

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

FINANCE COMMITTEE

December 9, 2021

Item I.6. **University of Louisiana System’s** request for approval to establish LEQSF (8g) Endowed Chairs, Endowed Professorships, Endowed Superior Graduate Student Scholarships, and Endowed First Generation Scholarships as follows:

Louisiana Tech University (7)

- a. George Leroy Erskine, Jr. Endowed Graduate Scholarship in the College of Engineering and Science
- b. Justin and Jeanette Hinckley Endowed Superior Graduate Scholarship in the College of Education
- c. Justin and Jeanette Hinckley Endowed Superior Graduate Scholarship in Biological Sciences
- d. Dana Miller Packman Endowed Superior Graduate Scholarship in the College of Education, Counseling Psychology Program
- e. Argent Endowed Superior Graduate Scholarship in the College of Business
- f. Gary A. Moore Family Endowed Professorship for the College of Business
- g. Joy Lynn Moore and Sidney W. Campbell Professorship for the College of Education

University of Louisiana at Lafayette (3)

- a. Kathleen B. Blanco Public Policy Center/BORSF Endowed Chair
- b. Educational Innovation, Research, and Policy/BORSF Endowed Chair
- c. Joel Lafayette Fletcher Jr. & Ralph W.E. Jones Sr./BORSF Endowed Superior Graduate Student Scholarship in Education

University of Louisiana at Monroe (4)

- a. Frank and Susan Hoffmann Superior Graduate Student Scholarship
- b. Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship
- c. ULM Physical Therapy First Generation Endowed Scholarship
- d. Paxton and Nelda Oliver Endowed Professorship in Speech Language Pathology

EXECUTIVE SUMMARY

In 1989, the Louisiana Legislature created the Louisiana Education Quality Support Fund (LEQSF), referred to as “8g,” which provides for multiple \$20,000, \$40,000, and \$400,000 grants to be awarded upon receipt of \$80,000, \$60,000 or \$600,000 in private donations for the establishment of endowed professorships and first generation scholarships, graduate scholarships, or endowed chairs, respectively. The law further requires that the appropriate management board

authorize the establishment of such endowed professorships and chairs prior to submission to the Board of Regents for matching funds.

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 requests from System institutions to establish LEQSF (8g) Endowed Professorships, Endowed Chairs, Endowed Superior Graduate Student Scholarships, and Endowed First Generation Scholarships noted above.*



LOUISIANA TECH UNIVERSITY

OFFICE OF THE PRESIDENT

November 12, 2021

LADIES AND GENTLEMEN OF THE BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM:

Please find attached We are requesting permission to seek matching funds from the Louisiana Board of Regents for the following five (5) Superior Graduate Student Scholarships and two (2) Professorships.

- George Leroy Erskine, Jr. Endowed Graduate Scholarship (benefiting the College of Engineering and Science).
- Justin and Jeanette Hinckley Endowed Superior Graduate Scholarship in the College of Education.
- Justin and Jeanette Hinckley Endowed Superior Graduate Scholarship in Biological Sciences.
- Dana Miller Packman Endowed Superior Graduate Student Scholarship (benefiting the College of Education, Counseling Psychology Program).
- Argent Endowed Superior Graduate Student Scholarship in the College of Business.
- Gary A. Moore Family Endowed Professorship for the College of Business.
- Joy Lynn Moore and Sidney W. Campbell Professorship for the College of Education.

Your approval of these contracts is very much appreciated.

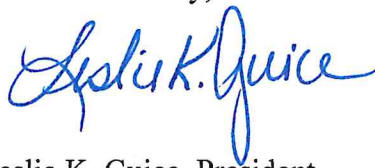
Sincerely,

A handwritten signature in blue ink that reads "Leslie K. Guice".

Leslie K. Guice
President

In accordance with Section X (C) of the Board of Regents Endowed Superior Graduate Student Scholarship Subprogram Policy & Guidelines and Section VIII A(2)(f) of the Board of Regents Support Fund Endowed Professorships Subprogram Eligibility and Match Request Submission Policy, Louisiana Tech University respectfully requests endorsement of these initiatives from the Board of Supervisors and further seeks permission to present these five Superior Graduate Student Scholarships and these two Endowed Professorships to the Board of Regents for funding from the Board of Regents Support Fund.

Sincerely,

A handwritten signature in blue ink that reads "Leslie K. Guice". The signature is written in a cursive style with a large, prominent 'L' and 'G'.

Leslie K. Guice, President



University of Louisiana at Lafayette

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Université des Acadiens

November 17, 2021

Dr. James B. Henderson
President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

This is a request for approval of the Kathleen B. Blanco Public Policy Center/BORSF Endowed Chair.

Please place this item on the agenda for consideration at the December 2021 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie".

E. Joseph Savoie
President

svc
Attachments

Proposal Submission for the BORSF Endowed Chairs for Eminent Scholars Program

Kathleen B. Blanco Public Policy Center/BORSF Endowed Chair

1. Type of chair requested and its nature and purpose.

The type of chair requested is a combination of research and workforce. The Kathleen B. Blanco Public Policy Center/BORSF Endowed Chair would be assigned to the Director of the Kathleen Babineaux Blanco Public Policy Center (Blanco Center) for the purpose of enhancing the research and impact of the Blanco Center. As the first public policy research center at a public university in Louisiana, the Blanco Center has a unique opportunity to use research to advance evidence-based policy to make Louisiana a better place to live and work. Moreover, by engaging students in the research process, The Blanco Center will give students at UL Lafayette across a range of policy-related fields hands-on experience to help develop the workforce that Louisiana needs to make tangible progress in Blanco Center priority areas. Funds from the Kathleen B. Blanco Public Policy Center/BORSF Endowed Chair would enable the Blanco Center to expand and sustain independent center-led research, place greater emphasis on dissemination of Blanco Center research, and supply expanded opportunities for students to gain hands-on policy research experience.

2. Alignment of the chair to campus and department/unit role, scope, mission, and strategic priorities.

Blanco Center scope, mission, and strategic priorities:

The Blanco Center is an interdisciplinary research center based in the College of Liberal Arts, charged with cultivating collaborative research with faculty across campus and beyond. The Blanco Center conducts applied policy-related research, hosts events to advance policy and aids those making and implementing policy in Louisiana with best practices, enhancing public services and technical assistance. Blanco Center priority areas include education, poverty and economic opportunity, criminal justice reform, health and healthcare, the coast and environment, and governmental ethics. The Kathleen B. Blanco Public Policy Center/BORSF Endowed Chair aligns directly with the Center's scope, mission and strategic priorities and would support an expanded set of center-led research and programming directly helping Louisiana.

Campus scope, mission, and strategic priorities:

The Blanco Public Policy Center/BORSF Endowed Chair would help the University meet key strategic priorities related to research, economic development, and engaging community, regional, and state partners. The Role, Scope and Mission of the University of Louisiana at Lafayette, per the 2012 *Master Plan for Higher Education*, Appendix D, p. 70-71, includes

- "...conducting research in...a variety of arts, sciences and Professional programs...". The Blanco Center's aims to conduct and promote research in the Blanco Archives and to conduct data-driven, evidence-based, non-partisan transformational research clearly fit within this mission. The chair will supply resources to fund this research.

University of Louisiana at Lafayette

- *Addressing the audience of “Employers, both public and private – including school districts, health care providers, local governments, private businesses and community agencies seeking technical assistance and applied research.”* The Blanco Center’s mission and goals to respond to the policy analysis needs of state agencies, offer regular professional development and public programming, and provide information to policymakers precisely fit this role and audience. The chair will supply support for this programming.
- *Helping “Economic Development Interests and entrepreneurs throughout the state.”* The Blanco Center’s aim to conduct and supply public policy research on “workforce and economic development and opportunity” addresses this audience and its needs directly. The Chair funds would be used to support and disseminate this research.
- *Serving “the community and region, by providing a broad range of academic and cultural activities and public events.”* By offering “regular lectures, seminars open to the public” on topics of public interest related to its research focus areas, the Blanco Center helps the University to fulfill this role with funding from the Chair.
- *Providing “Services specifically designed to meet the economic development needs of the state.”* By offering data and policy analysis and professional training opportunities in economic development, the Blanco Chair would help the University to provide this service.

3. Local, regional, and/or national contexts, as appropriate, for the chair’s proposed area of focus.

Despite rich natural resources and a strategic location at the mouth of the Mississippi River, Louisiana’s economic strengths have not translated into widespread and sustained prosperity. According to the U.S. Census Bureau, Louisiana ranks 46th for the percent of adults with at least a high school diploma and 47th for the percent of adults with a college degree. Low educational attainment also contributes to high rates of poverty with Louisiana ranking as the state with the 2nd highest rate of poverty in 2019-2020. In recent years, Louisiana has enacted substantial legislation to reform the criminal justice system and yet still is the state with the highest incarceration rate in the United States. Similarly, the state’s Medicaid expansion under the Affordable Care Act has dramatically reduced the percent of residents lacking health insurance, yet the state ranks well below average across many measures of health and health care (e.g., The Commonwealth Fund Scorecard on State Health System Performance). Environmental challenges also pose great risks for Louisiana with coastal erosion and subsidence contributing to the fastest rate of relative sea level rise in the world. Louisiana is advancing a \$50 billion 50-year plan to protect and restore the coast, these large-scale investments raise numerous social and policy questions that must be considered.

The Blanco Center is poised to leverage and grow the body of research around these pressing issues and help Louisiana move forward with focus for greatest impact. Researchers at the Blanco Center will focus on the policy areas of education, poverty and economic opportunity, criminal justice reform, health and healthcare, the coast and environment and governmental ethics. While Louisiana is the Blanco Center’s offers a real-world socio-economic laboratory of sorts and provides a local context to prioritize policy areas, the lessons learned will be shared broadly to benefit other communities facing similar challenges. The Kathleen B. Blanco Public Policy Center/BORSF Endowed Chair will enable the Blanco Center to develop a broader set of center-led research on these topics developing new insights for Louisiana policy makers as well as contributions to the broader academic literature in these areas.

4. The academic, teaching, research, and/or service environment(s) into which the chair will be integrated.

University of Louisiana at Lafayette

The Kathleen B. Blanco Public Policy Center/BORSF Endowed Chair will be integrated into the Blanco Center supporting the center's research as well as collaborations within the College of Liberal Arts and the broader community of researchers across UL Lafayette. The Blanco Center is focused on developing a broad research program with most positions dedicated entirely to research. However, the Blanco Center is also a hub for collaboration aiming to spur collaborative projects with a broad network of experts across campus, across the state, and with out of state experts to tackle solving the most pressing challenges facing Louisiana.

5. Current and prospective institutional investment in the subject area(s) associated with the chair.

The University of Louisiana at Lafayette has funded a Director and Assistant Director position within the center and committed to fund an archivist as well as two other support positions over time. The university has also committed to building out a permanent space for the Blanco Center and archive in the Edith Garland Dupré Library. An appropriation of \$993,960 State General Funds was made in the 2021 Legislative Session to support building out the permanent space and construction is expected to begin this year.

6. Role of the chairholder in achieving/expanding the mission of associated department(s), unit(s), program(s), and/or center(s).

The Director of the Blanco Center will be the chairholder and will be responsible for achieving the mission of the Blanco Center.

7. Expected qualifications of the chairholder.

The Kathleen Babineaux Blanco Public Policy Center seeks a dynamic director who is passionate about the work of the Blanco Center. The Director of the Blanco Center will lead the Center's efforts to provide policy expertise and data to elected officials and agencies, supply training to state and local officials, and host lectures, forums, and meetings on matters of public interest. The Director will hold a 9-month faculty position while handling operation of the Blanco Center year-round.

Reporting and Responsibilities

The Center is housed in the College of Liberal Arts and reports to the Dean of that College. The Director is responsible for all activities and personnel working in the Center as well as superintending the Center's archives which includes Governor Blanco's records and papers.

The primary responsibilities of the Director include:

Leadership

- Establishing and supporting a strong public identity for the Blanco Center
- Creating programs and services with a recognizable impact on the community
- Developing grants and contracts for applied research, sponsored research, and external funding
- Positioning the Center as a leading voice in public affairs, locally, regionally, and state-wide
- Communicating with partners, the public and media
- Finding ways in which the Blanco Center may achieve significant impact in public policy
- Working with the Dean of Liberal Arts to expand opportunities for collaboration between the Blanco Center and academic units in the College and University

University of Louisiana at Lafayette

- Creative promotion of the Blanco Center's public policy research and ability
- Spreading the Blanco Center's values which are inclusion, transparency, and engagement
- Finding and recruiting faculty for partnerships with the Center's research, grant-writing, and programming

Programming

- Creating symposia, decision-maker seminars, training, panels, and conferences
- Working with public and private partners on events of public interest

Financial

- Ensuring the strength of the Blanco Center through fundraising and development activities
- Building relationships with external funders in conjunction with the Office of Development
- Pursuing external funding through sponsored research and charitable contributions
- Seeking opportunities for grant-and contract-funded research, and overseeing the writing of grants and contract proposals
- Supervising the Center's financial activities, including implementing best practices and aligning fiscal procedures with university directives

Information and Service

- Communicating the Center's policy positions through white papers; communications with state and federal regulators and legislators; participation in meetings; presentations; media relations and Center publications
- Providing UL Lafayette with informational support on initiatives related to the Center's areas of expertise
- Aiding state agencies with program review and information
- Monitoring key political developments and trends in selected areas
- Providing information and subject matter expertise to legislators, policy makers, internal staff, regulators, agencies, and news media
- Working with both public and private partners on goals of mutual interest

Administrative

- Supervising and directing the Center's staff
- Following all University and State directives
- Establishing goals, aims and metrics to support the mission of the Blanco Center

Salary: \$140,000-\$200,000

Qualifications:

Required: PhD or JD in a social science area or pursuit related to the mission of the Blanco Center (i.e., leadership in Legislative Relations, Government Service, Political Science, Economics, Public Policy, Public Administration, Educational Leadership, Law etc.). Record of leadership in public policy. Strong record of scholarly research and publication, fundraising experience, experience in program development, collaborative research, and outreach activities; administrative leadership, strong analytical and writing skills, ability to organize, shift priorities, and manage multiple projects with high degree of timeliness,

accuracy, and attention to detail.

8. Institutional commitments to the chair, including base salary as required in the Program Policy.

The university is committed to fund the base salary of the Director of the Blanco Center who will hold the chair as well as support staff to help the Blanco Center carry out its mission more broadly.

9. Anticipated short- and long-term contributions of the chair to the department/unit/center, campus, and State.

The chair will expand the research ability of the Blanco Center, providing prompt research on pressing issues to policy makers and the public.

10. Donor-approved plans for adjustment of the chair's purpose, function, goals, and/or other restrictions in the event that its subject area, foci, or emphases evolve or decline in priority or utility.

Donor Agreement Attached

11. A table showing all BoRSF-matched chairs in the department/unit/center to house the proposed chair, and any chairs outside the department which could directly complement the proposed chair (see format in Appendix B); and

N/A

12. If the proposed chair is an additional increment for an existing chair that was not requested as part of the original chair application, an explanation of how the higher endowment level will provide additional capacity, responsibilities, or results commensurate with the higher corpus of the endowment and increased expenditure through annual earnings.

N/A



University of Louisiana at Lafayette

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Université des Acadiens

November 17, 2021

Dr. James B. Henderson
President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

This is a request for approval of the Educational Innovation, Research, and Policy/BORSF Endowed Chair.

Please place this item on the agenda for consideration at the December 2021 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie".

E. Joseph Savoie
President

svc
Attachments

Proposal Submission for the BORSF Endowed Chairs for Eminent Scholars Program

Educational Innovation, Research, and Policy /BORSF Endowed Chair

1. Type of chair requested and its nature and purpose.

The type of chair requested is a combination of research and workforce. The College of Education at the University of Louisiana at Lafayette is developing a laboratory school with a mission to advance K-12 educational equity, innovation, and opportunity for all of Louisiana. While the work toward this mission involves a physical school intended to model and showcase best practice as an immersive experience for future teachers, the broader vision is to use the work and research done in the laboratory school to inform public policy and practice more broadly. The purpose of the Educational Innovation, Research, and Policy BORSF Endowed Chair will be to conduct research that can drive change in state and national K-12 education policy in order to have a positive impact on Louisiana education and the K-12 teacher workforce. The University of Louisiana at Lafayette is one of the largest producer of teachers for Louisiana classrooms. However, the number of education majors has dropped significantly over the past 15 years, and about 44% of new teachers entering into classrooms will leave the profession in the first 5 years. The teacher shortage and teacher attrition cost Louisiana millions of dollars and cost Louisiana students rich educational experiences. There is a clear need to address policy issues that are contributing to the teacher shortage experienced nationally and locally. According to Louisiana Workforce Commission data, K-12 teachers are identified as a high need priority area for Louisiana, projected to grow in need over the next ten years. For example, the Louisiana Workforce Commission's projection data for parishes in our immediate service area (i.e. Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Mary, St. Martin, and Vermilion) has an annual need of 760 teachers each year with expected growth of 40 new positions each year over the next 10 years. Statewide these data show an annual need of 5,650 with annual growth projected to be 510 positions each year over the next ten years (LaWorks.com, 2021). Through research and development the Learning Lab/ BORSF Endowed Chair will be uniquely positioned to advance policy through evidence-based research.

2. Alignment of the chair to campus and department/unit role, scope, mission, and strategic priorities.

The Learning Lab scope, mission, and strategic priorities

The mission of the UL Lafayette Learning Lab is to advance educational equity, innovation, and opportunity for all of Louisiana.

The vision of the Learning Lab is *to create and sustain a culture of curiosity, creativity, and courage to use knowledge and skills for innovating a better world.* Rather than a one-size fits all approach, we seek to empower teachers to apply best practices of teaching and from around the globe and to use inquiry embedded in practice to continuously improve their craft. The Learning Lab is a bustling idea factory where teachers and students are relentlessly curious and equipped with processes to build passions and ignite agency.



The Learning Lab mission for outreach and vision for reimagining the school experience can be organized into four overarching goals:

- Redefining Spaces for Learning
- Restructuring the Hierarchy of Learning Expectations
- Building Prestige and Professionalism for Teaching as a Profession

University of Louisiana at Lafayette

- Restructuring the Hierarchy of Learning Expectations
- Building Prestige and Professionalism for Teaching as a Profession
- Revitalizing the Pipeline of New Teachers
- Networking a Stakeholder Collective to Drive Wide-Reaching Change

The mission of the UL Lafayette College of Education is “to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society” (UL Lafayette College of Education, n.p.).

Campus scope, mission, and strategic priorities

The mission of the UL Lafayette Learning Lab sits seamlessly within the *overall university mission* which states, “The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition”. The university’s strategic plan to intentionally pursue increased distinction within the areas of faculty, students, research, and governance, asks faculty to create stimulating learning environments for students, informed by the latest innovations and knowledge of best practice. Students are encouraged to nurture their intellectual curiosity and civic engagement with a focus on engaging in research at all levels of matriculation. The university also commits to enhanced infrastructure that supports research and innovation and expands research through interdisciplinary initiatives and research networks while connecting stakeholders to initiatives to drive the university closer to its mission.

The Learning Lab, in affiliation with the College of Education (COE), aligns with the university mission and strategic plan in its aspirations to develop:

- **Leaders and Innovators:** Through reflective research embedded in practice, the unit strives to equip and empower teacher leaders with the knowledge, skills, and dispositions to enter into yearlong residencies and careers ready to meet the needs of a diverse society through innovative processes and pedagogy.
- **Cultivate Aesthetic Sensibility:** The unit exposes TCs to diverse classroom settings and community programs to nurture their ability to see the humanity in the students they serve and to build a sense agency to employ intellectual curiosity for shaping a better schooling experience for their current and future students.
- **Improve the Human Condition:** K-12 schools are the nexus of improving the human condition. The Learning Lab strives to improve the human condition by immersing TCs in processes focused on finding solutions for systematic education improvements, especially improvement related to inherited barriers in place of student success and fulfillment. The thousands of future teacher leaders who matriculate through our programs will go out into the field to potentially impact the human condition for innumerable youth and families.

The Educational Innovation, Research, and Policy BORSF Endowed Chair aligns with these priorities through conducting research that can drive change in state and national education policy in order to have a positive impact on the K-12 teacher workforce.

3. Local, regional, and/or national contexts, as appropriate, for the chair’s proposed area of focus. Quality education is essential for the high skilled jobs of the future that emphasize ever increasing levels of cognitive capacities (e.g. problem solving, critical thinking) and “soft skills” that drive innovation and economic development (e.g. collaboration, communication, resilience). Research shows a clear link between educational attainment and economic development. With Louisiana consistently ranked 47th or

worse in quality of K-12 education and 50th for economic opportunity, there is significant opportunity for the Learning Lab to drive systemic change in K-12 schools to ultimately improve economic development by investing in our future leaders. Yet, in order to improve the quality of K-12 education, we must address the issues driving the teacher shortage. The number of education majors has dropped approximately 50% over the past 15 years, and about 44% of new teachers entering into classrooms will leave the profession in the first 5 years. The teacher shortage and teacher attrition cost Louisiana millions of dollars and cost Louisiana students rich educational experiences. According to Louisiana Workforce Commission data, K-12 Teachers are identified as a high need priority area for Louisiana, projected to grow in need over the next ten years. For example, the Louisiana Workforce Commission's projection data for parishes in our immediate service area (i.e. Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Mary, St. Martin, and Vermilion) has an annual need of 760 teachers each year with expected growth of 40 new positions each year over the next 10 years. Statewide these data show an annual need of 5,650 with annual growth projected to be 510 positions each year over the next ten years (LaWorks.com, 2021).

The Educational Innovation, Research, and Policy BORSF Endowed Chair will enable significant expansion of research and development to gain insights into the factors contributing to the teacher shortage and develop knowledge that can be shared with Louisiana policy makers and the broader research community.

4. The academic, teaching, research, and/or service environment(s) into which the chair will be integrated.

The Educational Innovation, Research, and Policy BORSF Endowed Chair will reside in the College of Education providing academic, teaching, research and service opportunities. A priority for the College of Education and the Learning Lab is to nurture intellectual curiosity through expanding undergraduate and graduate research and expand innovation opportunities through interdisciplinary initiatives and research networks. The Quality Enhancement Plan for UL Lafayette, Advance Student Research Experience (Advance), supports the strategic mission of the University to "increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors". The Learning Lab/BORSF Endowed Chair will significantly expand opportunities for mentored research and innovative projects. We anticipate providing expanded research opportunities to our 653 undergraduates in the COE, as well as interdisciplinary undergraduate research opportunities across campus including students in liberal arts, science, engineering, and nursing. New research opportunities will be afforded to 278 Masters students in the COE as well as potentially thousands across campus. 128 doctoral students in the COE will have increased research opportunities along with hundreds of students in doctoral programs across campus including nursing, computer science, applied language and speech sciences, and francophone studies.

The Educational Innovation, Research, and Policy BORSF Endowed Chair will have teaching opportunities in all of our undergraduate and graduate programs. The COE offers undergraduate education degrees in eight areas: Early Childhood, Elementary, Middle School, Art, Kinesiology, Music, Secondary, and Special Education. The college offers graduate degrees in five areas: Educational Leadership, Curriculum and Instruction, Education of the Gifted, Counselor Education, and Doctor of Education.

5. Current and prospective institutional investment in the subject area(s) associated with the chair.

UL Lafayette administration has dedicated a 14-acre site and a 69,000 sq. ft. building worth approximately \$20M, that will be renovated for the Learning Lab. To fulfill initial costs needed for initial renovations, the Pugh Family Foundation has dedicated \$100,000.

The Learning Lab will operate as a legislatively authorized laboratory school and therefore receives state MFP funding per student enrolled. To make up for the district MFP funds traditionally received by local public schools, the Learning Lab will charge tuition to cover additional costs. However, since the Learning Lab is dedicated to informing policy for all students, it has built in a robust operating budget that covers full tuition for about 15% of its students population and 50% of tuition costs for about 25% of students. This funding model generates approximately \$2M in revenue in year 1. As enrollments scale, the revenue will reach \$6M. The operating budget supports expanding research, policy outreach, annual teacher pay raises, benefits, and student needs including school supplies, technology, and field trips. The Educational Innovation, Research, and Policy BORSF Endowed Chair can leverage these resources to further innovative research and policy work.

6. Role of the chairholder in achieving/expanding the mission of associated department(s), unit(s), program(s), and/or center(s).

The Educational Innovation, Research, and Policy BORSF Chair will work with other researchers and leaders at the Learning Lab and faculty in the College of Education to identify key areas for research. A shared research agenda will be developed to inform the work of the Learning Lab, College of Education programs, and statewide policy initiatives. The Educational Innovation, Research, and Policy BORSF Chair will collaborate with the Learning Lab and faculty in the College of Education to secure grants and contracts for applied research, sponsored research, and external funding.

7. Expected qualifications of the chairholder.

The College of Education seeks a chair that has deep expertise and passion for affecting policy change in education. The Educational Innovation, Research, and Policy BORSF Chair will be a dynamic advocate for educational change, can clearly communicate complex educational issues to a variety of audiences, and engage in impactful research and development that improves the lives of children throughout Louisiana and the nation. The Chair will hold a 9-month faculty position in the College of Education.

Reporting and Responsibilities

The Educational Innovation, Research, and Policy BORSF Chair will report to the Dean of the College of Education. The primary responsibilities of the Educational Innovation, Research, and Policy BORSF Chair will be:

- Establishing and supporting a strong educational policy advocacy presence for the College of Education
- Developing grants and contracts for applied research, sponsored research, and external funding
- Positioning the College of Education as a leading voice in public education policy, locally, regionally, state-wide, and nationally
- Communicating with partners, the public and media
- Seek out new ways the College of Education and the Learning Lab may achieve significant impact in public education policy
- Working with the Dean of the College of Education, expand opportunities for collaboration between academic units and research centers in the College and University
- Engage in creative dissemination of public education policy research to drive change

Salary: \$140,000-\$200,000

Qualifications:

Required: PhD, EdD or JD in an education or a field relevant to driving change in public education policy (e.g. Educational Leadership, Education Policy, Law). Record of leadership in public education policy. Strong record of scholarly research and publication, grant writing, experience in program development,

collaborative research, and outreach activities; administrative leadership, strong analytical and writing skills, ability to organize, shift priorities, and manage multiple projects with high degree of timeliness, accuracy, and attention to detail.

8. Institutional commitments to the chair, including base salary as required in the Program Policy.

The university will fund the base salary of the position to be associated with the Educational Innovation, Research, and Policy BORSF Endowed Chair.

9. Anticipated short- and long-term contributions of the chair to the department/unit/center, campus, and State.

The chair will greatly expand educational innovation and research capacity of the College of Education and the Learning Lab by generating applied research on educational policy, connecting with policymakers and education stakeholders throughout the state, and being a transformative advocate for improving education in Louisiana.

10. Donor-approved plans for adjustment of the chair's purpose, function, goals, and/or other restrictions in the event that its subject area, foci, or emphases evolve or decline in priority or utility.

Donor Agreement Attached

11. A table showing all BoRSF-matched chairs in the department/unit/center to house the proposed chair, and any chairs outside the department which could directly complement the proposed chair (see format in Appendix B); and

N/A

12. If the proposed chair is an additional increment for an existing chair that was not requested as part of the original chair application, an explanation of how the higher endowment level will provide additional capacity, responsibilities, or results commensurate with the higher corpus of the endowment and increased expenditure through annual earnings.

N/A



University of Louisiana at Lafayette

OFFICE OF THE PRESIDENT

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Université des Acadiens

November 17, 2021

Dr. James B. Henderson
President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

This is a request for approval of the Joel Lafayette Fletcher Jr. & Ralph W. E. Jones Sr./BORSF Endowed Superior Graduate Student Scholarship in Education.

Please place this item on the agenda for consideration at the December 2021 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie".

E. Joseph Savoie
President

svc
Attachments



The Graduate School
P.O. Box 43716
Lafayette, LA 70504
Office: (337) 482-6965
Fax: (337) 482-1333
Email: GradSchool@louisiana.edu
Université des Acadiens

November 14, 2021

The University of Louisiana at Lafayette requests UL System approval for the establishment of the following Board of Regents Support Fund Endowed Superior Graduate Student Scholarship, which will be submitted for BoRSF consideration in the 2021-2022 Fiscal Year funding cycle.

- Joel Lafayette Fletcher Jr. & Ralph W. E. Jones Sr. / BoRSF Endowed Superior Graduate Student Scholarship in Education

For this proposal, the University seeks to establish endowed graduate student scholarship at the level of \$100,000, funded by a non-state donation of \$60,000 from the donors identified here, and a \$40,000 Board of Regents Support Fund match. While a brief summary is attached here, the endowed scholarship will be used to offer supplemental support to a full-time graduate student in the graduate programs identified and, thus, shall assist in the recruitment and retention of superior graduate student candidates to these graduate programs. By encouraging full-time enrollment and supplementing graduate assistantship funding, this scholarship will enable its recipient to engage in more wide-ranging research and professional opportunities. It will provide scholarship support and/or additional funds to facilitate the recipient's participation in professional travel, including that for research and/or conferences, and other professional development opportunities.

One proposal previously approved by the UL Board of Supervisors will be revised and resubmitted include:

- Construction Specifications Institute (CSI) Acadiana Chapter / BoRSF Endowed Superior Graduate Student Scholarship in Architecture

Respectfully submitted,

Mary Farmer-Kaiser, Ph.D.
Dean of the Graduate School

Joel Lafayette Fletcher Jr. & Ralph W. E. Jones Sr. / BoRSF Endowed Superior Graduate Student Scholarship in Education

QUALIFICATIONS

The Graduate School at the University of Louisiana at Lafayette shall ensure that the *Joel Lafayette Fletcher Jr. & Ralph W. E. Jones Sr. / BoRSF Endowed Superior Graduate Student Scholarship in Education* shall be awarded to a graduate student who demonstrates strong promise of excellence in their graduate studies and research. Recipients shall be required to meet or exceed the following base qualifications.

- Admission in regular admission status to a graduate degree program in the College of Education in one of the following disciplines: Curriculum and Instruction, Educational Leadership, or Counseling. Preference shall be given to a student whose research and/or assistantship duties support the development and/or mission of the lab school.
- Regular admission status for M.S. degree program shall require: a baccalaureate degree from an accredited institution; a minimum cumulative undergraduate GPA of no less than 2.75 (on a 4.0 scale); three letters of reference that attest to the applicant's capacity for graduate studies; and, as required by the graduate program, satisfactory GRE scores, interview, statement of purpose, writing sample.
- Regular admission status for Ph.D. degree programs shall require: a baccalaureate degree from an accredited institution; minimum cumulative undergraduate GPA of no less than 3.0 (on a 4.0 scale) and, if graduate coursework has been pursued, a minimum cumulative graduate GPA of no less than 3.3 (on a 4.0 scale); letters of reference that attest to the applicant's capacity for graduate studies; and, as required by the graduate program, satisfactory GRE scores, interview, statement of purpose, writing sample.

STANDARDS OF PERFORMANCE

The Graduate School at the University of Louisiana at Lafayette shall ensure that the following standards of performance are met by the recipient throughout the duration of his or her award.

- The recipient shall remain in good academic standing with a graduate cumulative GPA of 3.0 and no less than a grade of "B" in all graduate coursework.
- During the Fall and Spring semesters, the recipient shall be enrolled as a full-time graduate student in at least 9 credit hours applicable to the degree being sought. During the summer session, enrollment shall not be required.
- Upon acceptance of the award, the recipient will be required to provide a letter of appreciation addressed to the donor that introduces themselves and explains how the award will advance their academic or professional goals. That is, this letter will describe their progress toward degree and academic opportunities (e.g., internships, externships, conference or research travel, field experiences) that will be facilitated by the scholarship funds. This letter shall not be required only under the following circumstances: (1) the donor

is deceased, (2) the donor has requested in writing to the University Foundation or Graduate school no contact; and/or (3) despite a good faith effort, the donor's contact information could not be located.

The recipient shall not be permitted to hold the scholarship longer than the duration of the degree program in which he or she is enrolled and as is specified above.

In addition to scholarship funds generated by the endowment, the recipient may receive support from one or more other sources, including other scholarships, fellowships, and graduate assistantships.

INSTITUTIONAL COMMITMENTS TO SCHOLARSHIP RECIPIENT

The University of Louisiana at Lafayette may provide to the scholarship recipient a graduate assistantship or University fellowship including an academic-year stipend (of at least \$10,070 for master's-level assistantship recipients, \$11,660 for master's level fellowship recipients, \$15,900 for doctoral-level assistantship recipients, and \$19,080 for doctoral-level fellowship recipients) and tuition/fee support that waives all tuition and most fees (the standard fee waiver presently excludes the Student Technology fee, the Records and Evaluation fee, Masterplan Assessment Program fee, required Health Insurance and Service fees, the Graduate School Enhancement fee, the Graduate Student Organization fee and other student-initiated fees).

ANNUAL REPORTING

The Graduate School, the College of Education, and the University will, once formally approved, publicize the availability of scholarship and recognize each new scholarship recipient. Annual reports to the donor will be made on the status of the scholarship and the academic progress of the current recipient by the Graduate School. Annual reports to the donor will also be made concerning the financial status of the endowed fund (current market value of the endowment and the amount allocated for expenditure in the most recently completed fiscal year) by the UL Lafayette Foundation. Finally, and as required by the Board of Regents, the University shall submit a single report specifying the name and status (graduated, still in progress, leave of absence, dropped, etc.) of each current and past student recipient of the scholarship and the amount of funds provided to each recipient.

DONOR PROFILE

This scholarship has been established by Paul Dupree Nevels to honor the friendship between his grandfather, Joel Lafayette Fletcher, Jr., and Ralph Waldo Emerson Hones, and the legacies left by these two prominent educators.

It was a friendship based on mutual respect, shared challenges, and their strong belief in the importance of education for all young people, regardless of their race. Fletcher often remarked to his family that Dr. Jones was the Louisiana college president whom he most respected, and over their long careers at the helm of their two institutions, their friendship flourished.

Joel Lafayette Fletcher Jr. (1897 - 1972):

Joel Lafayette Fletcher Jr. was born in Natchitoches, Louisiana. Reared in Ruston, he graduated with a Bachelor of Industry in agriculture from Louisiana Industrial Institute (now Louisiana Tech University)

in 1914. He obtained the B.S. degree in Agriculture from Louisiana State University in 1918 and a M.S. degree from Iowa State University in 1926.

Dr. Fletcher came to Southwestern Louisiana Institute (now the University of Louisiana at Lafayette) in 1920 as an assistant professor of agriculture. He was promoted to associate professor, head of the department, director of agriculture and industrial training, and then dean of the College of Agriculture. He became the third president of UL Lafayette in 1941 and served in that capacity until his retirement in 1966.

Honorary degrees were conferred upon him by various universities in recognition of his distinguished career. They included the following: Doctor of Laws by Marquette University, Doctor of Science by Southwestern Presbyterian University (now Rhodes College), Doctor of Science by Louisiana State University, and Doctor of Laws by Mercer University.

Among Fletcher's many honors, he was awarded the Reconnaissance Francaise (Medal of Gratitude) from France for setting up student exchanges with the United States, and later the Chevalier of the Legion of Honor, France's highest decoration. Following his retirement, Dr. Fletcher became the Louisiana State Coordinator for International Education. He also devoted this time to writing on the history of education in Louisiana and of the leaders in the state.

Ralph Waldo Emerson Jones Sr. (1905 - 1982):

Ralph Waldo Emerson Jones Sr., the grandson of a slave, was born in Lake Charles, Louisiana. His father, John Sebastian Jones, was the first dean of historically black Southern University in Baton Rouge. Jones graduated from Southern University in 1925 with a bachelor's degree in mathematics. He also had certificates in tailoring, plumbing, auto mechanics and mechanical drawing. He later earned a master's degree from Columbia University.

Dr. Jones came to Grambling in 1926 when it was the two-year Louisiana Negro Normal and Industrial Institute with only 120 students. He taught chemistry, physics, mathematics, and served as registrar and dean of men. Jones was a former player in the Negro Leagues and launched the baseball team. He also started the Grambling football team, marching band and composed the Grambling alma mater.

In 1936, Jones became president of Grambling and served until his retirement in 1977 while simultaneously serving as head baseball coach. At 3 pm he would leave his office to oversee baseball practice or coach the team at home or away games. Under Jones' leadership, Grambling started with a few modest buildings and expanded to a multi-million-dollar physical plant, peaking at 4,200 students.

Dr. Jones became one of the nation's leading figures in black education and was awarded honorary doctorates from Louisiana Tech and the University of Baltimore. He was inducted into the National Association of Intercollegiate Athletics Hall of Fame, and the Grambling Legends Sports Hall of Fame.



Office of the President

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November 10, 2021

Dr. James B. Henderson, President
University of Louisiana System
1201 North Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests that the University of Louisiana System Board of Supervisors approve the attached proposals for matching funds from the Louisiana Board of Regent's Support Fund:

1. Frank and Susan Hoffmann Superior Graduate Student Scholarship
2. Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship
3. Paxton and Nelda Oliver Endowed Professorship in Speech Language Pathology
4. ULM Physical Therapy First Generation Endowed Scholarship

Each of these proposals support initiatives that directly impact our mission and the needs of our region.

Attached are copies of the proposals. After approval, we ask that you forward them to the Louisiana Board of Regents for their consideration.

Sincerely,

Ronald L. Berry, D.B.A.
President

Enclosure

#TAKEFLIGHT



Vice President for Academic Affairs

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P 318.342.1025

November 8, 2021

Dr. Kim Hunter-Reed, Commissioner of Higher Education
Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

Dear Dr. Hunter-Reed:

Pursuant to Louisiana Board of Regents BoRSF Endowed Superior Graduate Student Scholarships Program Policy VII.B, this letter is being submitted to document that all applications from the University of Louisiana Monroe (ULM) were coordinated and submitted through a single campus office/officer with campus-wide responsibility for graduate programs and/or fellowship management to ensure that institutional priorities are reflected across all proposals presented.

The proposals submitted by ULM for matching funds in the BoRSF Endowed Superior Graduate Student Scholarships Program and their relationship to ULM priorities are shown below. ULM has long prioritized programs to meet workforce demands in the education, business, health sciences, nursing, and pharmacy areas. These scholarships will allow ULM to increase the number of well-qualified education leaders throughout the state and improve the educational attainment of all citizens; will meet the workforce needs in the region and state in Business, Education, Health Sciences, and Pharmacy; and will support ULM’s initiatives that directly impact our mission and the needs of our region.

Area of Priority	Proposed Superior Graduate Student Scholarship
College of Arts, Education, and Sciences <i>and</i> College of Business and Social Sciences	Endowment in graduate programs in Education and Business Administration
College of Business and Social Sciences	Endowment in Gerontology Endowment in Master of Business Administration Endowment in Master in Public Administration
College of Health Sciences	Endowment in Health Sciences Endowments in Marriage and Family Therapy (2)
College of Pharmacy	Endowments in Pharmacy (2)

Thank you for your consideration of ULM’s request.

Sincerely,

Judy A. Fellows, Ph.D.
Associate Vice President for Academic Affairs
and Accreditation Liaison

JF:ml

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Office of the President

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November 8, 2021

Dr. Kim Hunter Reed
Commissioner of Higher Education
Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

RE: Board of Regents Support Fund Programs
Frank and Susan Hoffmann Superior Graduate Student Endowed Scholarship

Dear Dr. Reed:

I respectfully request approval of the Board of Regents for the establishment of the Frank and Susan Hoffmann Superior Graduate Student Endowed Scholarship.

Enclosed are properly executed affidavits required under the Louisiana Board of Regents "Regulations for the Board of Regents Support Fund for Endowed Superior Graduate Student Scholarships Subprogram," which certify the University of Louisiana at Monroe has deposited with Goldman Sachs \$60,000 to establish the Frank and Susan Hoffmann Superior Graduate Student Endowed Scholarship.

In accordance with the established conditions for transfer of the State Matching Fund, I hereby certify that these contributions will be dedicated for the purposes of the Frank and Susan Hoffmann Superior Graduate Student Endowed Scholarship.

Thank you for your assistance.

Sincerely,

Ronald L. Berry, D.B.A.
President

Enclosures

#TAKEFLIGHT

ULM is a member of the University of Louisiana System • AA/EDE

**BOARD OF REGENTS SUPPORT FUND
ENDOWED SUPERIOR GRADUATE STUDENT SCHOLARSHIPS SUBPROGRAM**

**ASSURANCE OF CONSISTENCY WITH INSTITUTIONAL PRIORITIES FORM
FY 2020-21**

Date: November 8, 2021
Title of Proposed Endowed Scholarship: Frank and Susan Hoffmann Superior Graduate Student Scholarship
Institution: University of Louisiana Monroe
Priority Area: X Business Nursing & Pharmacy
 Pharmacy Health Sciences X Education

Responsible Campus Officer: Dr. Judy Fellows, Associate Vice President for Academic Affairs

I hereby assure the Board of Regents, State of Louisiana, that the proposal named above is consistent with institutional priorities, as explained below.

ULM has long prioritized programs to meet workforce demands in the education, business, health sciences, nursing and pharmacy areas.

Judy Fellows
Dr. Judy Fellows, Associate Vice President for
Academic Affairs

11/8/2021
Date



The Frank and Susan Hoffmann Superior Graduate Student Scholarship Endowment

The University of Louisiana Monroe (ULM) is requesting \$40,000 in matching funds from the Louisiana Board of Regents to compliment a private donation of \$60,000 to create a \$100,000 endowment to recruit, retain, and graduate exceptional graduate students in both of ULM's nationally-recognized degree programs in Education and Business. These monies would supplement ULM's funding towards both programs by providing outstanding Louisiana graduate students with the financial means to take full advantage of the opportunities offered by ULM.

1. The University and Graduate Program Profiles

ULM is a state-supported university with an R3 Carnegie Classification that provides quality educational opportunities for students, faculty, and staff. Whether it is through face-to-face, hybrid, or online courses, the ULM experience meets the needs and goals of undergraduate, graduate, and continuing education students and professionals alike. The University is comprised of four colleges: the College of Arts, Education, and Sciences; the College of Business and Social Sciences; the College of Health Sciences; and the College of Pharmacy. In the fall of 2021, ULM enrolled just over 8,600 total students, which includes more than 1,600 (18.6%) graduate students. This figure is significantly different from just three years ago, when graduate enrollment only constituted 9 percent of the student body. This change is indicative of ULM's expanding role in the region and State to provide such educational opportunities as are in demand by employers in high-paying, high-demand and rewarding careers.

This evolution in mission has attracted national recognition. Besides the transition from a masters-comprehensive to an R3 institution, ULM has moved from a Tier-One regional university in

the South to being ranked among the country's best national universities in *U.S. News and World Reports* annual rankings. ULM has now joined LSU-Baton Rouge, Tulane University, the University of Louisiana Lafayette, the University of New Orleans, and Louisiana Tech University in the top tier higher education institutions in the state.

The **School of Education**, housed within the College of Arts, Education, and Sciences, grants both undergraduate and graduate degrees. At the undergraduate level, it has programs in Elementary Education (Grades K-5) and Secondary Education (Grades 6-12), with the latter having concentration areas in English, French, Spanish, Social Studies, Biology, and Chemistry. At the Master's level, degrees are granted in Educational Leadership, Educational Technology Leadership, Elementary Education (Grades 1-5, Alternative Certification), and Elementary Education Mild/Moderate (Grades 1-5, Alternative Certification). The lone doctoral degree is a Doctor of Education degree with a concentration in Curriculum and Instruction.

The graduate programs in the School of Education have undergone rapid evolution over the last decade in response to the changing demands on our students. Over the course of the last six years, the programs have moved swiftly from face-to-face course delivery to hybrid delivery to now fully online course delivery. This change was in recognition of the needs of the students attracted to the program, most of whom currently are employed either as a teacher/staff member in the K-12 setting, an instructor at a post-secondary institution, or an employee in industry whose job involves training and education. Earning an advanced degree has allowed (and will allow) these employed individuals to migrate into higher paying, high impact careers either with their current employer or with one in the same industry. Besides the negative economic impact leaving such a job in order to take traditional face-to-face classes would have, it would, in most cases, defeat the purpose of earning the degree to move to a better position with the same company or industry. Therefore, ULM made the transition to offering the degrees completely online, which has resulted in significant growth in our programs, which have moved from 200 students four years ago to the 552 students enrolled in the programs (Fall 2020).

The ULM **Master of Business Administration** (MBA) program is housed in the College of Business and Social Sciences which offers 16 undergraduate degree programs, 3 post baccalaureate certificate programs, and 5 graduate programs, including the MBA. The programs and approximately 2,000 students of the College are supported by 65 full-time faculty members. The MBA program is overseen by the Associate Dean and MBA coordinator and is supported by a full-time administrative

assistant. Total graduate enrollment in the College is approximately 375 students, which represents an increase of approximately 4% from Fall 2020.

The ULM MBA program was launched on campus in 1964 and online in 2010. The ULM MBA program offers unique concentrations in Educational Leadership, Criminal Justice, Psychology, Gerontology, Nursing Health Care, Enterprise Communications, and Pharmacy. Currently, the online MBA program is nationally ranked by US News and World Report, successfulstudents.org, and editor's choice.

The program, along with all other business and accounting programs, is accredited by AACSB International, the premier accrediting agency for business programs in the world. ULM's undergraduate and MBA programs are part of the 5% of business programs in the world that are accredited by AACSB-International and part of the 1% of programs in the world that has separate accreditation for their accounting program.

The 2021 fall enrollment for ULM's MBA program is 87 students, making it one of the largest graduate programs at ULM. This enrollment represents a nearly 20% increase over fall 2019 enrollment. About 55% of these students are pursuing the MBA degree online and are located across the United States. Additionally, a dual degree agreement with ULM's Pharmacy program provided additional students to the MBA program that are not included in the official headcount for the program (the university does not include second degrees in their official enrollment counts). There are currently 11 students in the dual MBA/Pharmacy program.

Admission to the MBA degree program is at the discretion of the MBA Admission's Committee of the College of Business and Social Sciences (CBSS) and the Dean of the Graduate School.

Applicants may be admitted either for regular admission or conditional admission according to the following requirements. Admissions decisions by the Admissions Committee are based on a broad range of criteria, and no particular level of academic performance or test scores will guarantee acceptance.

Regular Admission Status

Applicants must meet one of the following minimum requirements to be regularly admitted: Any graduate or professional degree from a regionally accredited university OR a cumulative undergraduate GPA of 3.0 (based on a 4.0 scale) from a regionally accredited university OR a GPA of 3.0 in the last 60 plus hours of undergraduate and/or graduate coursework from a regionally accredited university.

Conditional Admission Status

Applicants must meet one of the following minimum requirements to *be conditionally admitted*: Minimum cumulative undergraduate or graduate GPA of 2.5 (based on a 4.0 scale) from a regionally accredited university OR a GPA of 2.5 on the last 60 + hours of undergraduate/graduate coursework from a regionally accredited university OR Minimum formula score of 1000 (GPA x 200 + GMAT/GRE) OR with a GPA of 2.2 or higher, some candidates with 5 years of full time employment in a supervisory role in a relevant business position may qualify for a waiver of test scores. These applicants would be evaluated by the MBA admissions committee.

The CBSS MBA Coordinator and CBSS MBA Admissions Committee will determine what constitutes as eligible and acceptable managerial work experience and will assign work experience factor points based on review of documented managerial work experience. A maximum of 50 points could be allocated for work experience.

Students must also complete a set of program prerequisite courses including accounting, economics, finance, and quantitative methods.

International students must still submit a satisfactory score on the Test of English as a Foreign Language (TOEFL) examination.

2. Duration of the Targeted Programs

Changes made in the last three years to the delivery method of the graduate degrees in the School of Education has greatly affected both the time to completion and the rate of completion for students. Previous to these changes, courses were offered mostly in a face-to-face format over a 15-week semester time period. The in-person nature of the courses restricted the types of jobs that students could hold while taking classes, which often led to a lack of available funds to complete the program. This situation was further exacerbated by the 15-week requirement for taking the courses, which did not allow for much flexibility in the speed of completion or in the ability to stop out and come back in a timely manner when potential jobs came up. This situation meant that the programs only had about a 70% completion rate and the time-to-degree for the Ed.D. program was 4.2 years beyond the awarding of a Master's degree., which is longer than the national average for all disciplines (Flaherty, 2014).

Starting three years ago, a change was made to offering all courses in an online format over shorter 8-week sessions. While students do take fewer courses during these shorter sessions, by having more sessions per year, it is now possible to complete the Master's program in 15-18 months (36 hours

for the M.Ed. and 42 hours for the M.A.T.) and the Ed.D. program in as little as three additional years (a total of 60 credit hours, composed of 24 core course hours, 21 concentration hours, and 15 dissertation hours). This change also allows students to more easily step out and then back into the program when issues in their personal or work life get to be too much. Previously, stepping out meant being away for more than 15 weeks, which put pressure to stay in even when events got too hectic in a student's personal life; now, a student no longer has the pressure to stay in when they need to take care of other details of their life. As we have made these changes, we have started seeing the time to completion decrease, as it is now down to about 4.0 years and is expected to go lower as more of the students admitted over the last several years begin to graduate.

To earn the MBA without a concentration, students need to complete 30 hours of coursework (10 classes). If a student wishes to earn a concentration then 33 total hours are required. The MBA program schedule is flexible, offering afternoon, evening and online classes, allowing students to take classes that best fit their work schedules. The program can be completed within a year, but most students take 18 to 24 months to complete the program. Most of the online students work full-time and are enrolled in the program part-time.

3. Data Related to Student Success in the Targeted Programs

As previously stated, the majority of the students pursuing a graduate degree in Education are currently employed as K-12 teachers, K-12 administrators, higher education adjuncts, instructors, administration, & clinical faculty, instructors/trainers/professionals in non-education settings including military, corporate, non-profit, and state/government agencies. All seek to better their understanding of curriculum, instruction, and best practices in teaching and research. Some are pursuing this with the goal of applying their learning to their given setting in either their current positions or promotions within their settings. Others are seeking to transition to new settings in both educational and non-educational fields. These degrees open doors for students who are already respected professionals within their myriad fields.

In an effort to better understand our population, student and completer surveys have been created to follow student progress in a more strategic manner. Although, current data indicates increased opportunities for our students, this data collecting initiative promises to give further insight into planning and outcomes for the diverse candidates the program boasts. The program currently possesses a retention rate of over 80 percent, rate much higher than the national average of 56.6 percent reported in 2008 by the Council of Graduate Schools (Sowell, et.al, 2008). Certainly, growth

like this points towards many students wishing to attain the degree, and ULM's gains in national rankings will likely continue to bolster program support and enrollment.

As an example of our student's value placed on our programs, a questionnaire sent out to graduates from the Ed.D. program indicated that 100 percent of respondents would make the same decision to enroll in and complete the program; all respondents also said they would recommend the program to a colleague. Forty-two percent of the survey respondents reported that they worked in a K-12 educational setting, with the remaining 58 percent working in either administrative or teaching positions at institutions of higher learning. All respondents stated that they were satisfied not only with the quality of the program itself, but also with the advising they received from the faculty. Overall, the program was reviewed as "well organized with caring and supportive professors," and "well worth the effort." When asked if the Ed.D. furthered their careers, 86 percent responded that their degree had a positive impact. Beyond graduates' personal and professional successes, the fact that 57 percent of survey respondents reported that they have remained in Louisiana, serves as evidence that the ULM Ed.D. Program is having a positive impact on statewide education workforce development. The requested support from the Board of Regents will have a compounding effect on the success achieved thus far, enabling the Ed.D. Program to recruit, retain, and graduate outstanding students that will have an impact statewide.

Prior to offering the MBA program online, the program had strong retention and graduation rates. For the 2011 cohort of first-time MBA students, 76% were retained to the 2nd fall and 71% graduated within a three-year time period. Most of the students until 2013 were face-to-face and primarily full-time students. In 2013, however, an unusually large part-time student population entered the online program after a national recognition for being a best value among AACSB accredited MBA programs. The retention rate for that cohort dropped to 42% and the three-year graduation rate dropped to 37%. Many students were "shopping" around for a bargain program and did not meet the rigorous expectations of the program. Additionally, nearly all of the current online students are part-time students, completing 3 or 6 hours each semester. Most recently, as shown in Table 1, the retention rate has recovered to above 65% for each year until the 2020 cohort. It is likely the pandemic contributed to the decline in retention from 2020 to 2021. Efforts are being implemented with the 2021 cohort to ensure that we retain those students at more consistent levels with those from prior years. In addition, we have seen increasing 3-year graduation rates from 33% to about 60%. The online enrollment has stabilized and the unusually large enrollment in 2013 has filtered through the system.

Table 1: MBA Student Retention and Graduation Data

Year	#1 st Time MBA Students	Retained to 2 nd Fall	Retention Rate	Graduates within 3 Yrs	% 3 Yr Graduates
2014	21	13	62%	7	33%
2015	22	15	68%	11	50%
2016	26	18	69%	15	58%
2017	13	10	77%	8	62%
2018	20	14	70%	12	60%
2019	30	20	67%	NA	NA
2020	41	23	56%	NA	NA
2021	26	NA	NA	NA	NA

As shown in Table 2, most (60%) of the online students are part-time students, which has a negative impact on our retention and graduation rates. Online students are more likely to take a semester off due to work or personal issues as opposed to full-time face-to-face students.

Table 2: MBA Student Enrollment Fall 2021

MBA Enrollment, Fall 2021			
<i>On campus full-time face-to-face MBA students</i>			
	Male	Female	Total
Full-time	20	12	32
Part-time	5	2	7
<i>Online MBA students</i>			
	Male	Female	Total
Full-time	11	8	19
Part-time	13	16	29

The number of completers in the program remains strong, as shown in Table 3.

Table 3: MBA Completers

Academic Year	# of Completers
2015	36
2016	41
2017	26
2018	32
2019	30
2020	32
2021	48 (Anticipated)

The completers of the program are nearly all satisfactorily occupied within 3 months, meaning they have continued in their existing position or moved up in their organization, accepted a new position, or entered a different graduate program (PhD, JD, for example). Our outstanding MBA graduate from last year applied both her math undergraduate and MBA when she accepted a position as a credit analyst. For the academic year ending May 2020 (prior to significant effects of the pandemic), the following statistics about our completers are provided in Table 4.

Table 4: MBA Graduate Analysis – Academic Year 2020 (pre-pandemic)

Total Number of Graduates:	32
Total Number of Graduates who were online (who are primarily already employed):	13
Total Number of Graduates who were international (returned home country likely)	7
Total Number of Graduates with known placements:	12
Total Number of Graduates remaining in Louisiana of those known placements:	11

Recent MBA graduates have accepted positions as an assistant supervisor at a plant, district sales manager for a chemical company, and a loan officer who is on target to become a Vice President of a local bank. The program, for over 20 years, always has numerous employees from Lumen (formerly CenturyLink), a Fortune 500 company headquartered in Monroe, pursuing their MBA degree to move up in their current positions.

4. The Service Environment(s) into which Scholarship Holders will be Integrated

Scholarship awardees in the ULM Education programs will be exposed to and supported in three distinct environments that will feed their success regardless of post-degree career choice: academic, research, and service. Each student invests time into each environment in order to bolster skills in the multiple arenas in which they can expect to be proficient no matter the respective career choice.

Academic

Recipients of the scholarship will be exposed to a wide range of courses, including graduate statistics, qualitative and quantitative research, multicultural communication, law in the school system, and technology development and integration. This will ensure that they become adept at analyzing materials involving the many disciplines on which any education career, regardless of specialty, depends. The online delivery format for this degree will also expose students to a greater diversity of social experiences, as their colleagues will come from a wide array of backgrounds and careers. These interactions have been shown since the program's inception to foster social bonds while requiring students to cultivate an ability to discuss complex topics at highly intellectual and practical levels. The scholarship recipients will also benefit with through their interactions with ULM faculty, who remain active in their fields as researchers, scholars, and practitioners.

Research

One of the most important aspects of the Education programs is the research experience provided to students. The programs rely on student engagement in the design of innovative, original research projects and the publication of related discoveries. This is especially true in the Ed.D. program, where tracking student advancement across their respective academic disciplines and being introduced to potential specialty topics for incorporation into their own research agendas are two two critical aspects. This research experience will, in turn, better position each student within their chosen fields, thereby giving them greater opportunities post-graduation for career advancement. This research will also be of benefit to the entire State, as much of the research that will be done will focus on issues in Louisiana.

Service

Under the tutelage of ULM Education faculty, scholarship recipients will be allowed to

participate in internships that provide assistance to area schools in meeting curriculum-planning needs. This support represents a continuous contribution to the individual schools as well as the overall school system, in addition to learning about the infrastructure and dynamics of curriculum planning. Thus, this service and scholarship opportunity assists in the formation of a stronger regional consistency for both the intellectual and physical welfare of students, while also allowing for greater scrutiny regarding those facets that are positively working or negatively detracting.

ULM serves the parishes of northeast Louisiana which are part of the lower Mississippi Delta region. Our constituents come from an economically and educationally challenged environment where high school and college graduation rates and median household incomes lag significantly below state and national averages. Many of our students work either part-time or full-time jobs while pursuing their college education. Because of the students we serve, the College of Business and Social Sciences places a primary emphasis on teaching and student success. The College's mission is founded on being student centered and excellence driven.

As with many MBA programs, some of our faculty use the case method of teaching, allowing students to work in teams to develop solutions to business problems. Faculty in the program require research papers as well as formal presentations, both as individuals and as members of a group. Faculty participate in the Small Business Institute program when appropriate which places students in business settings to work on real business issues and problems. A recent project included the development of a sustainability plan while another developed a financial plan, including a detailed cost of capital, for a local manufacturing plant.

Our faculty, many of whom have significant industry experience, primarily focus on research that improves the practice of business or the educational process. Faculty work with industry partners to conduct research beneficial to the business and faculty and students. A recent project included faculty and undergraduates and MBA students collecting over 100 interviews of clients of a Fortune 500 company in our region. The interviews were conducted to help the company determine how small businesses view their product lines. The interviews helped the company develop specific technology solutions for their small business market.

The ULM MBA faculty are highly engaged in scholarly and community activities. For the three-year time frame of 2018-2021, the eight faculty who are teaching MBA courses in Fall 2021 have an impressive record which includes 34 published journal articles, 2 funded grants, and 37 conference proceedings/presentations. The accomplishments of these faculty include earning awards such as the Fulbright Scholarship, ASBE Fellow Award, RNMKRS Innovative Educator Award, Doctoral Fellow

for the Society for Marketing Advancement, and the Faculty Award of Excellence sponsored by the ULM Student Government Association. Many of them also serve as board members for a variety of organizations. For example, one of the faculty sits on the board for the Accounting Standards Committee for Edison Electric Institute, the Ouachita Council on Governments, and has been a board member for the ULM Foundation.

Also because of the needs of the region we serve, the College houses centers that provide essential economic and community development support. The College provides support through our ULM Small Business Development Center, the Center for Business and Economic Research, the Small Business Risk Management Institute, and the Northeast Louisiana Business and Community Development Center.

The College has maintained a strong reputation in the region and state by delivering high-quality academic programs and by providing support for our students' success and for economic and community development through our Centers. The College is well-known and respected as a provider of first-rate academic programs and for its student-centered approach. The College is an active partner in Community and Economic Development for the region and state.

The College's community engagement component is critical to the development of the region. Over the past few years, the College has worked closely with the local chambers of commerce to develop a business awards program, a job outlook publication, training programs, and our regional business incubator. The College has also forged a strong partnership with the United Way and developed a financial literacy program for regional high school students.

The Scholarship holder would have the opportunity to work closely with faculty in the areas of teaching, research and service.

5. Selection and Expectation of Scholarship Recipients

Selection of the Frank and Susan Hoffmann Superior Graduate Student Scholarship recipients will involve the successful applicants meeting several minimum criteria. Besides enrollment in their respective graduate program, the recipient will need to be a U.S. citizen, a Louisiana resident, and maintain a grade point average of 3.00 or higher throughout the program. Students who are residents of Ouachita Parish will be given preference.

6. Expected Uses of Endowment Proceeds and Institutional Commitments to Scholarship Recipients

Each year, two recipients will be awarded stipends of \$2,000 in Scholarship Endowment funding, with one award going to a student in Education and one in CBSS. For those students who already are employed, this amount will remove much of the financial pressure for tuition, thereby allowing them to complete their degree in a timely manner. For those students who are currently not employed and who qualify for graduate assistantships, preference will be given to them for such awards. Coupling the scholarship with a graduate assistantship would make a total of \$10,000 along with a tuition waiver (currently valued at \$6,489 per year). This would bring the total award to \$16,489.

7. Anticipated Workforce Outcomes for Scholarship Recipients and the Relationship of the Outcomes in Relation to WISE Expectations

As previously stated, the students in the Education programs come from a diversity of backgrounds and professions. Most of them are currently employed in both educational and industrial settings. While the program undoubtedly teaches students how to become better researchers, writers, and thinkers, its demands and rigor also require that they become better organizers of their lives.

While we have seen a significant change in our student demographics over the past several years, our data on completers in the program (almost all of whom started before the changes) do give evidence to our graduates going on to valuable, high-paying careers. Almost a quarter (23%) of our graduates have gone on to jobs as K-12 educational administrators with the leadership and data-driven skills that are in the highest demand for the changing climate of education (Morgan, 2015). Another quarter of our graduates are currently employed as lead teachers in their school districts. Some graduates have also gone on to careers in the post-secondary education realm. About 44 percent of our Ed.D. program graduates are faculty at a university or college. While some of them are working in Education programs, many of them are faculty in other disciplines (ex. physical therapy). For some of these situations, it is due to the discipline in which they are teaching not having a terminal doctorate (ex. dental hygiene); in other situations, it is due to the person having a master's degree in the discipline, but needing a doctorate in order to become a tenure-track faculty member. Finally, about 10 percent of our graduates have gone on to careers in industry. Most of these are working in areas of training of their company and are looking to apply what they have learned to their current jobs. It is also likely that the degree will allow them to be promoted within the company.

As standardized tests and data-driven classrooms have become the norm, educational leaders of diverse backgrounds have been called on to support educators in creating learning environments that can respond to student- and community-specific needs to help students meet standardized

learning benchmarks. Louisiana is not alone in struggling to fill a critical gap in the number of highly-qualified educators and education administrators who can apply a national perspective to the solution of critical local needs. The desired goals of the WISE program are to increase the number of college graduates and certificate completers in high priority fields—such as education; increase research and innovation in these various fields; and provide students with education and experience they need to attribute to high-demand industries in Louisiana. Several industries in the state are in critical need of employees or of employees needing further education or skill enhancement: computer/information science, engineering, engineering technology, mathematics/statistics, construction trades, education, and health, to name a few. Along with this, the U. S. Department of Education Office of Postsecondary Education stated that statewide shortages in Louisiana from 2008 to 2017 show critical K-12 teacher shortages in every discipline and specialization (Cross, 2016).

Completing the Education programs at ULM provides students with knowledge and direct experience that can be applied in multiple fields, components that meet the requirements of the WISE program, and assist in facilitating a better academic and social experience for the students, clients, faculty, employees, and employers of any field. If the overall goal is to provide a greater range of potential disciplinary mastery and/or quality experiences, the proceeds of these scholarships would allow students to acquire such desired outcomes in order to be able to better complete occupational tasks as well as instruct colleagues and students. Teachers and administrators who complete the program are not the only ones who benefit from the program, as there is a trickledown effect of achievement that takes place in the state. As more faculty and administration graduate with one of these Education degrees, more students statewide will be exposed to an improved learning environment because of the knowledge and skills imparted on ULM graduates. The state of Louisiana can benefit from its educators learning better strategies, as this in turn creates a higher caliber student to go onto to college and enjoy an increased chance of staying and completing their college studies.

Currently, most of our MBA students are already employed and will use the MBA degree for upward mobility in their organization. Some students, however, will use the MBA as a starting point for their pursuit of a Ph.D. The ULM MBA program has a strong success record of its MBA students being accepted into Ph.D. programs after completing their MBA.

For those not pursuing a higher degree, the ability to move up into middle or upper management is appealing. Local salary ranges for managers are from \$45,000 for entry-level managers to \$171,000 for experienced managers. For an individual who wishes to enter the accounting field after completing their accounting BBA and MBA, they will have completed the collegiate hour

requirement to sit for the CPA exam. Additionally, graduates will have the managerial skills to move up faster in organizations leading to positions such as controller and vice president.

Relationship of MBA Program to Workforce Gaps and Targets Identified as Priorities for Louisiana

Many business management-related positions, including accounting, finance, management, and marketing, have been identified as having long-term gaps. As a graduate program in business, the MBA prepares its graduates to be able to succeed in a variety of business areas, including business administration, management, operations, finance, analytics, and marketing, to name a few. ULM's MBA program also focuses on innovation, which prepares graduates to have a forward-thinking mentality as well as a holistic perspective to addressing issues and problems.

In ULM's region, as well as for the state as a whole, the Louisiana Workforce Commission data suggests that there is a high demand for managers, accountants, financial managers, and sales & managers. As pointed out earlier, each field is listed as "5 Star" by the Louisiana Workforce Commission (www.laworks.net).

References

- Cross, F. (2016, August). Teacher shortage areas: Nationwide listing 1990-1991 through 2016-2017. *U. S. department of education office of postsecondary education*. Retrieved from <https://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf>
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- Flaherty, C. (2014, November 25th). Where the time goes. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2014/11/25/analysis-says-humanities-phds-get-take-longer-coursework-dissertations>
- Morgan, S. (2015, November 04). What If Our Teacher Shortage Is Actually a Leadership Shortage? Retrieved October 05, 2017, from <http://www.huffingtonpost.com/r-scott-morgan/what-if-our-teacher-short b 8474530.html>

AFFIDAVIT

STATE OF LOUISIANA
PARISH OF OUACHITA

BEFORE ME, the undersigned notary public, duly commissioned and qualified in and for the State and Parish aforesaid, personally came and appeared: Hunter Pierson, a person of the full age of majority appearing herein in his capacity as Vice President of Investment Management Division for Goldman Sachs & Co, LLC, who did depose and state that:

1. Goldman Sachs is a financial institution licensed to do and doing business in the State of Louisiana.
2. The University of Louisiana Monroe Foundation has deposited with Goldman Sachs the sum of \$60,000, which the university has confirmed represents funds for the Frank and Susan Hoffmann Superior Graduate Scholarship.

Hunter Pierson III

Hunter Pierson
Vice President Investment Management Division
Goldman Sachs

Sworn to and subscribed before me in the presence of the undersigned witnesses this 11TH
day of NOVEMBER, 2021.

WITNESSES:

Mary Paul Dulam

Grayson E. Nica

Melina Bradford
NOTARY

ID # 057241018



**BOARD OF REGENTS SUPPORT FUND ENDOWED SUPERIOR GRADUATE
STUDENT SCHOLARSHIPS SUBPROGRAM**

**POLICY COMPLIANCE ASSURANCE FORM
FY 2021-22**

Date: November 5, 2021
Title of Proposed Endowed Scholarship: Frank and Susan Hoffmann Endowed Superior Graduate Student Scholarship
Institution: University of Louisiana Monroe
Campus Head: Ron Berry, D.B.A.

I hereby assure the Board of Regents, State of Louisiana, that if Board of Regents Support Fund matching money is provided to complete the endowment for the endowed superior graduate student scholarship proposed above, the University of Louisiana Monroe will continually comply with all requirements of the Endowed Superior Graduate Student Scholarships Subprogram Policy.

Ron Berry
Ron Berry, President

11/10/2021
Date

Witness Signature: Kathy Masters

Witness Name: Kathy Masters

Witness Signature: Kristi Davis

Witness Name: Kristi Davis

Notary Seal

State of Louisiana, Parish of Ouachita

The foregoing instrument was acknowledged before me this date by the persons listed above.

Notary's Official Signature: S. Nicole Walker ^{S. Nicole Walker} 11/10/2021
Date

Commission Expiration: w/ life

AFFIDAVIT

STATE OF LOUISIANA
PARISH OF OUACHITA

BEFORE ME, the undersigned Notary Public, duly commissioned and qualified in and for the State and Parish aforesaid, and in the presence of the witnesses hereinafter named and undersigned, personally came and appeared:

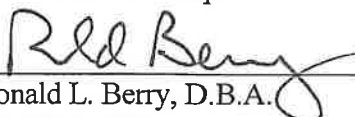
RONALD L. BERRY, a person of the full age of majority, and a resident of Ouachita Parish, appearing herein in his capacity as President of The University of Louisiana at Monroe:

Who did depose and state that:

(1) The University of Louisiana at Monroe has established Frank and Susan Hoffmann Superior Graduate Student Scholarship, an endowed fund to receive private contributions and matching funds from the State of Louisiana, the income of which shall be used for the exclusive benefit of an endowed professorship.

(2) Frank and Susan Hoffmann Superior Graduate Student Scholarship currently has a balance of **\$60,000**. These funds consist of unrestricted contributions from private sources and income earned by investment of the fund since it was established.

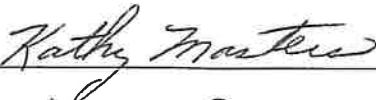
(3) The funds used to establish the Frank and Susan Hoffmann Superior Graduate Student Scholarship were dedicated to the purposes of Frank and Susan Hoffmann Superior Graduate Student Scholarship.



Ronald L. Berry, D.B.A.
President, ULM

Sworn to and subscribed before me in the presence of the undersigned witnesses this
10th day of November, 2021.

WITNESSES:







NOTARY PUBLIC

ID # 162773



Foundation

The Frank and Susan Hoffmann Superior Graduate Scholarship Account No. 91199 / 94199

I. NAME AND PURPOSE:

The scholarship has been named the Frank and Susan Hoffmann Superior Graduate Scholarship established by Frank and Susan Hoffmann.

Frank earned his bachelor's degree in Education in 1966 and continued to study in the field of education, going on to earn a master's and a doctorate, all from ULM. Frank devoted his career to education – supporting education while working for the Ouachita Parish School System for 39 years as teacher, coach, principal, personnel director, and assistant superintendent. For his authoring and supporting education in the Louisiana Legislature, State Representative Hoffmann was named Legislator of the Year by the Louisiana Association of Principals. In 1995 he received the Outstanding Alumni Award from the ULM College of Education.

Frank is one of the University of Louisiana Monroe's most distinguished alumni. In 2012 he was the recipient of the prestigious ULM George T. Walker Lifetime Achievement Award.

In 2015 when he began his 40th year as the Voice of the Warhawks, he received the McNaughton Chapter of the College Hall of Fame Distinguished American Award and has been recognized by the Louisiana Sports Writers Association with several awards, including best play-by-play. In 2015 Frank was honored as a member of the ULM Athletic Hall of Fame.

Susan earned her bachelor's degree in Business in 1977 and her Master's in Business Administration in 1980. Additionally, she is a graduate of the LSU School of Banking of the South and the University of Oklahoma Commercial Banking School. As a business professional, she was Market President of JPMorgan Chase Bank in Monroe, LA. During her career with JPMC, she was selected as the top Commercial Lender in the South, as well as achieving the largest portfolio of commercial bankers in the Southern region. Susan was recognized in 2000 with the ULM Alumni Golden Arrow Award and the Distinguished Leader Award by the ULM Women's Symposium in 2019.

The purpose is to recruit and retain high-quality graduate students in the School of Education and the College of Business and Social Sciences.

II. VALUE AND FUNDING:

This is an endowment and was initially funded with \$60,000 from Frank and Susan Hoffmann, with \$40,000 matching from the Louisiana Board of Regents for a total of \$100,000. This endowment will award scholarship dollars equally to deserving students pursuing a graduate degree within the School of Education and students pursuing a graduate degree in the College of Business and Social Sciences. The scholarship will be awarded per this criteria if investment proceeds are available even if the matching grant award is not received as the match is competitively awarded and limited matching funds exist.

As an endowment, no expenditures will ever be made from the principal. Annual awards will be based upon the earnings from the endowment and the spending policy established by the University of Louisiana Monroe Foundation. Any unused funding will be carried forward to the following year. Contributions may be added at any time.

Management of the funds will be under the direction of the University of Louisiana Monroe Foundation. Reports on the status of the fund shall be made annually.

III. CRITERIA FOR SELECTION:

To qualify for the scholarship, a student must meet the following:

- A. Recipient(s) may be a fulltime or part-time student.
- B. The scholarship award amount will be evenly divided between deserving recipient(s) within the School of Education and the College of Business and Social Sciences.
- C. Recipient(s) meet ULM admission requirements as defined by their respective programs.
- D. Recipient(s) must be a citizen of the United States.
- E. Recipient(s) must be from the state of Louisiana with preference from Ouachita Parish.
- F. Recipient(s) must meet the minimum 3.0 GPA requirements for each respective program.
- G. Recipient(s) must maintain minimum 3.0 GPA requirements for each respective program to remain eligible for the scholarship.

IV. SELECTION OF RECIPIENT(s):

The ULM Scholarship Office will provide the names of all applicants who meet the criteria listed above to the Scholarship Committees of the School of Education and the College of Business and Social Sciences. The Scholarship Committees will submit recommendations to the University Scholarship Office who will confirm eligibility and determine awards.

V. PUBLICITY:

The Frank and Susan Hoffmann Superior Graduate Scholarship will be accorded proper recognition through news releases, inclusion in the university catalog and on the University of Louisiana Monroe Foundation website.

APPROVED:



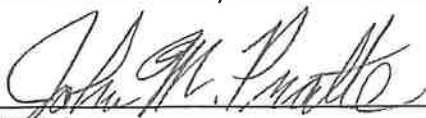
Dr. Frank Hoffmann



Susan M. Chappell, Executive Director
ULM Advancement, Foundation & Alumni Relations

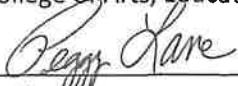


Susan Hoffmann



Dr. John Pratte, Dean
College of Arts, Education and Sciences

Date 3/31/21



Dr. Peggy Lane, Interim Dean
College of Business and Social Sciences



Office of the President

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November 10, 2021

Dr. James B. Henderson, President
University of Louisiana System
1201 North Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests that the University of Louisiana System Board of Supervisors approve the attached proposals for matching funds from the Louisiana Board of Regent's Support Fund:

1. Frank and Susan Hoffmann Superior Graduate Student Scholarship
2. Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship
3. Paxton and Nelda Oliver Endowed Professorship in Speech Language Pathology
4. ULM Physical Therapy First Generation Endowed Scholarship

Each of these proposals support initiatives that directly impact our mission and the needs of our region.

Attached are copies of the proposals. After approval, we ask that you forward them to the Louisiana Board of Regents for their consideration.

Sincerely,

Ronald L. Berry, D.B.A.
President

Enclosure

#TAKEFLIGHT

ULM is a member of the University of Louisiana System • AA/EOE



Vice President for Academic Affairs

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P 318.342.1025

November 8, 2021

Dr. Kim Hunter-Reed, Commissioner of Higher Education
Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

Dear Dr. Hunter-Reed:

Pursuant to Louisiana Board of Regents BoRSF Endowed Superior Graduate Student Scholarships Program Policy VII.B, this letter is being submitted to document that all applications from the University of Louisiana Monroe (ULM) were coordinated and submitted through a single campus office/officer with campus-wide responsibility for graduate programs and/or fellowship management to ensure that institutional priorities are reflected across all proposals presented.

The proposals submitted by ULM for matching funds in the BoRSF Endowed Superior Graduate Student Scholarships Program and their relationship to ULM priorities are shown below. ULM has long prioritized programs to meet workforce demands in the education, business, health sciences, nursing, and pharmacy areas. These scholarships will allow ULM to increase the number of well-qualified education leaders throughout the state and improve the educational attainment of all citizens; will meet the workforce needs in the region and state in Business, Education, Health Sciences, and Pharmacy; and will support ULM's initiatives that directly impact our mission and the needs of our region.

Area of Priority	Proposed Superior Graduate Student Scholarship
College of Arts, Education, and Sciences <i>and</i> College of Business and Social Sciences	Endowment in graduate programs in Education and Business Administration
College of Business and Social Sciences	Endowment in Gerontology Endowment in Master of Business Administration Endowment in Master in Public Administration
College of Health Sciences	Endowment in Health Sciences Endowments in Marriage and Family Therapy (2)
College of Pharmacy	Endowments in Pharmacy (2)

Thank you for your consideration of ULM's request.

Sincerely,

Judy A. Fellows, Ph.D.
Associate Vice President for Academic Affairs
and Accreditation Liaison

JF:ml

#TAKEFLIGHT

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November 8, 2021

Dr. Kim Hunter Reed
Commissioner of Higher Education
Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

RE: Board of Regents Support Fund Programs
Marilyn Frances and Louis St. Amant Superior Graduate Student Endowed Scholarship

Dear Dr. Reed:

I respectfully request approval of the Board of Regents for the establishment of the Marilyn Frances and Louis St. Amant Superior Graduate Student Endowed Scholarship.

Enclosed are properly executed affidavits required under the Louisiana Board of Regents "Regulations for the Board of Regents Support Fund for Endowed Superior Graduate Student Scholarships Subprogram," which certify the University of Louisiana at Monroe has deposited with Goldman Sachs \$60,000 to establish the Marilyn Frances and Louis St. Amant Superior Graduate Student Endowed Scholarship.

In accordance with the established conditions for transfer of the State Matching Fund, I hereby certify that these contributions will be dedicated for the purposes of the Marilyn Frances and Louis St. Amant Superior Graduate Student Endowed Scholarship.

Thank you for your assistance.

Sincerely,

A handwritten signature in black ink that reads 'Ronald L. Berry'.

Ronald L. Berry, D.B.A.
President

Enclosures

#TAKEFLIGHT

A Proposal to Create the Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship in the Gerontology Graduate Program

Executive Summary:

Marilyn Frances and Louis St. Amant have established a Superior Graduate Student Scholarship to benefit the Masters of Gerontology Program at the University of Louisiana at Monroe (ULM) by contributing \$60,000 cash with the request that the University apply for a \$40,000 match from the Louisiana Board of Regents.

The ULM Gerontology Program is a nationally ranked program consisting of highly qualified faculty and high quality graduate students. This is the only program in Louisiana that offers a Master's degree in Gerontology. The enrollment in the program grew by 500% in the last three years (2018 to 2021) with the average retention rates approximately 94%. Financial difficulties prevented 6% of the enrolled students to complete the program. Students in the Gerontology program use either financial aid, or loans, or personal funds to pursue their graduate education. At this time, only one graduate assistantship is available for 30 students. The employment rates for students graduating from the program are 100% with all graduates employed in the Gerontology industry.

The Gerontology graduate program at ULM is a fully online 36-hour professional degree program and offers seven different concentrations that allow students to address diverse workforce needs in the Gerontology industry. With the anticipated exponential growth in the older population, the Louisiana Workforce Commission classifies jobs in the geriatric field as "5-Star" jobs. The ULM Gerontology Program prepares students for jobs and careers in the Gerontology industry by providing contemporary and competitive education as well as internship opportunities. Follow-up surveys of the graduates of the program show that 100% of the students graduating from the ULM Gerontology Program work in the Gerontology industry and, currently, three students are pursuing a doctorate degree in Gerontology.

The ULM program has developed excellent community and industry partnerships to provide experiential learning opportunities to students. A recent grant received from the Louisiana Board of Regents by Dr. Anita Sharma, the Program Director, will provide paid Gerontological apprenticeship opportunities to ULM students.

Another grant received from the Parkinson's Foundation for the 2021-22 fiscal year allowed Dr. Sharma to create an education and training program in Parkinson's Disease Management that recruited local professionals to provide community outreach education across the state of Louisiana. This training program is also providing experiential and service learning opportunities to students enrolled in the ULM Gerontology Program.

Proposal Objectives

The University of Louisiana at Monroe (ULM) proposes to create the Marilyn Frances and Louis St. Amant Endowed Superior Gerontology Graduate Student Scholarship to recruit and retain outstanding graduate students in the Gerontology Master of Arts (M.A. Gerontology) degree program. The aim of this proposal is to request \$40,000 match from the Louisiana Board of Regents to create the \$100,000 Marilyn Frances and Louis St. Amant Endowed Superior Gerontology Graduate Student Scholarship with \$60,000 cash already received from Marilyn Frances and Louis St. Amant.

A Profile of the Gerontology Master's Program (M.A. in Gerontology) at ULM

The Gerontology Graduate Program at ULM is housed within the College of Business and Social Sciences and provides exceptional academic and practical learning opportunities to future Gerontologists. The comprehensive fully online curriculum is designed to address the current and future needs of the Gerontology industry and the needs of an exponentially increasing older population. In addition to a 36-hour fully online M.A. degree, the Gerontology Program also offers a 15-hour fully online Graduate Certificate titled "Senior Healthcare Management Certificate" that prepares students for entry-level managerial positions in the Gerontology industry.

The ULM Gerontology Program is currently ranked as #3 out of the top 25 Gerontology programs in the nation (Best Graduate Schools, Best Value Schools rankings). For the past two years, the ULM Program was ranked as one of top five programs in the United States. In 2020, the program was ranked among the top ten Geriatric programs, out of 30 programs, for the variety of concentrations that it offers (US News rankings). The program offers seven concentrations that cover a comprehensive range of industry needs. Following are the seven concentrations: Aging Studies, Grief Care Management, Healthcare Management, Long-term Care Administration, Mental Health, Program Administration, and Small Business Management.

The University of Louisiana at Monroe is the only university in Louisiana that offers an exclusive Masters of Arts degree program in Gerontology. In 1987, the National Institute on Aging recognized ULM's excellence in aging by awarding the university funds to develop the first Center on Aging in Louisiana. Alongside the Center on Aging, the first graduate certificate program in Gerontology was developed at ULM. Shortly thereafter, ULM created the first and only graduate program in Gerontology in Louisiana. In 2020, a new Graduate Certificate titled "Senior Healthcare Management" was created.

Following are some other major strengths of the ULM Gerontology Program:

1. It is a multidisciplinary program that collaborates with other programs on campus and with various state and national agencies (Governor's Offices of Elderly Affairs and Disability Affairs, Alzheimer's Association, Parkinson's Foundation, National Council on Aging, Louisiana Department of Health)

2. The program has a 100% employment rate post-graduation. All graduates are employed in the field of gerontology and geriatrics.
3. A follow-up survey of program alumni indicated that three students are currently working part-time on their doctorate in Gerontology.
4. Highly qualified gerontologists teach courses in their areas of expertise to provide excellence-driven education
5. The program stays contemporary and competitive by developing new courses and new concentrations. Five new concentrations and six new courses were developed in the last three years (2018, 2019, and 2020).
6. The program has developed excellent partnerships with the Gerontology industry and local community organizations to provide varied experiential opportunities to students.
7. The program engages professionals, community members, and statewide senior population in educational opportunities on an ongoing basis. During 2020-21, the program offered:
 - Six webinars in collaboration with the Louisiana Department of Health:
 - Five webinars in collaboration with the Alzheimer's Association;
 - Three virtual symposiums in collaboration with the Governor's Office of Elderly Affairs;
 - One virtual symposium in collaboration with the Homeland Security Office on the topic: "Emergency Preparedness for Older Adults and People with Disabilities."
 - A special women's leadership summit to celebrate the leadership roles of older women.
 - Two conferences: Conference on Disability Advocacy and the Conference on Age and Aging.

The University of Louisiana at Monroe is part of the University of Louisiana System that consists of nine state universities. In 2016, ULM advanced from a Regional University to a National University by the Carnegie Classification of Institutions of Higher Education. Currently, ULM is categorized as a "Carnegie R3: Doctoral Universities — Moderate Research Activity" and as a "CO C/SAC S Level VI" institution. In 2020, the U.S. News & World Report recognized ULM as one of the "Top Performers on Social Mobility," which describes how well colleges and universities serve low-income students. The four colleges at ULM provide high-quality academic and experiential opportunities in a comprehensive range of disciplines that include arts, sciences, social sciences, education, health sciences, pharmacy, and business. As of fall 2021, ULM had an enrollment of approximately 9,000 total students and approximately 1,400 graduate students.

The College of Business and Social Sciences (CBSS), within which the Gerontology Program is housed, offers 16 undergraduate degree programs, 3 post baccalaureate certificate programs, 5 graduate programs (including Gerontology), and one Graduate Certificate Program in Gerontology. The current CBSS enrollment is approximately 2,000 supported by approximately 70 full-time faculty.

Duration of the M.A. Gerontology Program

The Master's Program in Gerontology at ULM is a 36-hour degree program that includes a 3-credit hour capstone course "Seminar in Gerontology." Using strategic course-scheduling, courses in each concentration are offered each semester including summer sessions that allow students to progress steadily and effectively towards graduation. Using ongoing one-on-one advising as a retention tool, the average duration of the program is four to seven semesters (including summer sessions). Most students take 3 to 6 hours per semester. The Program Director is the primary advisor and advising is mandatory in this program. The Program Director prepares the first draft of the degree plan for each student as soon they complete their first 12 hours.

Data related to student success in the Gerontology Graduate Program

The average profile of a student in the ULM Gerontology graduate program is the following:

- Age range of 25 to 65 years
- Working full-time (age range of 25 to 55 years)
- Working part-time (age range of 56 to 65 years)
- Head of the Family
- Predominantly female gender
- First-generation graduate student
- Dealing with family responsibilities
- Enrolled in 3 to 6 hours per semester
- Dependent upon financial aid to pay tuition fee
- Using personal income to pay tuition fee in the absence of financial aid

From Fall 2018 to Spring 2021, the ULM Gerontology Graduate Program graduated 18 students with the average duration of their degree program being five semesters (including summer sessions). The average enrollment in the program during this period was 25 students. The largest cohort of students to graduate was in Fall 2020 consisting of a class of eight graduating students. Please refer to Table 1 for the enrollment and graduation data.

Table 1: M.A. Gerontology Enrollment and Graduation Data

Year	Total Enrollment	# of students graduated
2018 Fall	18	2
2019 Spring	20	1
2019 Fall	23	4
2020 Spring	27	1
2020 Fall	29	8
2021 Spring	30	2
2021 Fall	26	3 (anticipated)

The rates of retention were 100% until the year 2021. Unfortunately, the prolonged effects of COVID-19 pandemic resulted in lost jobs, lost wages, severe illness among those infected with the virus, stressful family responsibilities, and mental health problems for several students enrolled in the program. Consequently, four students were not able to continue in the program during the 2021 academic year. The overall GPA of these four students ranged from 4.00 to 3.50. However, due to major financial constraints, they were not able to pay their tuition fee and were not able to receive financial aid due to eligibility criteria. No scholarships were available to pay for their full tuition which amounts to \$500.00 for one semester hour. For one 3-credit hour graduate online course, the tuition fee is \$1,500.00 that these students found very difficult to pay due to reduced wages or unemployment. The Gerontology industry was affected the most by the COVID-19 pandemic. Additionally, the cost of books and other academic expenses did not allow these students to enroll in Fall 2021 despite their superior class performance.

The COVID-19 pandemic caused major mental health problems for two other students affecting their class performance during Spring 2021. They were suspended from the program and, upon providing appropriate medical documentation, the Graduate Council approved their academic appeal and they were reinstated in the Fall 2021 semester. Please refer to Table 2 for Student Retention Data.

Table 2: M.A. Gerontology Student Retention Data

Year	# 1st Time Students (new students)	First-year Retained	Second-Year Retained**
2018*	18 (all female)	18	18
2019	8 (all female)	8	8
2020	11 (one male)	7	N/A
2021	12 (one male)	N/A	N/A

* The table presents data beginning 2018 because in 2018 the program and the curriculum was completely redesigned with five new concentrations and a capstone course added to the program.

** The second-year completers continue to take 3 to 6 hours per semester to stay enrolled.

The academic, teaching, research, and/or service environment(s) into which scholarship holders will be integrated

ULM primarily serves northeast Louisiana which is a part of the lower Mississippi Delta region. However, students in the Gerontology program come from all parts of the country since it is a fully online program. The average student in the program is a first-generation graduate student, female, often working full-time, with added family responsibilities. Most students in the program depend upon financial aid or personal funds to pay for their tuition. Those who depend on personal funds are not able to enroll in more than one course per semester.

The mission of the College of Business and Social Sciences and that of the Gerontology program emphasizes on being student-centered and excellence-driven. The Gerontology program emphasizes on current research, current needs of the Gerontology industry and senior citizens, and experiential learning. The curriculum is designed to address the individual career pathway of each student while meeting the evolving needs of senior citizens.

The scholarship holders will be provided with multidimensional professional development opportunities within and outside of the class environment. Faculty teaching in the Gerontology program are highly experienced gerontologists in their respective areas of expertise. Students in each course are required to participate in online team projects, class discussions, hands-on exercises, community-based assignments, analysis of case-studies, and client-centered assignments. Each course includes assignments related to gerontological research. The curriculum also requires content on diversity in each course.

A team of students recently assisted the Ouachita Council on Aging in providing COVID-19 vaccine-related educational program to senior citizens. The ULM Gerontology Program is partnering with the Governor's Office of Elderly Affairs in reaching out to adults about COVID-19 vaccine education and follow-up interviews. This is one of the service projects for Gerontology students. Another service project focuses on teaching the use of practical technology to older adults who may be reluctant to utilize the latest technology for their every-day needs, such as the use of smart phones to pay bills and the use of i-pads for telehealth. Currently, the Gerontology students are also involved in a training and education program for Parkinson's Disease supported by the Parkinson's Foundation.

Students in the program are provided ongoing opportunities for professional development through events organized outside of the "classroom" environment such as, seminars, workshops, and conferences organized by the Gerontology Program on a regular basis. The scholarship holders will be provided with some additional opportunities such as, presentation of their research at professional conferences,

opportunities to attend state and national conferences, and professional networking opportunities to be able to connect with experienced individuals working in the Gerontology industry. Additionally, the scholarship holders will be provided with apprenticeship experiences. During the last semester of their degree Program, they will be required to participate in Gerontological research projects in their capstone course.

Currently, the Program Director, Dr. Anita Sharma, is in the process of creating an Institute of Aging and Disability that will provide additional academic and experiential opportunities to the scholarship holders by enabling them to participate in direct-service projects and community-based research projects.

Expected qualifications of scholarship recipients

The Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship will be used to attract and retain a new full-time Gerontology graduate student who meets the following minimum criteria.

Applicants must:

1. Have a 3.5 undergraduate GPA.
2. Meet all of the general requirements for admission to the Graduate School (please see below).
3. Provide evidence of commitment to working with older adults such as, prior experience in Gerontology, current employment in the field of Gerontology, or family-based long-term experiences with older adults.
4. Provide an electronic statement/essay explaining their commitment to working with older adults.
5. Provide a resume or CV detailing past education and employment.
6. Provide two letters of recommendation from a supervisor or professor (current or past).
7. Demonstrate a proficiency in basic skills needed for an online program such as, ability to navigate Moodle, Banner, MS Word, PowerPoint, and other apps as needed.
8. Maintain a GPA of, at least, 3.25 in the Gerontology Master's program.
9. Be enrolled as a full-time student (9 credit hours) until the time of their graduation.
10. Be willing to make public and on-campus presentations about the Gerontology profession.
11. Be available to work on-campus as a Graduate Assistant.
12. Be willing to work with a Gerontology faculty member to produce publishable research to maintain the scholarship.

13. Be willing to work in the Gerontology industry after graduation or pursue a doctorate in Gerontology.
14. Be willing to complete a criminal background check due to the nature of the population with whom they will be working.

Criteria for admission as required by the Graduate School:

Regular Status: Applicants must meet one of the following minimum requirements to be **regularly admitted**:

Any graduate, terminal, or professional degree from a regionally accredited university
OR

a cumulative undergraduate GPA of 2.75 (based on a 4.0 scale) from a regionally accredited university

OR

a GPA of 2.75 in the last 60 hours of undergraduate coursework from a regionally accredited university

Conditional Status: Applicants must meet one of the following minimum requirements to be **conditionally admitted**:

Minimum cumulative undergraduate GPA of 2.5 (based on a 4.0 scale) from a regionally accredited university

OR

a GPA of 2.5 in the last 60 hours of undergraduate coursework from a regionally accredited university

OR

Minimum formula score of 622.6 (2.2 GPA x 283 GRE)

OR

With a GPA of 2.2 or higher, some candidates with 5 years of employment in a relevant field of study may qualify for a waiver of test scores.

Since this is a competitive scholarship, those applicants who meet the minimum qualifications to be eligible for the scholarship will be reviewed via the procedure outlined below:

1. The Gerontology Program Director will form a Scholarship Selection Committee consisting of Gerontology faculty.
2. The Graduate School will provide the names of all new applicants who meet the criteria listed above to the Gerontology Scholarship Selection Committee by March 30 of each year.

3. The Selection Committee will review applications and make a recommendation to the Director of the Gerontology Program.
4. The ULM Scholarship Office will inform the selected student of the award.
5. The Scholarship award will cover a two-year academic period (four regular semesters and one summer session) and will be non-renewable after this time period.
6. The Scholarship student must maintain a GPA of 3.25 each semester and remain enrolled as a full-time student for continued funding.
7. The Scholarship student must work with a faculty member to produce publishable research in gerontology or geriatrics to maintain the scholarship.
8. The Scholarship holder will work with a faculty member to assist with classes and research, with the primary focus being on research, for 20 hours per week.
9. The scholarship holder will sign a contract that will clearly describe the 20-hour per week work expectations.

Expected use(s) of endowment proceeds

The scholarship recipients will be able to use their endowment proceeds for the following purposes:

- Participation in state and national professional development events
- Membership in professional organizations
- Professional travel to make presentations or to attend events
- Purchase of textbooks and reference books
- Subscription to journals
- Purchase of supplies needed for their classwork or research work
- Pay for specialized training programs to enhance their credentials
- Augment their income while enrolled in full-time graduate school

Institutional commitments to scholarship recipients, including tuition support

The University of Louisiana at Monroe will provide in-state and out-of-state tuition waivers to the scholarship recipients. They will also receive a stipend of \$6,000 per academic year with their appointment as a graduate assistant. Additionally, they will receive an endowment of \$4,000 per year from the Marilyn Frances and Louis St. Amant Endowed Superior Gerontology Graduate Student Scholarship endowed funds. The scholarship recipient will also be given access to a room with a computer and a printer.

The tuition for a 36-hour online graduate program is \$18,000. Combining the tuition waiver with the stipends, ULM will be making an institutional commitment of \$28,000.00 in addition to providing the use of campus facilities.

Anticipated workforce outcomes for scholarship recipients

The scholarship recipients will receive assistance from the Program Director in exploring jobs in their concentration area. For example, students enrolled in the Grief Care Management concentration will be able to find jobs in settings such as hospice care, clinical grief care groups, grief care coordinators in hospitals and funeral homes. With an exponential increase in the older population, Gerontology discipline has become one of the fastest growing professional fields with a significantly high number of workforce opportunities. The US Census Bureau has estimated that by 2030, there will be more people over the age of 65 than under 17. With an increasing elderly population, the need for gerontologists also increases. In fact, workers within this industry are expected to experience faster than average job growth between 2016 and 2026, according to the Bureau of Labor Statistics (BLS). Employment in geriatric occupations is projected to grow 16 percent from 2020 to 2030, much faster than the average for all occupations, adding about 2.6 million new jobs (Bureau of Labor Statistics).

Additionally, neurological disorders among the elderly have reached epidemic numbers requiring more professionals to be working with people with Alzheimer's Disease and Parkinson's Disease. The demand for jobs in this field will only increase in the next 10 years. The current average salary for a long-term care administrator is about \$75,000 to \$80,000 in Louisiana. Salaries in southern states are not as high as in other states. The average salary for a Gerontologist with a graduate degree is about \$85,000.

Alignment of proposed student support with campus, college, and departmental missions and goals, including supporting data

The focus of the University of Louisiana at Monroe, as envisioned by President Dr. Ronald Berry, is "changing lives." An endowed superior graduate scholarship will prove to be an excellent tool to change the life of

- (a) A first generation graduate student;
- (b) A graduate student struggling to pay their bills while trying to enhance their workforce opportunities;
- (c) A graduate student with stressful and financially demanding family responsibilities,
- (d) A female graduate student with work and family responsibilities as a "single head of household."

The motto of the College of Business and Social Sciences (CBSS) and the Gerontology Program is “Student-centered and Excellence-driven” which is the motto of ULM too. The Gerontology Program at ULM was redesigned in 2018 to address the changing needs of older adults and the changing priorities of the Gerontology industry to make the program “excellence-driven.” A new curriculum was developed to meet the needs of a new generation of older adults who want to age at home and want to stay active for as long as is possible for them. The basic goals of the Gerontology program align very well with the goals of ULM and CBSS. The Gerontology Program is “student-centered and Excellence-driven” with the goal of developing a workforce in the field of Gerontology that would be well prepared to provide excellence-driven client-centered professional services to an aging population.

The mission statement of the Gerontology Program is closely aligned with the mission statement of the University of Louisiana at Monroe.

ULM Mission Statement

The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.

Gerontology Program Mission Statement

The ULM Gerontology Program seeks and prepares students for successful careers in geriatric and gerontology industry, and addresses the needs of a rapidly aging population through a transformative education, applied research, and practical training of students committed to working with older adults.

This mission statement of the ULM Gerontology Program is evidenced in the following supporting data:

- (a) The employment rates of students who graduate from this program are 100%.
- (b) 100% of students who graduate from this program continue to remain in the field of Gerontology.
- (c) Students graduating from the program during 2018-2021 either found a job in the Gerontology industry or are pursuing a doctorate in Gerontology.
- (d) Students of this program are focused on improving the quality of life of older adults through their jobs (upon graduation) and through internships (while enrolled in the program). They are able to implement the ULM mission of “changing lives” as described by President Dr. Ronald Berry.
- (e) Since the beginning of the COVID-19 pandemic, the ULM Gerontology students have reached out to older adults in various ways such as, addressing issues of isolation and loneliness through phone calls, running errands for them, and providing supportive assistance to family members of older adults living in isolation due to the pandemic.

Relationship of targeted program(s) to workforce gaps and targets identified as priorities for Louisiana

The National Center for Health Workforce Analysis (the National Center) informs public and private-sector decision-making on the U.S. health workforce including Geriatric workforce. The Health Resources and Services Administration (HRSA) provides national and regional projections of the supply of and demand for all geriatric professionals in the United States. Projections are developed using HRSA's Health Workforce Simulation Model (HWSM). Results presented in this section are projected for 2025. HWSM is an integrated microsimulation model that estimates current and future supply and demand for health care workers in multiple professions and care settings.

Following are the key findings of the report provided by HRSA:

1. Demand for geriatric professionals is projected to exceed supply, resulting in an estimated 49% national shortage by 2025 due to reasons of inadequate new and younger workforce and retirement or death of older workforce.
2. All regions of the U.S. are projected to have a 2025 shortage of geriatric professionals although the degree of shortage in each region is variable.
3. According to projected figures, there will be a shortage of more than 63% geriatric service providers in Louisiana by 2025.
4. The nation's future supply of and demand for geriatric services will likely be affected by a host of factors — including population growth and aging, changing birth rates, overall economic conditions, changes in geriatric care delivery, and availability of the geriatric workforce.

According to a study conducted by the National Institutes of Health (NIH, 2017), it is expected by 2030 that the geriatric workforce will need more than 21,000 non-physician mental health providers to meet the burgeoning demand of a rapidly expanding older population.

According to an AARP report published in 2021, the COVID-19 pandemic has created an acute shortage of staff in senior centers and long-term care facilities. According to the report, nearly 4 out of 10 nursing homes in Louisiana reported an acute staffing shortage.

Serving people over the age of 60 during a pandemic is a top priority for Louisiana. The most underserved population in Louisiana at this time are older adults living in rural areas and belonging to racial and ethnic minority groups (Louisiana Department of Health). The geriatric workforce priorities for Louisiana right now are:

1. Find a well-qualified geriatric staff to work with residents of long-term care facilities.

2. Train a new generation of workforce to work with older adults to meet the staffing shortage.
3. Provide financial resources to interested individuals to receive education and training in Gerontology.
4. Provide financial ways and means for the current geriatric workforce to enhance their gerontological and geriatric training for improved career prospects.

Conclusion:

There is an immediate and acute need for a new generation of well-qualified workforce to work in the Gerontology industry. Creating a Superior Gerontology Graduate Student Scholarship will help the ULM Gerontology program recruit high-quality students and prepare them to meet the current needs of the Gerontology industry. The senior citizens need well-qualified and well-trained gerontological professionals to work with them.

**BOARD OF REGENTS SUPPORT FUND
ENDOWED SUPERIOR GRADUATE STUDENT SCHOLARSHIPS SUBPROGRAM**

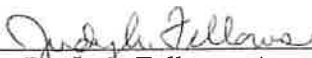
**ASSURANCE OF CONSISTENCY WITH INSTITUTIONAL PRIORITIES FORM
FY 2020-21**

Date: November 8, 2021
Title of Proposed Endowed Scholarship: Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship in Gerontology
Institution: University of Louisiana Monroe
Priority Area: Business Nursing & Pharmacy
 Pharmacy Health Sciences Education

Responsible Campus Officer: Dr. Judy Fellows, Associate Vice President for Academic Affairs

I hereby assure the Board of Regents, State of Louisiana, that the proposal named above is consistent with institutional priorities, as explained below.

ULM has long prioritized programs to meet workforce demands in the education, business, health sciences, nursing and pharmacy areas.


Dr. Judy Fellows, Associate Vice President for
Academic Affairs

11/8/2021
Date

BOARD OF REGENTS SUPPORT FUND ENDOWED SUPERIOR GRADUATE
STUDENT SCHOLARSHIPS SUBPROGRAM

POLICY COMPLIANCE ASSURANCE FORM
FY 2021-22

Date: November 5, 2021
Title of Proposed Endowed Marilyn Frances & Louis J. St. Amant Endowed
Scholarship: Superior Graduate Student Scholarship
Institution: University of Louisiana Monroe
Campus Head: Ron Berry, D.B.A.

I hereby assure the Board of Regents, State of Louisiana, that if Board of Regents Support Fund matching money is provided to complete the endowment for the endowed superior graduate student scholarship proposed above, the University of Louisiana Monroe will continually comply with all requirements of the Endowed Superior Graduate Student Scholarships Subprogram Policy.

Ron Berry
Ron Berry, President
11/10/2021
Date

Witness Signature: Kathy Masters
Witness Name: Kathy Masters
Witness Signature: Kristi Davis
Witness Name: Kristi Davis

Notary Seal

State of Louisiana, Parish of Ouachita
The foregoing instrument was acknowledged before me this date by the persons listed above.

Notary's Official Signature: S. Nicole Walker S. Nicole Walker
#162773
11/10/2021
Date
Commission Expiration: W/ life

AFFIDAVIT

STATE OF LOUISIANA
PARISH OF OUACHITA

BEFORE ME, the undersigned notary public, duly commissioned and qualified in and for the State and Parish aforesaid, personally came and appeared: Hunter Pierson, a person of the full age of majority appearing herein in his capacity as Vice President of Investment Management Division for Goldman Sachs & Co, LLC, who did depose and state that:

1. Goldman Sachs is a financial institution licensed to do and doing business in the State of Louisiana.
2. The University of Louisiana Monroe Foundation has deposited with Goldman Sachs the sum of \$60,000, which the university has confirmed represents funds for the Marilyn Frances & Louis St. Amant Superior Graduate Scholarship.

R. Hunt Pierson
Hunter Pierson
Vice President Investment Management Division
Goldman Sachs

Sworn to and subscribed before me in the presence of the undersigned witnesses this 11TH
day of NOVEMBER, 2021.

WITNESSES:

Mary Paul Durum
Shannon E. Miller

Melvina Bradford
NOTARY

ID # 057241018



AFFIDAVIT


STATE OF LOUISIANA
PARISH OF OUACHITA

BEFORE ME, the undersigned Notary Public, duly commissioned and qualified in and for the State and Parish aforesaid, and in the presence of the witnesses hereinafter named and undersigned, personally came and appeared:

RONALD L. BERRY, a person of the full age of majority, and a resident of Ouachita Parish, appearing herein in his capacity as President of The University of Louisiana at Monroe:

Who did depose and state that:




- (1) The University of Louisiana at Monroe has established Marilyn Francis & Louis St. Amant Superior Graduate Student Scholarship in Gerontology, an endowed fund to receive private contributions and matching funds from the State of Louisiana, the income of which shall be used for the exclusive benefit of an endowed professorship.
- (2) Marilyn Francis & Louis St. Amant Superior Graduate Student Scholarship in Gerontology currently has a balance of **\$60,000**. These funds consist of unrestricted contributions from private sources and income earned by investment of the fund since it was established.
- (3) The funds used to establish the Marilyn Francis & Louis St. Amant Superior Graduate Student Scholarship in Gerontology were dedicated to the purposes of Marilyn Francis & Louis St. Amant Superior Graduate Student Scholarship in Gerontology.



Ronald L. Berry, D.B.A.
President, ULM

Sworn to and subscribed before me in the presence of the undersigned witnesses this
10th day of November, 2021.

WITNESSES:

 _____  S. Nicole Walker
NOTARY PUBLIC
 _____ ID # 162773



Foundation

MARILYN FRANCES AND LOUIS J. ST. AMANT SUPERIOR GRADUATE STUDENT ENDOWED SCHOLARSHIP IN GERONTOLOGY

Account No. 91201 / 94201

I. NAME AND PURPOSE:

The scholarship has been named Marilyn Frances and Louis J. St. Amant Superior Graduate Student Endowed Scholarship in Gerontology. The purpose is to recruit and retain high-quality graduate students in the graduate Gerontology programs.

II. VALUE AND FUNDING:

This is an endowment and was initially funded with \$60,000 from Lou St. Amant, to be matched by \$40,000 from the University of Louisiana System Board of Regents for a total of \$100,000. As an endowment, no expenditures will ever be made from the principal. Annual awards will be based upon the earnings from the endowment and the spending policy established by the University of Louisiana Monroe Foundation. Any unused funding will be carried forward to the following year. Contributions may be added at any time.

Management of the funds will be under the direction of the University of Louisiana Monroe Foundation. Reports on the status of the fund shall be made annually.

III. CRITERIA FOR SELECTION:

To qualify for the scholarship, a student must meet the following:

- A. Recipient must meet the requirements as defined by the ULM Graduate School and be enrolled as a full-time student pursuing a graduate degree in Gerontology.
- B. Recipient must be a Louisiana resident.
- C. Recipient must have and maintain a minimum 3.0 GPA.
- D. The scholarship award will cover a four-academic-year period (continuous) and will be non-renewable.

IV. SELECTION OF RECIPIENT(s):

The Graduate School will provide the names of all applicants who meet the criteria listed above to the Scholarship Committee of the College of Business and Social Sciences. The Scholarship Committee will submit recommendations to the University Scholarship Office who will confirm eligibility and determine awards.

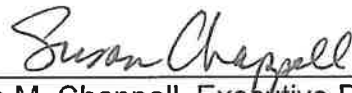
V. PUBLICITY:

The Marilyn Frances and Louis J. St. Amant Superior Graduate Student Endowed Scholarship in Gerontology will be accorded proper recognition through news releases, inclusion in the university catalog and on the University of Louisiana Monroe Foundation website.

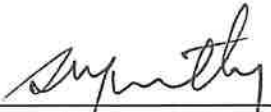
APPROVED:



Lou St. Amant, Donor



Susan M. Chappell, Executive Director
ULM Advancement, Foundation & Alumni Relations



Dr. Sushma Krishnamurthy, Dean
Graduate School

Date 8/25/21



Office of the President

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November 10, 2021

Dr. James B. Henderson, President
University of Louisiana System
1201 North Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests that the University of Louisiana System Board of Supervisors approve the attached proposals for matching funds from the Louisiana Board of Regent's Support Fund:

1. Frank and Susan Hoffmann Superior Graduate Student Scholarship
2. Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship
3. Paxton and Nelda Oliver Endowed Professorship in Speech Language Pathology
4. ULM Physical Therapy First Generation Endowed Scholarship

Each of these proposals support initiatives that directly impact our mission and the needs of our region.

Attached are copies of the proposals. After approval, we ask that you forward them to the Louisiana Board of Regents for their consideration.

Sincerely,

Ronald L. Berry, D.B.A.
President

Enclosure

#TAKEFLIGHT

ULM is a member of the University of Louisiana System • AA/EOE



Vice President for Academic Affairs

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P 318.342.1025

November 8, 2021

Dr. Kim Hunter-Reed, Commissioner of Higher Education
Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

Dear Dr. Hunter-Reed:

Pursuant to Louisiana Board of Regents BoRSF Endowed Superior Graduate Student Scholarships Program Policy VII.B, this letter is being submitted to document that all applications from the University of Louisiana Monroe (ULM) were coordinated and submitted through a single campus office/officer with campus-wide responsibility for graduate programs and/or fellowship management to ensure that institutional priorities are reflected across all proposals presented.

The proposals submitted by ULM for matching funds in the BoRSF Endowed Superior Graduate Student Scholarships Program and their relationship to ULM priorities are shown below. ULM has long prioritized programs to meet workforce demands in the education, business, health sciences, nursing, and pharmacy areas. These scholarships will allow ULM to increase the number of well-qualified education leaders throughout the state and improve the educational attainment of all citizens; will meet the workforce needs in the region and state in Business, Education, Health Sciences, and Pharmacy; and will support ULM's initiatives that directly impact our mission and the needs of our region.

Area of Priority	Proposed Superior Graduate Student Scholarship
College of Arts, Education, and Sciences <i>and</i> College of Business and Social Sciences	Endowment in graduate programs in Education and Business Administration
College of Business and Social Sciences	Endowment in Gerontology Endowment in Master of Business Administration Endowment in Master in Public Administration
College of Health Sciences	Endowment in Health Sciences Endowments in Marriage and Family Therapy (2)
College of Pharmacy	Endowments in Pharmacy (2)

Thank you for your consideration of ULM's request.

Sincerely,

Judy A. Fellows, Ph.D.
Associate Vice President for Academic Affairs
and Accreditation Liaison

JF:ml

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November 8, 2021

Dr. Kim Hunter Reed
Commissioner of Higher Education
Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

RE: Board of Regents Support Fund Programs
Marilyn Frances and Louis St. Amant Superior Graduate Student Endowed Scholarship

Dear Dr. Reed:

I respectfully request approval of the Board of Regents for the establishment of the Marilyn Frances and Louis St. Amant Superior Graduate Student Endowed Scholarship.

Enclosed are properly executed affidavits required under the Louisiana Board of Regents "Regulations for the Board of Regents Support Fund for Endowed Superior Graduate Student Scholarships Subprogram," which certify the University of Louisiana at Monroe has deposited with Goldman Sachs \$60,000 to establish the Marilyn Frances and Louis St. Amant Superior Graduate Student Endowed Scholarship.

In accordance with the established conditions for transfer of the State Matching Fund, I hereby certify that these contributions will be dedicated for the purposes of the Marilyn Frances and Louis St. Amant Superior Graduate Student Endowed Scholarship.

Thank you for your assistance.

Sincerely,

A handwritten signature in black ink that reads 'Ronald L. Berry'. The signature is fluid and cursive.

Ronald L. Berry, D.B.A.
President

Enclosures

#TAKEFLIGHT

A Proposal to Create the Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship in the Gerontology Graduate Program

Executive Summary:

Marilyn Frances and Louis St. Amant have established a Superior Graduate Student Scholarship to benefit the Masters of Gerontology Program at the University of Louisiana at Monroe (ULM) by contributing \$60,000 cash with the request that the University apply for a \$40,000 match from the Louisiana Board of Regents.

The ULM Gerontology Program is a nationally ranked program consisting of highly qualified faculty and high quality graduate students. This is the only program in Louisiana that offers a Master's degree in Gerontology. The enrollment in the program grew by 500% in the last three years (2018 to 2021) with the average retention rates approximately 94%. Financial difficulties prevented 6% of the enrolled students to complete the program. Students in the Gerontology program use either financial aid, or loans, or personal funds to pursue their graduate education. At this time, only one graduate assistantship is available for 30 students. The employment rates for students graduating from the program are 100% with all graduates employed in the Gerontology industry.

The Gerontology graduate program at ULM is a fully online 36-hour professional degree program and offers seven different concentrations that allow students to address diverse workforce needs in the Gerontology industry. With the anticipated exponential growth in the older population, the Louisiana Workforce Commission classifies jobs in the geriatric field as "5-Star" jobs. The ULM Gerontology Program prepares students for jobs and careers in the Gerontology industry by providing contemporary and competitive education as well as internship opportunities. Follow-up surveys of the graduates of the program show that 100% of the students graduating from the ULM Gerontology Program work in the Gerontology industry and, currently, three students are pursuing a doctorate degree in Gerontology.

The ULM program has developed excellent community and industry partnerships to provide experiential learning opportunities to students. A recent grant received from the Louisiana Board of Regents by Dr. Anita Sharma, the Program Director, will provide paid Gerontological apprenticeship opportunities to ULM students.

Another grant received from the Parkinson's Foundation for the 2021-22 fiscal year allowed Dr. Sharma to create an education and training program in Parkinson's Disease Management that recruited local professionals to provide community outreach education across the state of Louisiana. This training program is also providing experiential and service learning opportunities to students enrolled in the ULM Gerontology Program.

Proposal Objectives

The University of Louisiana at Monroe (ULM) proposes to create the Marilyn Frances and Louis St. Amant Endowed Superior Gerontology Graduate Student Scholarship to recruit and retain outstanding graduate students in the Gerontology Master of Arts (M.A. Gerontology) degree program. The aim of this proposal is to request \$40,000 match from the Louisiana Board of Regents to create the \$100,000 Marilyn Frances and Louis St. Amant Endowed Superior Gerontology Graduate Student Scholarship with \$60,000 cash already received from Marilyn Frances and Louis St. Amant.

A Profile of the Gerontology Master's Program (M.A. in Gerontology) at ULM

The Gerontology Graduate Program at ULM is housed within the College of Business and Social Sciences and provides exceptional academic and practical learning opportunities to future Gerontologists. The comprehensive fully online curriculum is designed to address the current and future needs of the Gerontology industry and the needs of an exponentially increasing older population. In addition to a 36-hour fully online M.A. degree, the Gerontology Program also offers a 15-hour fully online Graduate Certificate titled "Senior Healthcare Management Certificate" that prepares students for entry-level managerial positions in the Gerontology industry.

The ULM Gerontology Program is currently ranked as #3 out of the top 25 Gerontology programs in the nation (Best Graduate Schools, Best Value Schools rankings). For the past two years, the ULM Program was ranked as one of top five programs in the United States. In 2020, the program was ranked among the top ten Geriatric programs, out of 30 programs, for the variety of concentrations that it offers (US News rankings). The program offers seven concentrations that cover a comprehensive range of industry needs. Following are the seven concentrations: Aging Studies, Grief Care Management, Healthcare Management, Long-term Care Administration, Mental Health, Program Administration, and Small Business Management.

The University of Louisiana at Monroe is the only university in Louisiana that offers an exclusive Masters of Arts degree program in Gerontology. In 1987, the National Institute on Aging recognized ULM's excellence in aging by awarding the university funds to develop the first Center on Aging in Louisiana. Alongside the Center on Aging, the first graduate certificate program in Gerontology was developed at ULM. Shortly thereafter, ULM created the first and only graduate program in Gerontology in Louisiana. In 2020, a new Graduate Certificate titled "Senior Healthcare Management" was created.

Following are some other major strengths of the ULM Gerontology Program:

1. It is a multidisciplinary program that collaborates with other programs on campus and with various state and national agencies (Governor's Offices of Elderly Affairs and Disability Affairs, Alzheimer's Association, Parkinson's Foundation, National Council on Aging, Louisiana Department of Health)

2. The program has a 100% employment rate post-graduation. All graduates are employed in the field of gerontology and geriatrics.
3. A follow-up survey of program alumni indicated that three students are currently working part-time on their doctorate in Gerontology.
4. Highly qualified gerontologists teach courses in their areas of expertise to provide excellence-driven education
5. The program stays contemporary and competitive by developing new courses and new concentrations. Five new concentrations and six new courses were developed in the last three years (2018, 2019, and 2020).
6. The program has developed excellent partnerships with the Gerontology industry and local community organizations to provide varied experiential opportunities to students.
7. The program engages professionals, community members, and statewide senior population in educational opportunities on an ongoing basis. During 2020-21, the program offered:
 - Six webinars in collaboration with the Louisiana Department of Health;
 - Five webinars in collaboration with the Alzheimer's Association;
 - Three virtual symposiums in collaboration with the Governor's Office of Elderly Affairs;
 - One virtual symposium in collaboration with the Homeland Security Office on the topic: "Emergency Preparedness for Older Adults and People with Disabilities."
 - A special women's leadership summit to celebrate the leadership roles of older women.
 - Two conferences: Conference on Disability Advocacy and the Conference on Age and Aging.

The University of Louisiana at Monroe is part of the University of Louisiana System that consists of nine state universities. In 2016, ULM advanced from a Regional University to a National University by the Carnegie Classification of Institutions of Higher Education. Currently, ULM is categorized as a "Carnegie R3: Doctoral Universities — Moderate Research Activity" and as a "CO C/SAC S Level VI" institution. In 2020, the U.S. News & World Report recognized ULM as one of the "Top Performers on Social Mobility," which describes how well colleges and universities serve low-income students. The four colleges at ULM provide high-quality academic and experiential opportunities in a comprehensive range of disciplines that include arts, sciences, social sciences, education, health sciences, pharmacy, and business. As of fall 2021, ULM had an enrollment of approximately 9,000 total students and approximately 1,400 graduate students.

The College of Business and Social Sciences (CBSS), within which the Gerontology Program is housed, offers 16 undergraduate degree programs, 3 post baccalaureate certificate programs, 5 graduate programs (including Gerontology), and one Graduate Certificate Program in Gerontology. The current CBSS enrollment is approximately 2,000 supported by approximately 70 full-time faculty.

Duration of the M.A. Gerontology Program

The Master's Program in Gerontology at ULM is a 36-hour degree program that includes a 3-credit hour capstone course "Seminar in Gerontology." Using strategic course-scheduling, courses in each concentration are offered each semester including summer sessions that allow students to progress steadily and effectively towards graduation. Using ongoing one-on-one advising as a retention tool, the average duration of the program is four to seven semesters (including summer sessions). Most students take 3 to 6 hours per semester. The Program Director is the primary advisor and advising is mandatory in this program. The Program Director prepares the first draft of the degree plan for each student as soon they complete their first 12 hours.

Data related to student success in the Gerontology Graduate Program

The average profile of a student in the ULM Gerontology graduate program is the following:

- Age range of 25 to 65 years
- Working full-time (age range of 25 to 55 years)
- Working part-time (age range of 56 to 65 years)
- Head of the Family
- Predominantly female gender
- First-generation graduate student
- Dealing with family responsibilities
- Enrolled in 3 to 6 hours per semester
- Dependent upon financial aid to pay tuition fee
- Using personal income to pay tuition fee in the absence of financial aid

From Fall 2018 to Spring 2021, the ULM Gerontology Graduate Program graduated 18 students with the average duration of their degree program being five semesters (including summer sessions). The average enrollment in the program during this period was 25 students. The largest cohort of students to graduate was in Fall 2020 consisting of a class of eight graduating students. Please refer to Table 1 for the enrollment and graduation data.

Table 1: M.A. Gerontology Enrollment and Graduation Data

Year	Total Enrollment	# of students graduated
2018 Fall	18	2
2019 Spring	20	1
2019 Fall	23	4
2020 Spring	27	1
2020 Fall	29	8
2021 Spring	30	2
2021 Fall	26	3 (anticipated)

The rates of retention were 100% until the year 2021. Unfortunately, the prolonged effects of COVID-19 pandemic resulted in lost jobs, lost wages, severe illness among those infected with the virus, stressful family responsibilities, and mental health problems for several students enrolled in the program. Consequently, four students were not able to continue in the program during the 2021 academic year. The overall GPA of these four students ranged from 4.00 to 3.50. However, due to major financial constraints, they were not able to pay their tuition fee and were not able to receive financial aid due to eligibility criteria. No scholarships were available to pay for their full tuition which amounts to \$500.00 for one semester hour. For one 3-credit hour graduate online course, the tuition fee is \$1,500.00 that these students found very difficult to pay due to reduced wages or unemployment. The Gerontology industry was affected the most by the COVID-19 pandemic. Additionally, the cost of books and other academic expenses did not allow these students to enroll in Fall 2021 despite their superior class performance.

The COVID-19 pandemic caused major mental health problems for two other students affecting their class performance during Spring 2021. They were suspended from the program and, upon providing appropriate medical documentation, the Graduate Council approved their academic appeal and they were reinstated in the Fall 2021 semester. Please refer to Table 2 for Student Retention Data.

Table 2: M.A. Gerontology Student Retention Data

Year	# 1st Time Students (new students)	First-year Retained	Second-Year Retained**
2018*	18 (all female)	18	18
2019	8 (all female)	8	8
2020	11 (one male)	7	N/A
2021	12 (one male)	N/A	N/A

* The table presents data beginning 2018 because in 2018 the program and the curriculum was completely redesigned with five new concentrations and a capstone course added to the program.

** The second-year completers continue to take 3 to 6 hours per semester to stay enrolled.

The academic, teaching, research, and/or service environment(s) into which scholarship holders will be integrated

ULM primarily serves northeast Louisiana which is a part of the lower Mississippi Delta region. However, students in the Gerontology program come from all parts of the country since it is a fully online program. The average student in the program is a first-generation graduate student, female, often working full-time, with added family responsibilities. Most students in the program depend upon financial aid or personal funds to pay for their tuition. Those who depend on personal funds are not able to enroll in more than one course per semester.

The mission of the College of Business and Social Sciences and that of the Gerontology program emphasizes on being student-centered and excellence-driven. The Gerontology program emphasizes on current research, current needs of the Gerontology industry and senior citizens, and experiential learning. The curriculum is designed to address the individual career pathway of each student while meeting the evolving needs of senior citizens.

The scholarship holders will be provided with multidimensional professional development opportunities within and outside of the class environment. Faculty teaching in the Gerontology program are highly experienced gerontologists in their respective areas of expertise. Students in each course are required to participate in online team projects, class discussions, hands-on exercises, community-based assignments, analysis of case-studies, and client-centered assignments. Each course includes assignments related to gerontological research. The curriculum also requires content on diversity in each course.

A team of students recently assisted the Ouachita Council on Aging in providing COVID-19 vaccine-related educational program to senior citizens. The ULM Gerontology Program is partnering with the Governor's Office of Elderly Affairs in reaching out to adults about COVID-19 vaccine education and follow-up interviews. This is one of the service projects for Gerontology students. Another service project focuses on teaching the use of practical technology to older adults who may be reluctant to utilize the latest technology for their every-day needs, such as the use of smart phones to pay bills and the use of i-pads for telehealth. Currently, the Gerontology students are also involved in a training and education program for Parkinson's Disease supported by the Parkinson's Foundation.

Students in the program are provided ongoing opportunities for professional development through events organized outside of the "classroom" environment such as, seminars, workshops, and conferences organized by the Gerontology Program on a regular basis. The scholarship holders will be provided with some additional opportunities such as, presentation of their research at professional conferences,

opportunities to attend state and national conferences, and professional networking opportunities to be able to connect with experienced individuals working in the Gerontology industry. Additionally, the scholarship holders will be provided with apprenticeship experiences. During the last semester of their degree Program, they will be required to participate in Gerontological research projects in their capstone course.

Currently, the Program Director, Dr. Anita Sharma, is in the process of creating an Institute of Aging and Disability that will provide additional academic and experiential opportunities to the scholarship holders by enabling them to participate in direct-service projects and community-based research projects.

Expected qualifications of scholarship recipients

The Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship will be used to attract and retain a new full-time Gerontology graduate student who meets the following minimum criteria.

Applicants must:

1. Have a 3.5 undergraduate GPA.
2. Meet all of the general requirements for admission to the Graduate School (please see below).
3. Provide evidence of commitment to working with older adults such as, prior experience in Gerontology, current employment in the field of Gerontology, or family-based long-term experiences with older adults.
4. Provide an electronic statement/essay explaining their commitment to working with older adults.
5. Provide a resume or CV detailing past education and employment.
6. Provide two letters of recommendation from a supervisor or professor (current or past).
7. Demonstrate a proficiency in basic skills needed for an online program such as, ability to navigate Moodle, Banner, MS Word, PowerPoint, and other apps as needed.
8. Maintain a GPA of, at least, 3.25 in the Gerontology Master's program.
9. Be enrolled as a full-time student (9 credit hours) until the time of their graduation.
10. Be willing to make public and on-campus presentations about the Gerontology profession.
11. Be available to work on-campus as a Graduate Assistant.
12. Be willing to work with a Gerontology faculty member to produce publishable research to maintain the scholarship.

13. Be willing to work in the Gerontology industry after graduation or pursue a doctorate in Gerontology.
14. Be willing to complete a criminal background check due to the nature of the population with whom they will be working.

Criteria for admission as required by the Graduate School:

Regular Status: Applicants must meet one of the following minimum requirements to be **regularly admitted**:

Any graduate, terminal, or professional degree from a regionally accredited university
OR

a cumulative undergraduate GPA of 2.75 (based on a 4.0 scale) from a regionally accredited university

OR

a GPA of 2.75 in the last 60 hours of undergraduate coursework from a regionally accredited university

Conditional Status: Applicants must meet one of the following minimum requirements to be **conditionally admitted**:

Minimum cumulative undergraduate GPA of 2.5 (based on a 4.0 scale) from a regionally accredited university

OR

a GPA of 2.5 in the last 60 hours of undergraduate coursework from a regionally accredited university

OR

Minimum formula score of 622.6 (2.2 GPA x 283 GRE)

OR

With a GPA of 2.2 or higher, some candidates with 5 years of employment in a relevant field of study may qualify for a waiver of test scores.

Since this is a competitive scholarship, those applicants who meet the minimum qualifications to be eligible for the scholarship will be reviewed via the procedure outlined below:

1. The Gerontology Program Director will form a Scholarship Selection Committee consisting of Gerontology faculty.
2. The Graduate School will provide the names of all new applicants who meet the criteria listed above to the Gerontology Scholarship Selection Committee by March 30 of each year.

3. The Selection Committee will review applications and make a recommendation to the Director of the Gerontology Program.
4. The ULM Scholarship Office will inform the selected student of the award.
5. The Scholarship award will cover a two-year academic period (four regular semesters and one summer session) and will be non-renewable after this time period.
6. The Scholarship student must maintain a GPA of 3.25 each semester and remain enrolled as a full-time student for continued funding.
7. The Scholarship student must work with a faculty member to produce publishable research in gerontology or geriatrics to maintain the scholarship.
8. The Scholarship holder will work with a faculty member to assist with classes and research, with the primary focus being on research, for 20 hours per week.
9. The scholarship holder will sign a contract that will clearly describe the 20-hour per week work expectations.

Expected use(s) of endowment proceeds

The scholarship recipients will be able to use their endowment proceeds for the following purposes:

- Participation in state and national professional development events
- Membership in professional organizations
- Professional travel to make presentations or to attend events
- Purchase of textbooks and reference books
- Subscription to journals
- Purchase of supplies needed for their classwork or research work
- Pay for specialized training programs to enhance their credentials
- Augment their income while enrolled in full-time graduate school

Institutional commitments to scholarship recipients, including tuition support

The University of Louisiana at Monroe will provide in-state and out-of-state tuition waivers to the scholarship recipients. They will also receive a stipend of \$6,000 per academic year with their appointment as a graduate assistant. Additionally, they will receive an endowment of \$4,000 per year from the Marilyn Frances and Louis St. Amant Endowed Superior Gerontology Graduate Student Scholarship endowed funds. The scholarship recipient will also be given access to a room with a computer and a printer.

The tuition for a 36-hour online graduate program is \$18,000. Combining the tuition waiver with the stipends, ULM will be making an institutional commitment of \$28,000.00 in addition to providing the use of campus facilities.

Anticipated workforce outcomes for scholarship recipients

The scholarship recipients will receive assistance from the Program Director in exploring jobs in their concentration area. For example, students enrolled in the Grief Care Management concentration will be able to find jobs in settings such as hospice care, clinical grief care groups, grief care coordinators in hospitals and funeral homes. With an exponential increase in the older population, Gerontology discipline has become one of the fastest growing professional fields with a significantly high number of workforce opportunities. The US Census Bureau has estimated that by 2030, there will be more people over the age of 65 than under 17. With an increasing elderly population, the need for gerontologists also increases. In fact, workers within this industry are expected to experience faster than average job growth between 2016 and 2026, according to the Bureau of Labor Statistics (BLS). Employment in geriatric occupations is projected to grow 16 percent from 2020 to 2030, much faster than the average for all occupations, adding about 2.6 million new jobs (Bureau of Labor Statistics).

Additionally, neurological disorders among the elderly have reached epidemic numbers requiring more professionals to be working with people with Alzheimer's Disease and Parkinson's Disease. The demand for jobs in this field will only increase in the next 10 years. The current average salary for a long-term care administrator is about \$75,000 to \$80,000 in Louisiana. Salaries in southern states are not as high as in other states. The average salary for a Gerontologist with a graduate degree is about \$85,000.

Alignment of proposed student support with campus, college, and departmental missions and goals, including supporting data

The focus of the University of Louisiana at Monroe, as envisioned by President Dr. Ronald Berry, is "changing lives." An endowed superior graduate scholarship will prove to be an excellent tool to change the life of

- (a) A first generation graduate student;
- (b) A graduate student struggling to pay their bills while trying to enhance their workforce opportunities;
- (c) A graduate student with stressful and financially demanding family responsibilities,
- (d) A female graduate student with work and family responsibilities as a "single head of household."

The motto of the College of Business and Social Sciences (CBSS) and the Gerontology Program is “Student-centered and Excellence-driven” which is the motto of ULM too. The Gerontology Program at ULM was redesigned in 2018 to address the changing needs of older adults and the changing priorities of the Gerontology industry to make the program “excellence-driven.” A new curriculum was developed to meet the needs of a new generation of older adults who want to age at home and want to stay active for as long as is possible for them. The basic goals of the Gerontology program align very well with the goals of ULM and CBSS. The Gerontology Program is “student-centered and Excellence-driven” with the goal of developing a workforce in the field of Gerontology that would be well prepared to provide excellence-driven client-centered professional services to an aging population.

The mission statement of the Gerontology Program is closely aligned with the mission statement of the University of Louisiana at Monroe.

ULM Mission Statement

The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.

Gerontology Program Mission Statement

The ULM Gerontology Program seeks and prepares students for successful careers in geriatric and gerontology industry, and addresses the needs of a rapidly aging population through a transformative education, applied research, and practical training of students committed to working with older adults.

This mission statement of the ULM Gerontology Program is evidenced in the following supporting data:

- (a) The employment rates of students who graduate from this program are 100%.
- (b) 100% of students who graduate from this program continue to remain in the field of Gerontology.
- (c) Students graduating from the program during 2018-2021 either found a job in the Gerontology industry or are pursuing a doctorate in Gerontology.
- (d) Students of this program are focused on improving the quality of life of older adults through their jobs (upon graduation) and through internships (while enrolled in the program). They are able to implement the ULM mission of “changing lives” as described by President Dr. Ronald Berry.
- (e) Since the beginning of the COVID-19 pandemic, the ULM Gerontology students have reached out to older adults in various ways such as, addressing issues of isolation and loneliness through phone calls, running errands for them, and providing supportive assistance to family members of older adults living in isolation due to the pandemic.

Relationship of targeted program(s) to workforce gaps and targets identified as priorities for Louisiana

The National Center for Health Workforce Analysis (the National Center) informs public and private-sector decision-making on the U.S. health workforce including Geriatric workforce. The Health Resources and Services Administration (HRSA) provides national and regional projections of the supply of and demand for all geriatric professionals in the United States. Projections are developed using HRSA's Health Workforce Simulation Model (HWSM). Results presented in this section are projected for 2025. HWSM is an integrated microsimulation model that estimates current and future supply and demand for health care workers in multiple professions and care settings.

Following are the key findings of the report provided by HRSA:

1. Demand for geriatric professionals is projected to exceed supply, resulting in an estimated 49% national shortage by 2025 due to reasons of inadequate new and younger workforce and retirement or death of older workforce.
2. All regions of the U.S. are projected to have a 2025 shortage of geriatric professionals although the degree of shortage in each region is variable.
3. According to projected figures, there will be a shortage of more than 63% geriatric service providers in Louisiana by 2025.
4. The nation's future supply of and demand for geriatric services will likely be affected by a host of factors — including population growth and aging, changing birth rates, overall economic conditions, changes in geriatric care delivery, and availability of the geriatric workforce.

According to a study conducted by the National Institutes of Health (NIH, 2017), it is expected by 2030 that the geriatric workforce will need more than 21,000 non-physician mental health providers to meet the burgeoning demand of a rapidly expanding older population.

According to an AARP report published in 2021, the COVID-19 pandemic has created an acute shortage of staff in senior centers and long-term care facilities. According to the report, nearly 4 out of 10 nursing homes in Louisiana reported an acute staffing shortage.

Serving people over the age of 60 during a pandemic is a top priority for Louisiana. The most underserved population in Louisiana at this time are older adults living in rural areas and belonging to racial and ethnic minority groups (Louisiana Department of Health). The geriatric workforce priorities for Louisiana right now are:

1. Find a well-qualified geriatric staff to work with residents of long-term care facilities.

2. Train a new generation of workforce to work with older adults to meet the staffing shortage.
3. Provide financial resources to interested individuals to receive education and training in Gerontology.
4. Provide financial ways and means for the current geriatric workforce to enhance their gerontological and geriatric training for improved career prospects.

Conclusion:

There is an immediate and acute need for a new generation of well-qualified workforce to work in the Gerontology industry. Creating a Superior Gerontology Graduate Student Scholarship will help the ULM Gerontology program recruit high-quality students and prepare them to meet the current needs of the Gerontology industry. The senior citizens need well-qualified and well-trained gerontological professionals to work with them.

**BOARD OF REGENTS SUPPORT FUND
ENDOWED SUPERIOR GRADUATE STUDENT SCHOLARSHIPS SUBPROGRAM**

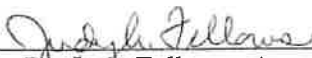
**ASSURANCE OF CONSISTENCY WITH INSTITUTIONAL PRIORITIES FORM
FY 2020-21**

Date: November 8, 2021
Title of Proposed Endowed Scholarship: Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship in Gerontology
Institution: University of Louisiana Monroe
Priority Area: Business Nursing & Pharmacy
 Pharmacy Health Sciences Education

Responsible Campus Officer: Dr. Judy Fellows, Associate Vice President for Academic Affairs

I hereby assure the Board of Regents, State of Louisiana, that the proposal named above is consistent with institutional priorities, as explained below.

ULM has long prioritized programs to meet workforce demands in the education, business, health sciences, nursing and pharmacy areas.


Dr. Judy Fellows, Associate Vice President for
Academic Affairs

11/8/2021
Date

BOARD OF REGENTS SUPPORT FUND ENDOWED SUPERIOR GRADUATE
STUDENT SCHOLARSHIPS SUBPROGRAM

POLICY COMPLIANCE ASSURANCE FORM
FY 2021-22

Date: November 5, 2021
Title of Proposed Endowed Marilyn Frances & Louis J. St. Amant Endowed
Scholarship: Superior Graduate Student Scholarship
Institution: University of Louisiana Monroe
Campus Head: Ron Berry, D.B.A.

I hereby assure the Board of Regents, State of Louisiana, that if Board of Regents Support Fund matching money is provided to complete the endowment for the endowed superior graduate student scholarship proposed above, the University of Louisiana Monroe will continually comply with all requirements of the Endowed Superior Graduate Student Scholarships Subprogram Policy.

Ron Berry
Ron Berry, President
11/10/2021
Date

Witness Signature: Kathy Masters
Witness Name: Kathy Masters
Witness Signature: Kristi Davis
Witness Name: Kristi Davis

Notary Seal

State of Louisiana, Parish of Ouachita
The foregoing instrument was acknowledged before me this date by the persons listed above.

Notary's Official Signature: S. Nicole Walker S. Nicole Walker
Commission Expiration: W/ life #162773 11/10/2021
Date

AFFIDAVIT

STATE OF LOUISIANA
PARISH OF OUACHITA

BEFORE ME, the undersigned notary public, duly commissioned and qualified in and for the State and Parish aforesaid, personally came and appeared: Hunter Pierson, a person of the full age of majority appearing herein in his capacity as Vice President of Investment Management Division for Goldman Sachs & Co, LLC, who did depose and state that:

1. Goldman Sachs is a financial institution licensed to do and doing business in the State of Louisiana.
2. The University of Louisiana Monroe Foundation has deposited with Goldman Sachs the sum of \$60,000, which the university has confirmed represents funds for the Marilyn Frances & Louis St. Amant Superior Graduate Scholarship.

R. Hunt Pierson
Hunter Pierson
Vice President Investment Management Division
Goldman Sachs

Sworn to and subscribed before me in the presence of the undersigned witnesses this 11TH
day of NOVEMBER, 2021.

WITNESSES:

Mary Paul Durum
Shannon E. Miller

Melvina Bradford
NOTARY
ID # 057241018



AFFIDAVIT


STATE OF LOUISIANA
PARISH OF OUACHITA

BEFORE ME, the undersigned Notary Public, duly commissioned and qualified in and for the State and Parish aforesaid, and in the presence of the witnesses hereinafter named and undersigned, personally came and appeared:

RONALD L. BERRY, a person of the full age of majority, and a resident of Ouachita Parish, appearing herein in his capacity as President of The University of Louisiana at Monroe:

Who did depose and state that:


- (1) The University of Louisiana at Monroe has established Marilyn Francis & Louis St. Amant Superior Graduate Student Scholarship in Gerontology, an endowed fund to receive private contributions and matching funds from the State of Louisiana, the income of which shall be used for the exclusive benefit of an endowed professorship.
- (2) Marilyn Francis & Louis St. Amant Superior Graduate Student Scholarship in Gerontology currently has a balance of **\$60,000**. These funds consist of unrestricted contributions from private sources and income earned by investment of the fund since it was established.
- (3) The funds used to establish the Marilyn Francis & Louis St. Amant Superior Graduate Student Scholarship in Gerontology were dedicated to the purposes of Marilyn Francis & Louis St. Amant Superior Graduate Student Scholarship in Gerontology.

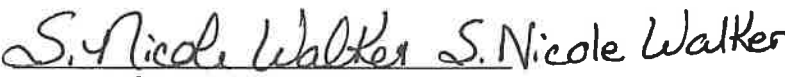


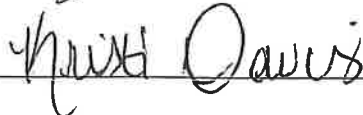
Ronald L. Berry, D.B.A.
President, ULM

Sworn to and subscribed before me in the presence of the undersigned witnesses this
10th day of November, 2021.

WITNESSES:





NOTARY PUBLIC


ID # 162773



Foundation

MARILYN FRANCES AND LOUIS J. ST. AMANT SUPERIOR GRADUATE STUDENT ENDOWED SCHOLARSHIP IN GERONTOLOGY

Account No. 91201 / 94201

I. NAME AND PURPOSE:

The scholarship has been named Marilyn Frances and Louis J. St. Amant Superior Graduate Student Endowed Scholarship in Gerontology. The purpose is to recruit and retain high-quality graduate students in the graduate Gerontology programs.

II. VALUE AND FUNDING:

This is an endowment and was initially funded with \$60,000 from Lou St. Amant, to be matched by \$40,000 from the University of Louisiana System Board of Regents for a total of \$100,000. As an endowment, no expenditures will ever be made from the principal. Annual awards will be based upon the earnings from the endowment and the spending policy established by the University of Louisiana Monroe Foundation. Any unused funding will be carried forward to the following year. Contributions may be added at any time.

Management of the funds will be under the direction of the University of Louisiana Monroe Foundation. Reports on the status of the fund shall be made annually.

III. CRITERIA FOR SELECTION:

To qualify for the scholarship, a student must meet the following:

- A. Recipient must meet the requirements as defined by the ULM Graduate School and be enrolled as a full-time student pursuing a graduate degree in Gerontology.
- B. Recipient must be a Louisiana resident.
- C. Recipient must have and maintain a minimum 3.0 GPA.
- D. The scholarship award will cover a four-academic-year period (continuous) and will be non-renewable.

IV. SELECTION OF RECIPIENT(s):

The Graduate School will provide the names of all applicants who meet the criteria listed above to the Scholarship Committee of the College of Business and Social Sciences. The Scholarship Committee will submit recommendations to the University Scholarship Office who will confirm eligibility and determine awards.

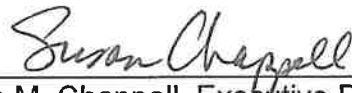
V. PUBLICITY:

The Marilyn Frances and Louis J. St. Amant Superior Graduate Student Endowed Scholarship in Gerontology will be accorded proper recognition through news releases, inclusion in the university catalog and on the University of Louisiana Monroe Foundation website.

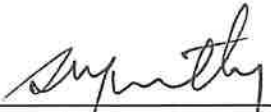
APPROVED:



Lou St. Amant, Donor



Susan M. Chappell, Executive Director
ULM Advancement, Foundation & Alumni Relations



Dr. Sushma Krishnamurthy, Dean
Graduate School

Date 8/25/21



Office of the President

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November 10, 2021

Dr. James B. Henderson, President
University of Louisiana System
1201 North Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests that the University of Louisiana System Board of Supervisors approve the attached proposals for matching funds from the Louisiana Board of Regent's Support Fund:

1. Frank and Susan Hoffmann Superior Graduate Student Scholarship
2. Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship
3. Paxton and Nelda Oliver Endowed Professorship in Speech Language Pathology
4. ULM Physical Therapy First Generation Endowed Scholarship

Each of these proposals support initiatives that directly impact our mission and the needs of our region.

Attached are copies of the proposals. After approval, we ask that you forward them to the Louisiana Board of Regents for their consideration.

Sincerely,

Ronald L. Berry, D.B.A.
President

Enclosure

#TAKEFLIGHT

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Office of the President

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P 318.342.1010 | F 318.342.1019 | ulm.edu

January 13, 2022

Dr. Kim Hunter Reed
Commissioner of Higher Education
Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

RE: Board of Regents Support Fund Programs

Dear Dr. Reed:

I respectfully request approval of the Board of Regents for the establishment of one Endowed Professorship and one First-Generation Scholarships that are listed below.

Paxton and Nelda Oliver Endowed Professorship in Speech Language Pathology
ULM Physical Therapy First Generation Endowed Scholarship

Thank you for your assistance.

Sincerely,

Ronald L. Berry, D.B.A.
President

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January 13, 2022

Dr. Kim Hunter Reed
Commissioner of Higher Education
Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

RE: Board of Regents Support Fund Programs
ULM Physical Therapy First Generation Endowed Scholarship

Dear Dr. Reed:

I respectfully request approval of the Board of Regents for the establishment of the ULM Physical Therapy First Generation Endowed Scholarship.

Enclosed are properly executed affidavits required under the Louisiana Board of Regents "Regulations for the Board of Regents Support Fund for Endowed Professorships Subprogram," which certify that the University of Louisiana Monroe Foundation has deposited with Goldman Sachs \$80,000 to establish the ULM Physical Therapy First Generation Endowed Scholarship.

In accordance with the established conditions for transfer of the State Matching Fund, I hereby certify that these contributions will be dedicated for the purposes of the ULM Physical Therapy First Generation Endowed Scholarship.

Thank you for your assistance.

Sincerely,

Ronald L. Berry, D.B.A
President

Enclosures

#TAKEFLIGHT

ULM is a member of the University of Louisiana System • AA/EDE



The ULM Physical Therapy First Generation Endowed Scholarship

The University of Louisiana Monroe (ULM) Foundation is requesting \$20,000 in matching funds from the Louisiana Board of Regents to compliment a private donation of \$80,000 to create a \$100,000 endowment to support an endowed first generation undergraduate scholarship.

1. Need for the First Generation Scholarship

ULM is a state-supported university serving Northeast Louisiana and the Mississippi River Delta Region with an R3 Carnegie Classification that provides quality educational opportunities for students, faculty, and staff. Of the student population at ULM, 30% are first generation and 41% receive Pell grants.

2. Intended Purpose

The ULM Physical Therapy First Generation Endowed Scholarship to be matched by the Board of Regents Support Fund is established to increase college access and success for low income and first-generation students. The objectives of the Endowed Scholarship are to enhance opportunities and quality of life for low-income students and to promote the economic development of Louisiana.

The Endowed Scholarship is intended to provide:

- Scholarships that will increase the access of low-income and first-generation students to higher education opportunities in Louisiana;
- Eligible students with structured support through active and engaged advising; and
- Eligible students with employment during their education.

3. Alignment of the Scholarship with Campus's Role, Scope, Mission, and Strategic Priorities

The ULM Physical Therapy First Generation Endowed Scholarship is vital to ULM's role, mission, and strategic priorities. The University of Louisiana Monroe seeks students who find value

in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education. This scholarship contributes vital funding to students who may not otherwise be able to attend college. Our vision is to be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences.

4. Selection Criteria for the Recipient

Eligibility criteria is defined as approved by the donor and the Board of Regents policy.

To qualify for the scholarship, a recipient must meet the following:

- A. Recipient(s) must be a resident of Louisiana.
- B. Recipient(s) must be a “first-generation college student”, i.e. neither custodial parent(s) nor legal guardian(s) have earned a college degree with remaining financial need after deducting Estimated Family Contribution and all federal/state/institutional grant or scholarship aid from student’s Cost of Attendance and/or students, whether first-generation or not, awarded the federal Pell grant.
- C. Recipient(s) must meet university standards for acceptance in the University of Louisiana Monroe, must be admitted to the university, and must be pursuing their first undergraduate degree with intent to apply to the ULM Doctor of Physical Therapy program.
- D. Scholarship may be renewed if a 2.75 minimum GPA is maintained. If a recipient falls below the 2.75 minimum, it will be at the donor’s discretion if the scholarship distribution may continue.
- E. ULM will provide recipient(s) with structured support through active and engaged advising.
- F. ULM will provide recipient(s) with meaningful campus employment of at least ten hours per week over and above the scholarship.

The TriO Program office submits recommendations for awards to the qualified student applicants and the ULM Scholarship Office makes the scholarship awards based upon the stated criteria and recommendations.

5. Minimum Standards for the Performance of the Holder’s Retention of the Scholarship

Recipients of the ULM Physical Therapy First Generation Endowed Scholarship must continue to re-apply for the scholarship and meet the eligibility requirements of the scholarship each year as set forth in the scholarship governing criteria (see Section 4.)

**BOARD OF REGENTS SUPPORT FUND ENDOWED PROFESSORSHIPS/FIRST
GENERATION SCHOLARSHIP SUBPROGRAM**

**POLICY COMPLIANCE ASSURANCE FORM
FY 2021-22**

Date: November 5, 2021
Title of Proposed Endowed Scholarship: ULM Physical Therapy First Generation Endowed Scholarship
Institution: University of Louisiana Monroe
Campus Head: Ron Berry, D. B. A.

I hereby assure the Board of Regents, State of Louisiana, that if Board of Regents Support Fund matching money is provided to complete the endowment for the scholarship proposed above, the University of Louisiana Monroe has in good faith satisfied the requirements of the Board of Regents Endowed Professorships/First Generation Scholarship Subprogram Policy related to the Definition and Purpose of the program. Furthermore, the University will use the standards and processes described in the donor-approved governing scholarship criteria to select the scholarship recipient.

Ron Berry
Ron Berry, President
11/10/2021
Date

Witness Signature: Kathy Masters
Witness Name: Kathy Masters
Witness Signature: Kristi Davis
Witness Name: Kristi Davis

Notary Seal

State of Louisiana, Parish of Ouachita
The foregoing instrument was acknowledged before me this date by the persons listed above.

Notary's Official Signature: S. Nicole Walker ^{S. Nicole Walker}
Commission Expiration: w/ life #162773
11/10/2021
Date

AFFIDAVIT

STATE OF LOUISIANA
PARISH OF OUACHITA

BEFORE ME, the undersigned notary public, duly commissioned and qualified in and for the State and Parish aforesaid, personally came and appeared: Hunter Pierson, a person of the full age of majority appearing herein in his capacity as Vice President of Investment Management Division for Goldman Sachs & Co, LLC, who did depose and state that:

1. Goldman Sachs is a financial institution licensed to do and doing business in the State of Louisiana.
2. The University of Louisiana Monroe Foundation has deposited with Goldman Sachs the sum of \$80,000, which the university has confirmed represents funds for the ULM Physical Therapy First Generation Endowed Scholarship.

R. Hunter Pierson III
Hunter Pierson
Vice President Investment Management Division
Goldman Sachs

Sworn to and subscribed before me in the presence of the undersigned witnesses this 5TH day of NOVEMBER, 2021.

WITNESSES:


Mary Park Dunham
Will Woods

Melvina Bradford
NOTARY
ID# 057241018

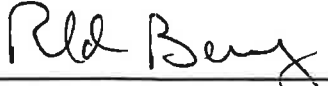


**Endowed Professorship / First Generation Subprogram
Donor Statement of Understanding**

1. We have been fully informed and accept that the Board of Regents guarantees match for a maximum of two (2) endowed professorships/first-generation scholarships per year for the University of Louisiana Monroe. We understand that the Board of Regents matching guarantee is inclusive of professorships and first-generation scholarships, and such endowment types are not subject to separate funding guarantees. Additional matches may be provided at the Board of Regent's discretion, provided funds are available. Slots shall be matched in accordance with the rank order furnished by the campus.
2. We have reviewed, understand, and accept the Program Policy and Investment Policy provisions relative to retention of corpus, principal, and expendable funds, expenditure of income, and other administrative conditions related to provision of BoRSF matching funds.
3. We have reviewed, understand, and accept the University of Louisiana Monroe's internal standards and process for selecting faculty/student recipients of BoRSF-matched endowed professorships/first-generation scholarships.



Dr. Don Simpson, Dean
College of Health Sciences



Ronald L. Berry, President
University of Louisiana Monroe



Foundation

The ULM Physical Therapy First Generation Endowed Scholarship

Account No. 91232 / 94232

I. NAME AND PURPOSE:

The scholarship has been named the *ULM Physical Therapy First Generation Endowed Scholarship*, established by donors who wish to expand Louisiana physical therapy graduates to fill workforce needs. The purpose is to increase college access and success for low-income, first-generation students.

II. VALUE AND FUNDING:

This endowment was established with gifts from multiple donors totaling \$80,000. The endowment will be matched with \$20,000 from the Louisiana Board of Regents Support Fund for a total of \$100,000. As an endowment, no expenditures are ever to be made from the principal. Annual awards will be based upon the earnings from the endowment and the spending policy established by the University of Louisiana Monroe Foundation. The minimum award shall be \$1,000 per year. Any unused funding will be carried forward to the following year. Contributions may be added at any time.

Management of the funds will be under the direction of the University of Louisiana Monroe Foundation. Reports on the status of the fund shall be made annually.

In the event the original criteria stated in the scholarship documents when the endowment was established can no longer be carried out due to changing conditions, the University of Louisiana Monroe Foundation, through its Board of Trustees, shall have the power to modify the criteria to the extent necessary to enable the scholarship to be used. Any such alternative criteria shall closely coincide with the primary original intent of the scholarship.

III. CRITERIA FOR SELECTION:

To qualify for the scholarship, a recipient must meet the following:

- A. Recipient(s) must be a "first-generation college student", i.e. neither custodial parent(s) nor legal guardian(s) have earned a college degree with remaining financial need after deducting Estimated Family Contribution and all federal/state/institutional grant or scholarship aid from student's Cost of Attendance and/or students, whether first-generation or not, awarded the federal Pell grant.
- B. Recipient(s) must meet university standards for acceptance to the University of Louisiana Monroe, must be admitted to the university full-time, and must be pursuing their first undergraduate degree with intent to apply to the ULM Doctor of Physical Therapy program.

- C. Recipient(s) must be a resident of Louisiana.
- D. ULM will provide recipient(s) with structured support through active and engaged advising.
- E. ULM will provide recipient(s) with meaningful campus employment of at least ten hours per week over and above the scholarship.
- F. Scholarship may be renewed if a 2.75 minimum GPA is maintained.

IV. SELECTION OF RECIPIENT(s):

The ULM Scholarship Office along with TRiO will select scholarship recipient(s).

V. PUBLICITY:

The ULM Physical Therapy First Generation Endowed Scholarship will be accorded proper recognition through news releases, inclusion in the university catalog and on the university website.

APPROVED:



Dr. Don Simpson, Dean
College of Health Sciences



Susan M. Chappell, Executive Director
ULM Advancement, Foundation & Alumni Relations



Dr. Catherine Estis, Executive Director
ULM TRiO Programs

11/2/21
Date

**UNIVERSITY OF LOUISIANA MONROE FOUNDATION
BOARD OF TRUSTEES EXECUTIVE COMMITTEE
December 2, 2020**

On Thursday, December 2, 2021, the Executive Committee of the University of Louisiana Monroe Foundation Board of Trustees voted to approve the following rank-order list of funding preference of all eligible unmatched Professorships and First-Generation Scholarships applications for which match is requested under the non-competitive programs governed by policies in place as of July 2021:

Paxton and Nelda Oliver Endowed Professorship in Speech Language Pathology

ULM Physical Therapy First Generation Undergraduate Endowed Scholarship

Respectfully submitted,

Jerry Allen, President
ULM Foundation Board

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

FINANCE COMMITTEE

December 9, 2021

Item I.7. **University of Louisiana System's** report on internal and external audit activity for the period of October 25 to December 5, 2021.

EXECUTIVE SUMMARY

Attached is a list of internal and external reports completed by various auditors since the last Board meeting. The internal audit reports are prepared based upon independent review of university departments and functions. The internal audits are designed to ascertain compliance with established policies and procedures, to evaluate operational efficiencies of business and management practices, and to determine adequacy of internal controls. The internal audits are conducted to provide management with recommendations and comments designed to improve the operations of university departments and functions. External audits are generally conducted in accordance with laws, regulations, or contracts. Also included are internal audits that are currently in progress.

This is a report only and no action by the Board is necessary.

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

FINANCE COMMITTEE

December 9, 2021

Item I.8. **University of Louisiana System's** discussion of Fiscal Year 2021-22 first quarter financial reports and ongoing assurances.

EXECUTIVE SUMMARY

Presented is a summary of the financial activities for the quarter ended September 30, 2021. This information was obtained from fourth quarter financial reports submitted to the System by each university.

This is a report only and no action by the Board is necessary.