Independent Study SO,EN
  
- Urban Studies
  - URBN 5002 - The Shape of the City SO,CR,ED,EN
  - URBN 5005 - The Everyday City SO,CR,ED,EN
  - URBN 5100 - Gentrification in Historic Districts SO,CR,ED,EN
  - URBN 5800 - Studies in Special Urban Problems SO,CR,ED,EN
  - URBN 5810 - Environmental Justice in Urban Environments SO,EN
  - URBN 6005 - Statistics for Urban Analysis SO,CR,ED,EN
  - URBN 6165 - Urban Public Policy Analysis SO,CR,ED,EN

- DURB 6830 - Urban Theory SO,CR,ED,EN
- DURB 6850 - Seminar in Urban Studies SO,CR,ED,EN
- URBN 6900 - Independent Study SO,CR,ED,EN
- URBN 7000 - Thesis Research SO,CR,ED,EN
- DURB 7030 - Research Design Practicum SO,CR,ED,EN
- URBN 7040 - Examination or Report Only SO,CR,ED,EN
  
- Urban and Regional Planning
  - MURP 5005 - Introduction to Neighborhood Planning SO,CR,ED,EN
  - MURP 5010 - Introduction to Historic Preservation SO,EN
  - MURP 5050 - Urban Land Use Planning and Plan Making SO,EN
  - MURP 5800 - Studies in Special Urban Problems SO,CR,ED,EN
  - MURP 5820 - Tourism for Urban and Regional Planners SO,EN
  - MURP 6020 - Analytic Methods for Planners SO,CR,ED,EN
  - MURP 6030 - Social Policy Planning SO,CR,ED,EN
  - MURP 6071 - Zoning and Land Use Regulation SO,EN
  - MURP 6175 - Development Finance for Planners SO,EN
  - MURP 6180 - Site Planning SO,CR,ED,EN
  - MURP 6450 - Local Economic Development Policy and Planning SO,CR,ED,EN
  - MURP 6710 - Urbanism and Urban Design SO,CR,ED,EN
  - MURP 6720 - Practicum in Urban and Regional Planning SO,CR,ED,EN
  - MURP 6800 - MURP Planning Internship SO,CR,ED,EN
  - MURP 6900 - Independent Study SO,CR,ED,EN
  - MURP 7000 - Thesis Research SO,CR,ED,EN
  - MURP 7040 - Examination or Report Only SO,CR,ED,EN

**BOARD OF SUPERVISORS FOR THE  
UNIVERSITY OF LOUISIANA SYSTEM**

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**June 25, 2020**

- Item F.5.** University of Louisiana System's request for approval to enter a Course and Services Agreement with StraighterLine, Inc. for Compete LA students.

**EXECUTIVE SUMMARY**

The University of Louisiana System (ULS) requests approval to enter into a Course and Services Agreement with StraighterLine, Inc. for Compete LA students. StraighterLine is a provider of student success and college readiness services, including low cost online general education courses for college credit. The ULS would like to provide pathways for Compete LA students via StraighterLine for the following use cases: (1) applicants and prospective students for whom there are concerns about academic readiness and student success, including individuals who place below college-level math or English or do not meet admission requirements and (2) students facing financial aid caps, affordability concerns, academic progress issues, scheduling misses and/or unmet general education requirements.

The proposed agreement identifies services that will be provided by StraighterLine to include access to 12 specific student-paced, general education online courses and supporting elements (e-book access, proctoring, etc.). University of Louisiana System staff has worked with Chief Academic Officers from the nine-member institutions and StraighterLine representatives to identify specific courses that will meet the needs of the use cases noted above as well as articulate for credit. Students who would benefit from this agreement will pay a monthly membership fee of \$125, which allows for completion of courses that align with their degree paths. The proposed agreements will provide additional opportunities for Compete LA students, especially those who need to improve overall GPAs for admission purposes.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana System's request for approval to enter into a Course and Services Agreement with StraighterLine, Inc. for Compete LA students.*

Approved 6/25/20 by the Board of Supervisors for the University of Louisiana System

**BOARD OF SUPERVISORS FOR THE  
UNIVERSITY OF LOUISIANA SYSTEM**

**ATHLETIC COMMITTEE**

**June 25, 2020**

**Item G.20.** University of New Orleans' request for approval of a contract with Ms. Keeshawn Davenport, Head Women's Basketball Coach, effective May 1, 2020.

**EXECUTIVE SUMMARY**

Under this agreement, through April 30, 2025, Coach will earn \$87,500 annually in the first year of the contract. Coach shall be eligible for yearly increases as listed: 2021-22 (\$100,000), 2022-23 (\$104,000), 2023-24 (\$108,160) and 2024-25 (\$112,486).

In addition to the salary, Coach will receive an annual supplement of \$2,500 for performance of all multi-media obligations and an additional annual supplement of \$2,500 for performance of all public appearance obligations, funded by the New Orleans Foundation. Coach will also receive use of a courtesy vehicle as provided by the University or a University partner; should the University not provide a courtesy vehicle, Coach will receive an annual vehicle allowance of \$7,200. Finally, Coach shall also be entitled to the following incentive compensation, funded by the Foundation:

- \$3,500--Conference Regular Season Championship
- \$5,000--Conference Tournament Championship and Automatic Bid to the NCAA Tournament
- \$5,000--Each win in NCAA Tournament
- \$20,000--Team advances to the Final Four
- \$50,000--NCAA National Championship
- \$2,500--Bid to the WNIT Tournament
- \$1,500--Each win in the WNIT Tournament
- \$2,500--Conference Coach of the Year
- \$2,500--NCAA Single Year Academic Progress Rate of 970 or greater
- When the women's basketball team earns a win over a Tier 1 School (Top 100 RPI/NET from previous year), Coach will earn \$2,500 for each win. For a 50% win-percentage over Tier 2 Schools (Tulane, ULL, ULM, La. Tech, Southern Miss, South Alabama and Rice), Coach will earn a one-time performance incentive equal to \$2,500.

If the University terminates the agreement without cause, Coach shall be entitled to liquidated damages equal to 50% of the base salary (excluding supplements) which would have been earned through April 30, 2025 of the contract and any performance incentives earned as of the date of termination. The parties agree that any amounts due beyond the current fiscal year shall be funded solely by the Foundation. In the event Coach terminates this agreement without



cause to accept a Division I head coaching position at another institution, UNO will be entitled to liquidated damages paid by Coach or new employer equal to \$50,000.

The University and the Foundation have combined this agreement into one joint employment agreement.

### **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval of a contract with Ms. Keeshawn Davenport, Head Women's Basketball Coach, effective May 1, 2020.*

**CONTRACT OF EMPLOYMENT  
HEAD WOMEN'S BASKETBALL COACH**

**STATE OF LOUISIANA**

**PARISH OF ORLEANS**

This agreement is made and entered into on this \_\_\_ day of May 2020, between the University of New Orleans through its President, Dr. John Nicklow, the University of New Orleans Foundation (hereinafter referred to as the "Foundation") and Keeshawn Davenport (hereinafter referred to as "COACH"). This agreement is subject to the approval of the Board of Supervisors of the University of Louisiana System, the management board for the University of New Orleans, and therefore the terms and conditions set forth in this agreement should not be considered a valid contract until approval is provided by the Board.

**1.0 Employment**

1.1 The University of New Orleans (the "University") does hereby employ COACH as Head Women's Basketball Coach and COACH does hereby accept employment and agrees to perform all of the services pertaining to University of New Orleans Athletics which are required of COACH, as well as, other services as may be contemplated hereunder, all as prescribed by the University through its President and Director of Athletics.

1.2 COACH shall be responsible, and shall report, directly to University's Director of Athletics (the "Director") and shall confer with the Director or the Director's designee on all administrative and technical matters. COACH shall also be under the general supervision of University's President.

1.3 COACH shall manage and supervise the team and shall perform such other duties in University's athletic program as the Director may assign.

1.4 COACH agrees to represent University positively in public and private forums and shall not engage in conduct that reflects adversely on University or its athletic programs.

**2.0 Term**

2.1 The term of this agreement is for a fixed period of five (5) years, commencing on the 1<sup>st</sup> day of May, 2020, and terminating without further notice to COACH on the 30th day of April, 2025, unless extended under the terms of this agreement. All prior agreements shall terminate on the effective date of this agreement.

2.2 This agreement is renewable solely upon an offer from University and acceptance by COACH, both of which must be in writing, signed by the parties, and approved by the Board. This agreement in no way grants COACH a claim to tenure in employment, nor shall COACH'S service pursuant to this agreement count in any way toward tenure at University.

2.3 This agreement may be amended or extended at any time during the period of this contract by mutual signed agreement of both parties, and approved by the Board.

### **3.0 Compensation**

3.1 In consideration of COACH'S services and satisfactory performance of this agreement, University shall pay COACH an annual salary of \$87,500, payable on a biweekly basis.

3.2 COACH shall be eligible for yearly increases as listed: 2021-22 (\$100,000), 2022-23 (\$104,000), 2023-24 (\$108,160) and 2024-25 (\$112,486). The COACH is also subject to pay adjustments according to economic circumstances that affect all employees in the unclassified state service.

3.3 The University does not guarantee amounts due under this agreement beyond the current year of performance. Should the contract be terminated for any reason amounts due shall be determined in accordance with paragraph 12.

### **4.0 Supplements/Performance Incentives**

4.1 During the time of employment as head coach, COACH will have the opportunity to receive the following earned salary supplements. The annual supplements shall be subject to all mandatory withholdings and are inclusive of employer matches for retirement and Medicare payments. Annual salary supplements will be paid in one lump sum within sixty (60) days of the conclusion of each season during the term of the agreement. The supplements set forth in Subsection 4.1.1 and Subsection 4.1.2 shall be funded by the Foundation solely from the athletic funds held by the Foundation and paid through University payroll. The potential annual supplements are as follows:

4.1.1 Multi-Media Supplement. COACH will receive annual supplement salary compensation of \$2,500 for performance of all multi-media obligations as directed by the Director of Athletics including but not limited to radio shows, television shows, corporate partner solicitation meeting and special event appearances.

4.1.2 Public Appearance Supplement. COACH will receive annual supplement salary compensation of \$2,500 for performance of all public appearance obligations as directed by the Director of Athletics including but not limited to, Foundation events, UNO Alumni Association events, community outreach initiatives, and department fundraising events.

4.1.3 Tickets: COACH will receive up to twenty (20) basketball tickets per season. COACH will receive four (4) basketball season tickets per season.

4.1.4 Vehicle: COACH will receive use of a courtesy vehicle as provided by the University or a University partner. Should the University not provide a courtesy vehicle, COACH will receive an annual vehicle allowance of \$7,200 dispensed monthly. In addition, University will provide COACH with an annual vehicle allowance pool of \$13,500 which can be distributed to three (3) full time assistant coaches at discretion of COACH with approval of the Director of Athletics.

4.2 During the time of employment as head coach, COACH will have the opportunity to earn the following annual performance incentives. The annual earned performance incentives shall



be subject to all mandatory withholdings and are not inclusive of employer matches for retirement and Medicare payments. If earned, the annual performance incentives shall be funded by the Foundation solely from funds donated for the support of the athletic department and held by the Foundation and paid through University payroll. The annual performance incentives are as follows:

4.2.1 Academic Progress: When the women's basketball program achieves a one-year APR (Academic Progress Rate) score of 970 or greater in any academic year of this agreement and is not subject to penalties due to the four-year average score, a Two Thousand Five Hundred Dollar (\$2,500) performance incentive will be provided to COACH and a Five Hundred Dollar (\$500) in performance incentive will be provided to each full-time women's basketball assistant coaches and director of operations. This is applicable to each year of the agreement. Should the women's basketball program receive an APP post-season ineligibility penalty during any year of this agreement, this performance incentive provision will be void for the remaining term of the agreement.

#### 4.2.2 Athletics Success

4.2.2.1 When the women's basketball team wins a conference regular season championship, COACH will earn a one-time performance incentive of \$3,500. Each full-time assistant coach and director of operations will earn a one-time performance incentive of \$750. This is applicable to each year of the agreement.

4.2.2.2 When the women's basketball team wins a conference tournament championship and, consequently, an automatic bid into the NCAA Women's Basketball Championship Tournament, COACH will earn a one-time performance incentive of \$5,000. Each full-time assistant coach and director of operations will earn a one-time performance incentive of \$1000. This is applicable to each year of the agreement.

4.2.2.3. When the women's basketball team wins a conference tournament championship, receives an automatic bid into the NCAA, Women's Basketball Championship Tournament, COACH will earn a one-year extension to this contract. This is a one-time extension and will not be applicable once the one-year extension has been earned by COACH.

4.2.2.4 For each victory in the NCAA Women's Basketball Championship Tournament, COACH will earn an additional performance incentive of \$5,000. Each full-time assistant coach will earn a performance incentive of \$1000. This is applicable to each year of the agreement.

4.2.2.5 When the women's basketball team advances to the FINAL FOUR, COACH will earn a one-time performance incentive equal to \$20,000. Each full-time assistant coach will earn a one-time performance incentive of \$5,000. This is applicable to each year of the agreement.

4.2.2.6 When the women's basketball team wins the national championship, COACH will earn a one-time performance incentive equal to \$50,000. Each full-time assistant coach will earn a one-time performance incentive of \$10,000. This is applicable to each year of the agreement.

4.2.2.7 When the women's basketball team receives a bid into the post-season Women's National Invitation Tournament (WNIT), COACH will earn a one-time performance incentive equal to \$2,500 and \$1,500 for each WNIT win. Each full-time assistant coach will earn a one-time performance incentive of \$500. This is applicable to each year of the agreement.

4.2.2.8 When the women's basketball team earns a win over a Tier 1 School (Top 100 RPI/NET from previous year), COACH will earn \$2,500 for each win. For a 50% win-percentage over Tier 2 Schools (Tulane, ULL, ULM, La. Tech, Southern Miss, South Alabama and Rice), COACH will earn a one-time performance incentive equal to \$2,500).

#### 4.2.3 Professional Recognition

4.2.3.1 When the COACH is recognized as Conference Women's Basketball Coach of the Year by the Conference itself, COACH will earn one-time performance incentive of \$2,500. This is applicable to each year of the agreement.

### 5.0 Contracts for Broadcasts and/or Endorsements

5.1 The University retains all endorsement and multi-media rights, including television, radio, internet, print, etc., on behalf of Coach and the women's basketball program. Coach may not enter into any agreement for professional or personal endorsement of a product, business or charitable organization without approval of the Director of Athletics or the University President.

### 6.0 Camps and Clinics

6.1 COACH may operate a camp for the teaching of athletic pursuits on University property to the end of better utilization of the facilities and with suitable compensation paid to the University for the use of such facilities unless camps are operated with the primary purpose of generating revenue for the University women's basketball program. The use of University facilities will be determined by the availability of those facilities as established by University policy. COACH may operate and receive additional compensation for camps/clinics as outlined in the athletic department's policy regulating camps and clinics. Should COACH operate a University-sponsored camp for the primary benefit of the University women's basketball program, the following shall apply

6.1.1 All revenues from university camps/clinics will be deposited into COACH's University camp budget. After all expenses are met, COACH may be compensated up to the amount of surplus remaining in the account, or use the profits to pay assistant coaches, supplement the University women's basketball operating budget, or a combination of the three, at coach's discretion.

6.1.2 Camps operated through the University camp budget will not be subject to facility fees; however, all camps will be assessed a per camper administration fee by Department of Athletics through the UNO Foundation.



6.1.3 Conducting camps and clinics is considered a part of COACH's job description related to promoting the University and the athletics department; thus, neither COACH nor assistant coaches will not be required to take leave while conducting camps run through the University camp budget.

6.1.4 COACH's camp budget will be charged for a personal injury insurance policy approved by the University for camp/clinic participants.

6.2 If camps are operated as a private event, it is specifically agreed that in the operation of such camps, COACH acts for herself in her private capacity and not as an agent or employee of the University and that this agreement constitutes merely a license to use the property and facilities subject to the conditions hereafter stated.

6.2.1 COACH shall be permitted to use the Lakefront Main Arena for a period of two (2) weeks each year and the auxiliary gymnasium for three (3) weeks each year. Any additional usage must be approved by the University President, Director of Athletics and General Manager of Lakefront Arena.

6.2.2 Special set-ups or changes in original set-up of facilities will be taken care of by the COACH with no cost to the University.

6.2.3 The COACH agrees to pay the University all out-of-pocket costs incurred by the University in making the facilities available for the camps.

6.2.4 The COACH agrees to secure a policy of insurance in a company approved by the University's Risk Management Office under which the Board of Supervisors of the University of Louisiana System, the University, its agents and servants, are named as the insured (or as an additional insured) which provides:

6.2.4.1 Workers' Compensation and Employers Liability: Workers' Compensation limits as required by the Labor Code of the State of Louisiana and Employers Liability coverage if COACH hires any employees to work at such camps or clinics.

6.2.4.2 Comprehensive General Liability: \$1,000,000 combined single limit per occurrence for bodily injury, personal injury and property damage.

6.2.5 Annual leave must be requested to cover the dates of the camp operation for all University personnel involved.

6.2.6 Complete records will be maintained regarding income and expenditures associated with said camp and available for verification by University auditors.

6.2.7 The COACH agrees to protect, indemnify and save harmless the University from and against any and all expenses, damages, claims, suits, actions, judgments and costs whatsoever, including reasonable attorney's fees, arising out of or in any way connected with any claim or action for property loss, personal injury or death during the operation of said camp activities.

6.2.8 The COACH is an independent contractor during said camp activities and, as such, is licensed to use certain facilities of the University. The COACH, as a University employee, will undertake to observe and require campers and its staff to conform to the

general rules applicable to the use of University facilities. This paragraph is designated to assure that nothing be done which is inconsistent with the maintenance of an educational campus environment and the character of a State institution which makes its facilities open to persons without discrimination.

6.3 The Director of Athletics will be the administrative officer of the University who will be advised by the COACH of any problems or questions which may arise out of the operation of summer camps.

## **7.0 Employee Benefits**

7.1 COACH shall participate in the mandatory benefit plan and be eligible for optional employee plans as would any other University unclassified employee. Such benefit will be based upon COACH's base annual salary as provided by University.

## **8.0 Outside Income-Subject to Compliance with Board Rules**

8.1 The COACH shall be authorized to earn other revenue while employed by the University, but such activities are independent of her University employment and the University shall have no responsibility for any claims arising therefrom. COACH shall be entitled to retain revenue generated from her operation of basketball camps and/or basketball clinics in accordance with University policy relating to camps or clinics conducted by Athletic Department personnel. All outside income will be subject to approval in accordance with the Board of Supervisors for the University of Louisiana System policies.

8.2 COACH shall report annually in writing to the President through the Director of Athletics all athletically related income from sources outside the University. University shall have reasonable access to all records of COACH to verify this report (NCAA Constitution 11.2.2).

8.3 COACH may earn income and revenue from outside sources while employed by University upon approval from President and in accord with Board policies. Notwithstanding the above or anything else herein to the contrary, if Employee receives athletically related income or benefits totaling more than \$600 per year from any source or combination of sources other than Employer, Employee must report all such income or benefits to the Director of Athletics and President in writing at least annually. Examples include, without limitation, income or benefits from (1) endorsement or consultation contracts with apparel companies, equipment manufacturers, or television or radio programs; (2) ownership, control, or management of a foundation, organization, or other entity; and (3) participation in athletic camps outside of those offered by Employer (see Bylaw 11.2.2.)

## **9.0 Apparel, Equipment Endorsements**

9.1 The University shall retain all endorsements rights on behalf of COACH. COACH shall not endorse or serve as a spokesperson for a business, product, service, charitable organization without prior approval from the Director of Athletics. Should the COACH be authorized by the University, the University shall receive and then pay to COACH any funds for which he is responsible in obtaining for the University through endorsements of show, apparel or equipment manufacturers. The benefits shall not be considered earned income for the purpose of computation of retirement benefits and COACH shall be responsible for all applicable taxes.



## **10.0 Compliance with NCAA, Conference and University Rules**

10.1 COACH shall abide by the rules and regulations of the NCAA, Conference & University rules. If found in violation of NCAA regulations, COACH shall be subject to disciplinary or corrective action as set forth in the NCAA enforcement procedures (NCAA Constitution 11.2.1). COACH may be suspended for a period of time, without pay, or the employment of COACH may be terminated if COACH is found to be involved in deliberate and serious violations of NCAA, Conference and University regulations (NCAA Constitution 11.2.1).

10.2 COACH shall abide by the State of Louisiana Code of Government Ethics, University Policy & Regulations, and the policies and regulations of the University of Louisiana System. In public appearances COACH shall at all times conduct herself in a manner that befits a University official and shall always attempt to create goodwill and a good image for the University.

10.3 COACH understands that she has an affirmative obligation to cooperate fully in the NCAA infractions process, including the investigation and adjudication of a case (see NCAA Bylaw 19.2.3 for examples of full cooperation), and (2) an individual who is found in violation of NCAA regulations shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA infractions process (see NCAA Bylaw 19), including suspension without pay or termination of employment

## **11.0 Women's Basketball Staff**

11.1 COACH shall have the authority to select a coaching staff comprised of unclassified personnel upon authorization by the Director of Athletics and approval by the Board of Supervisors for the University of Louisiana System.

## **12.0 Termination**

12.1 Either party may terminate this agreement without just cause prior to the expiration of its terms by giving thirty (30) days written notice to the other party. Prior to termination of COACH, University will obtain approval from the University of Louisiana System President.

12.2 COACH may be terminated by the Director of Athletics at any time for misconduct, substantial and manifest incompetence, violation or gross disregard of state or federal laws, and deliberate and serious violations of NCAA, conference, or university rules, regulations, policies or procedures. In the event of such termination, COACH will receive thirty (30) calendar days notice of termination or thirty (30) calendar day's regular pay in lieu of such notice. All compensation, including salary, benefits and other remuneration incidental to employment, cease upon termination. The judgment as to whether the conduct of COACH constitutes cause under this provision shall not be exercised arbitrarily, capriciously or in a discriminatory manner by the University. No damages shall be due if termination is for just cause.

12.3 The University may at any time, and in its sole discretion, terminate the employment of COACH for any reason. In the event the University terminates the Contract, without cause, the COACH shall be entitled to liquidated damages equal to 50% of the base salary (excluding supplements) which would have been earned through the end of the contract term and any performance incentives earned as of the date of termination.



Amounts due for the year which come due during the University's current fiscal year ending June 30 shall be paid by the University. The remaining amounts for liquidated damages due from the Foundation, which come due beyond the current University fiscal year, shall be funded solely from funds donated for the support of the athletic department and held by the Foundation. COACH will be paid in regular semi-monthly installments through the completion of the contract. COACH will make every effort to mitigate these damages through the pursuit of employment. Should the COACH secure employment prior to the completion of the payments required under this agreement, University and UNOF are only obligated to pay the difference between COACH's new salary and contracted annual salary at the University of New Orleans.

In the event COACH terminates this agreement without cause to accept a Division I head coaching position at another institution, UNO will be entitled to liquidated damages paid by COACH or new employer equal to \$50,000.

The liquidated damages shall be due and payable in a lump sum within sixty (60) days of the date of termination. If COACH terminates this agreement for any other reason than becoming employed as a Division 1 head basketball coach, including without limitation, retirement, health or personal reasons, disability, employment in another profession, then COACH shall have no responsibility, obligation, or liability to the University.

12.4 COACH may be terminated at any time due to the financial circumstances in which the University and/or the University of Louisiana System has made a declaration of financial exigency.

Such a termination can be based on consideration of budgetary restrictions, and priorities for maintenance of program and services. In the event of such termination, COACH will receive six (6) months' notice of termination or six (6) months regular salary in lieu of such notice. All compensation, including salary, benefits, supplemental compensation and other remuneration incidental to employment, cease upon termination of employment.

### **13.0 Fundraising**

All fundraising activities by COACH must be pre-approved by the Director of Athletics, or designee, to ensure that such activities are in compliance with University policies. Director of Athletics may require COACH to participate in department fundraising initiatives and/or maintain a fundraising goal specific to her sport.

### **14.0 Severability**

If any provision of this agreement shall be deemed invalid or unenforceable, either in whole or in part, this Agreement shall be deemed amended to delete or modify, as necessary, the offending provision or to alter the bounds thereof in order to render it valid and enforceable.

### **15.0 Force Majeure**

No party shall be considered in default performance of her or its obligations under this Agreement if such performance is prevented or delayed by Force Majeure. "Force Majeure" shall be understood to be any cause which is beyond the reasonable control of the party affected and which is forthwith, by notice from the party affected, brought to the attention of

the other party, including but not limited to war, hostilities, revolution, civil commotion, strike, lockout, epidemic, accident, fire, wind or flood or any requirements of law, or an act of God.



\_\_\_\_\_  
PRESIDENT, UNIVERSITY OF NEW ORLEANS



\_\_\_\_\_  
PRESIDENT, UNIVERSITY OF NEW ORLEANS FOUNDATION

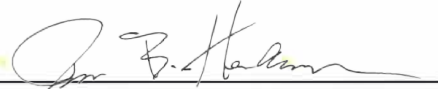


\_\_\_\_\_  
DIRECTOR OF ATHLETICS, UNIVERSITY OF NEW ORLEANS



\_\_\_\_\_  
HEAD COACH, UNIVERSITY OF NEW ORLEANS

Approved by the Board of Supervisors for the University of Louisiana System at its meeting on the  
25th day of June, 2020.



\_\_\_\_\_  
PRESIDENT - ULS

**BOARD OF SUPERVISORS FOR THE  
UNIVERSITY OF LOUISIANA SYSTEM**

**FINANCE COMMITTEE**

**June 25, 2020**

- Item I.4.**      **University of Louisiana System's** request for approval of the Board Operations and System Universities' Fiscal Year 2020-21 Internal Audit Plans.

**EXECUTIVE SUMMARY**

The Fiscal Year 2020-21 Internal Audit Plans for the Board Operations and University of Louisiana System institutions were prepared in accordance with the Internal Audit Charter of the System that was revised by the Board at its December 1, 2017 meeting. The audit plans have been prepared by the System and Campus Directors of Internal Audit with input from the campus Presidents and other campus administrative personnel, System personnel, Board members, and the Office of the Legislative Auditor. The plans include reviews of administrative, academic, auxiliary, and service units of the Board and universities; as well as follow-ups to internal and external audit findings and recommendations.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the Board Operations and System Universities' Fiscal Year 2020-21 Internal Audit Plans.*

**FINANCE COMMITTEE  
UNIVERSITY OF LOUISIANA SYSTEM  
ANNUAL AUDIT PLAN FOR FISCAL YEAR 2020-21**

Campus	Audit Area/Focus
<b>Board Operations</b>	Test of Time and Attendance Records
	Travel and Purchasing Card Audits
	Follow-up on Internal and External Audit Reports
	Management Advisory Services and Special Projects
<b>Grambling State University</b>	Registrar's Office Assurance Engagement
	CARES Act
	Quality Assurance and Improvement Program
	Follow-up on Internal and External Audit Reports
	Follow-up on Legislative Auditor's Single Audit Findings
Management Advisory Services and Special Projects	
<b>Louisiana Tech University</b>	Aramark Food Service Contract
	Barnes and Noble Bookstore Contract
	Travel and Purchasing Card Audits
	Test of Workday Implementation
	Football Attendance
	CARES Act
	IT Access and Change Controls
	Follow-up on Internal and External Audit Reports
	Follow-up on Legislative Auditor's Single Audit Findings
	Management Advisory Services and Special Projects
<b>McNeese State University</b>	CARES Act
	Institute for Industry Education Collaboration
	Chemicals Monitoring Procedures
	Supplemental Pay
	Financial Aid
	NCAA Compliance Audits
	Tuition and Fees
	Follow-up on Legislative Auditor's Single Audit Findings
	Follow-up on Internal and External Audit Reports
Management Advisory Services and Special Projects	
<b>Nicholls State University</b>	CARES Act
	Procurement Cards and Travel CBA Account
	University Camps and Conferences (Continuing Education & Athletic)
	Phishing Scheme/Cybersecurity/Network Security
	Student Technology Fee Review
	Admissions Waivers/Exceptions
	Physical Custody Over Assets Taken Off Campus/Loaned to Students
	Student Fees - Biology & Chemistry Labs
	Vault Reconciliation
	Quality Assurance and Improvement Program
	Follow-up on Legislative Auditor's Single Audit Findings
	Follow-up on Internal and External Audit Reports
Management Advisory Services and Special Projects	

**FINANCE COMMITTEE  
UNIVERSITY OF LOUISIANA SYSTEM  
ANNUAL AUDIT PLAN FOR FISCAL YEAR 2020-21**

Campus	Audit Area/Focus
<b>Northwestern State University</b>	Student Technology Fee Review
	Travel and Purchasing Card Audits
	Cash Collection Sites
	Cashier Vault Reconciliation
	Human Resources Operations
	Building Access/Security Controls
	CARES Act
	Quality Assurance and Improvement Program
	Follow-up on Legislative Auditor's Single Audit Findings
	Follow-up on Internal and External Audit Reports
	Management Advisory Services and Special Projects
<b>Southeastern Louisiana University</b>	Financial Aid Operational Audit
	Inventories
	Academic Reporting
	PeopleSoft Security
	Movable Property
	Workday Audit
	Cash Collections
	Endowment and Development Audit
	Athletic Ticket Reconciliation
	CARES Act
	Follow-up on Legislative Auditor's Single Audit Findings
	Follow-up on Internal and External Audit Reports
	Management Advisory Services and Special Projects
<b>University of Louisiana - Lafayette</b>	Americans With Disabilities Act Administration
	Equal Employment Opportunity Programs Administration
	For Our Future Awards
	Vault Reconciliation
	Review of Student Technology Fees
	CARES Act
	Employee Hiring, Separation, & Termination Administration
	Follow-up on Legislative Auditor's Single Audit Findings
	Follow-up on Internal and External Audit Reports
	Management Advisory Services and Special Projects
<b>University of Louisiana - Monroe</b>	Corporate Liability LaCarte Purchasing Card and CBA Program
	State Liability Travel Card and CBA Program
	CARES Act
	Student Technology Fee Review
	Cash Handling - Cash Collection Centers
	Quality Assurance and Improvement Program
	Follow-up on Legislative Auditor's Single Audit Findings
	Follow-up on Internal and External Audit Reports
	Management Advisory Services and Special Projects

**FINANCE COMMITTEE  
UNIVERSITY OF LOUISIANA SYSTEM  
ANNUAL AUDIT PLAN FOR FISCAL YEAR 2020-21**

<b>Campus</b>	<b>Audit Area/Focus</b>
<b>University of New Orleans</b>	Student Technology Fee Review
	CARES Act
	For Our Future Awards
	Follow-up on Legislative Auditor's Single Audit Findings
	Follow-up on Internal and External Audit Reports
	Management Advisory Services and Special Projects

**BOARD OF SUPERVISORS FOR THE  
UNIVERSITY OF LOUISIANA SYSTEM**

**PERSONNEL COMMITTEE**

**June 25, 2020**

**Item J.7.**      **University of New Orleans'** request for approval to appoint Dr. Pamela Kennett-Hensel as Interim Dean of College of Business effective July 1, 2020.

**EXECUTIVE SUMMARY**

The University requests approval to appoint Dr. Pamela Kennett-Hensel as Interim Dean of College of Business effective July 1, 2020 at an annual salary of \$189,470. The staff recommends approval.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for approval to appoint Dr. Pamela Kennett-Hensel as Interim Dean of College of Business effective July 1, 2020.*