

## Audrey M. Freeman, EdD

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1201 N 3rd St #6  
Baton Rouge, LA 70802

Please accept this letter, my enclosed curriculum vitae, and list of references as an expression of my interest in position of President of Grambling State University. I am a graduate of Grambling State University, with an earned doctorate, from an accredited institution, that has prepared me for this role. As you and your team work towards engaging a highly effective college president, it is clear that the person must be highly skilled and an experienced individual who has accumulated an appreciation for the school and local culture in addition to being professionally prepared for supporting and enhancing the growth of a prestigious academic institution. I am that person.

Currently, I serve as the Senior Executive at a S.T.E.M.-based school for both middle and high school students within the Baltimore City Public School System. In the past, my roles have included Dean of Academics, Dean of Operations, and Dean of Student Support and Teacher Development. As a result of these multi-layered experiences, I have become highly skilled in the areas of strategic planning, fiscal management during deficits, curriculum development, program certification, and I have efficiently, effectively provided leadership in the areas of faculty support and personnel supervision.

Also, as accurate, ethical budget management is crucial for the operation of educational programming, I have been successful at maintaining financial operations and I have proven progressive efforts to acquire additional funding from both public and private resources via grant writing, fundraising, garnering community support from school stakeholders and partnerships. Many of the skills I have gained throughout my career will be beneficial to Grambling State University if I am granted the opportunity to lead my prestigious alma mater.

I am prepared to lead Grambling to a place of financial stability, keen fiscal oversight, progressive student enrollment and engagement, dedicated faculty participation and ardent alumni support. I will be honored to serve this institution of higher education and will never lose sight of its original mission.

Sincerely,

Audrey Minter Freeman, BS,MA,EdD, JD

# Audrey M. Freeman, EdD

## SUMMARY

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Dr. Audrey Freeman brings to Grambling University her strategic, dynamic, visionary assets for leading public and private education institutions from Secondary to Higher Education acquired over 20 years working in education. With massive amounts of experience in fiscal, facilities and faculty management, Dr. Freeman is credited with garnering community and government support to raise capital for several essential projects to propel her institution into the forefront of the public eye. She was the catalyst that secured funding more than \$1.7 million during her tenure at a Baltimore City School. Dr. Freeman has integrated her passion for education, academic knowledge, senior level experience, and strong work ethic, commitment and dedication to yield significant economic growth, profitability efficiency, and overall academic viability. Dr. Freeman understands the necessity for developing a strong academic program which is viable and meets the needs of today's students developing them into sought after people to enhance this global society.

### Areas of Expertise:

- Strategic Management through creating, planning, developing, and organizing available resources.
- Fundraising and fiscal management
- Leadership of faculty and various teams / committees to complete a task in a time efficient manner, use skills to think critically and demonstrate proficiency, as well as facilitate intellectual growth.
- Nurture Teaching and Learning in both staff and students to prepare students for leadership and students' achievement for course completion.
- Ability to participate/led with grants writing to support research within the institution.
- Build a safe and secure student culture involving alumni, business partners, and institutional stakeholders.
- Develop and empower teams to provide quality educational programs that prepare students for careers and support to faculty scholarship and research.
- Promote the active engagement of parents/students/community leaders and public official for the improvement of the institution.
- Develop academic programs that ensure the integration of theory, practice and technology.
- Enhance resources through external funding sources and partnerships.
- Ability to be a strong advocate for the institution at the state, regional, and national level

## ACADEMIC DEGREES / PROFESSIONAL DEVELOPMENT

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- ◆ Education Administration (EdD), NOVA - Southeastern University, Ft. Lauderdale, FL
- ◆ Juris Doctorate (JD), Northern Virginia Law School (Alexandria, VA) supported by – David A. Clark – School of Law, Washington, DC
- ◆ APC, Virginia Polytechnic & State University, Blacksburg, VA
- ◆ Management & Supervision (MA), Central Michigan University, Mt. Pleasant, MI
- ◆ Business Education (BS), Grambling State University, Grambling, LA

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## Certifications:

- Advance Professional Certification (APC), Maryland State Department of Education (1999)
- Interstate School Leadership Licensure Consortium (ISLLC) (2002)

## EXPERIENCE SUMMARY

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- Principal/Management and Direction for Physical Facility/School Operations/Academic Affairs/Student Support Services (2008 – present)
- Asst. Principal / Dean of Academics / Dean of Operations / Dean of Student Support / Teacher, Baltimore City Public School System (1994 – 2008)
- Dean of Applied Science, Strayer College (1984 – 1994)
- Director of Training and Placement, Baltimore County Comprehensive Employment and Training (1980 – 1984)
- Teacher, Community College of Baltimore (1986 – 1988)
- Teacher, College of Notre Dame (1982 – 1986)
- Teacher, Craven Community College (1978 – 1980)

## FUNDRAISING EFFORTS

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- Principal – BDJ – Title I Grant \$74,000 - Remediation and support
- Principal – BDJ – MSDE - \$450,000 STEM Program Development
- Principal – Fundraiser – Sporting Events \$27,000 – Replaced student sports equipment
- Participant – Johns Hopkins – Focus Grant \$76,000 – Teacher Retention
- Principal – MSDE -Teacher Development - \$42,000
- Participant – CTE – Perkins Grant \$220,000 – Program Development
- Participant – Conservation Energy– BDJ/Coppin State University \$92,000 – STEM Project
- Participant – Fundraiser – Friends of BDJ \$122,000 – Building renovations
- Principal – Fundraiser – Social Events \$72,000 – Books and supplies
- Principal – Grant- Godard Space Center STEM Funding \$250,000
- Participant - Holiday's Incorporated – Scholarship Awards \$10,000 – 5 Student scholarships
- Participant– Drifter, Inc. Scholarship Awards \$200,000 - 10 student scholarships for 2 years
- Participant – Continental Inc. Scholarship Awards \$86,000 – technology updates
- Participant – Reginald Lewis High School – Title I Grant \$3,200,000 - Program Development
- Participant – Southwestern High School – Johns Hopkins Focus Grant \$1,200,000 – Program Development
- Principal – Patterson High School – Title I Grant \$82,000 – Dropout Prevention
- Principal – Institute of Business and Entrepreneurship- Title I Grant \$76,000 Dropout Prevention

## LEADERSHIP AND FACULTY SUPPORT

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- Guided the standards of excellence as set forth by professional associations and accrediting organizations with a team of eight senior staff
- Led certification team which increased the number of pathways students were able to obtain certification with a team of twelve senior staff
- Led and facilitated teacher discussions and workshops on (1) Differentiated Instruction (2) Brain Research of the Middle School Child Development, (3) Classroom Management and (4) Student Retention.
- Maintained daily calendar of school events, public meetings and attended meetings 100% of the time to remain updated on the activities of the district.
- Attended Board of school Commissioners committee and subcommittee meetings and reported data to the sources that needed to implement changes that were necessary.
- Led delegation in negotiations for supplemental state funding and was successful with negotiations.
- Ensured that classrooms encompassed an effective and engaging learning environment, executed daily informal classroom observations and provided feedback which resulted in 50% change in teacher's teaching strategies.
- Organized a Parent/ Teacher Association and created a climate with a sense of community within the school through social activities that lead to open discussions about sensitive issues and increased participation in activities that show-cased skills and competencies of students.
- Acted as Lead Administrator in securing a contract with Goddard Space Center to become a "Signature School" -"NASA Explorer School" and was able to secure a "Distance Learning Lab.
- Built cooperative learning communities involving alumni, business partners, and institutional stakeholders which increased donations to the school.
- Collaborated with business and government agencies on skills needed to prepare students for careers to ensure jobs for students

### TEACHING / RESEARCH / COMMUNITY SERVICE

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- Actively involved in the community; representing school at community functions, developing relationships with local businesses, and increasing school partnerships thereby increasing school revenue.
- Reviewed student data during administrative meetings weekly which caused staff and teachers to focus on student ability (to close the education gap).
- Made adjustments in student classroom assignment based on recommendations for student performance which caused a 50% increase in student class participation and standardize test scores.
- Scheduled classes which allowed teachers to have common planning time to promote teacher collaboration.
- Discussed attendance and suspension data with students in small groups and individually which caused students to buy-into their success decreased the number of drop-outs by 40%.
- Discussed student performance with teachers during staff meetings to determine the areas that students needed additional classroom support, thereby decreasing the teachers need to label the student as unsuccessful, thereby not able to master the stated objectives and advance to the next level.

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- Shared internet research with teacher's regarding the current trends in education and discussed trends during staff development.
- Observed teachers classroom techniques and provided feedback for stronger lesson delivery.

### **STRATEGIC PLANNING / CURRICULUM DEVELOPMENT / PERSONNEL SUPERVISION / BUDGETING AND GRANTS MANAGEMENT**

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- Maintained full responsibility for the academic budget to include the planning, administration, and control of smaller budgets, maintenance of financial records, and production of financial reports.
- Held monthly budget meetings to ensure federal and state compliance.
- Held monthly budget meetings to ensure that the institution honored the spending plan
- Held strategic planning meetings with key staff weekly to brief or debrief and set the direction for the institution.
- Planned and held parent conferences to discuss student data and determine / developed an appropriate plan of study / curriculum for each student which caused a 90% increase in student attendance and graduation.
- Planned and held social activities to have students feel connected with friends, staff and school. Student and family attendance during school events increased 50% with each activity.
- Planned and held open discussions to build empathy in students. Reinforced and modeled the value of diversity. Taught Character Education to students in small group setting. Student bullying decreased by 20%.
- Promoted respect for staff and students through workshops, and open discussions. Staff surveys showed an 80% change in student behavior.

### **STRATEGIES FOR IMPROVING RETENTION AND GRADUATION RATES**

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- Built a safe and supportive student culture through various means including: clear rules and consequences with consistent enforcement, active parental participation and keeping parents informed and involved with school activities and student progress, facilitating peer mediation, pairing adults in the building with "at-risk" and severe behavior problem students as an avenue to mentor students, using the services of school counselor to reach kids before gangs developed, holding forums with students that created a violence prevention program, and involving students in the promotion of school climate efforts by supporting student activities.
- Promoted student interaction and open communication between academic professionals and students through social activities (successfully increased attendance by 50%), celebrations of student achievement (successfully increased participation by 20%), and diversity and character education (decreasing bullying by 20%).
- Developed and promoted workshops and open discussions with both staff and students to promote mutual respect.

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- Discussed student performance with teachers during staff meetings to determine the areas that students needed additional classroom support, thereby decreasing the teachers need to dismiss the student from the classroom for disruptive behavior.
- Targeted individualized interventions for students experiencing academic challenges and provided additional support.
- Facilitated workshops that focused on positive attitudes between staff and students.
- Celebrated student success monthly.
- Taught and maintain effective classroom management.
- Kept parents informed and involved with school activities and their student's progress prior to grade reporting.
- Ensured students were engaged in school work that was challenging and engaging through teacher collaboration.
- Kept parents informed and involved with school activities and their student's progress prior to grade reporting time.
- Organized a Parent Teacher Association.
- Included parent participation on the Student Improvement Team.
- Created a climate with a sense of community within the school through social activities, and role play that lead to open discussions about sensitive issues.

### **COMMITMENT AND THE ABILITY TO DEVELOP A DIVERSE STUDENT BODY AND FACULTY**

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- Committed to providing a safe learning environment and set clear rules and consequences with consistent enforcement.
- Kept parents informed and involved with school activities and student progress.
- Promoted diversity and acceptance among the student body and facilitated peer mediation across grade levels.
- Paired adults in the building with "at-risk" and severe behavior problem students as an avenue to mentor students.
- Used the services of school counselor to reach kids before gangs developed.
- Held forums with students, giving them a voice and an outlet for them to be heard. These forums developed into a violence prevention program.
- Involved students in the promotion of school climate efforts by supporting student activities.

### **TRANSPARENCY AND TEAMWORK / EFFECTIVE CHANGE / CORE VALUES**

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- Chaired the Student Improvement Committee while supervising various sub-committees. Provided direction as the Sub-committees met to determine a course of action. School Improvement Plan was state approved with 99.3% accuracy.
- Chaired the Student Support Team while supervising subcommittees. The plans implemented increased parent/school participation with at-risk- students. School Student Suspensions decreased by 30%.
- Provided support to teachers for disruptive classroom behavior which decreased the incident rate by 90%.

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- Encouraged grade level subject teams to collaborate teaching strategies
- Coordinated classroom schedule adjustments to accommodate teacher team activities
- Formed a buddy system for students who were left out of peer groups
- Developed teacher teams to create engaging student activities
- Attended community functions as a school representative
- Developed a positive relationship with businesses in the area which caused businesses to employ students after school
- Developed relationships and increased participation with the schools government and business partnerships
- Attended social events extended by parents and business organizations in the community

### ACADEMIC PROFESSIONAL APPOINTMENTS

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#### **Baltimore City Public School System**

**Bluford Drew Jemison STEM Academy, Middle-High School (2008- present )  
Principal/Executive Director**

**Reginald F. Lewis School of Business and Law, Southeast Middle School, Northeast Middle School, and Southwestern High School  
1994 – 2008)**

**Asst. Principal / Dean of Academics / Dean of Operations / Dean of Student Support /  
Teacher**

Responsibilities:

- Gathered and analyzed student data on student progress, \*Composed responses to public inquires.\*Monitored classroom instruction and provided teacher feedback,\*Administered BCPSS Discipline Policy as needed (suspension/expulsions).
- Held events to improve and promote student achievement, student attendance; school climate and parent/community partnerships.
- Planned, organized and developed school calendar for the opening and closing of the school year with other administrative team members.
- Chaired Fundraising committee.
- Developed class schedules and assisted in assigning staff.
- Supervised building personnel and resources for facilities management.
- Managed budget operation and the day-today school operation.
- Monitored the implementation of school curriculum through regular classroom visits, and teacher conferences.
- Monitored student and teacher attendance for corrective action when needed.
- Planned and implemented staff development workshops as scheduled.
- De-escalated conflict situations.
- Attended and participated in the Student Support Team process which provided additional academic support for students.

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- Chaired and served as an active member of the School Improvement Team to implement and monitor the goals and mission of the school.
- Coordinated after school academic programs.
- Taught math to approximately 108 students each semester.
- Developed lesson plans that were engaging to meet the needs of students, to promote learning, include technology, and decrease the achievement gap.
- Provided parental support as needed to develop a sense of connection to the school.
- Coordinated study activities for students during the required Maryland Functional State Testing.
- Monitored and reported student academic progress based on standards of excellence set by professional associations.
- Set the agenda for the years Fundraising committee, made projections and presented plans to stakeholders .
- Acted as class advisor and mentor to new teachers.

### **Strayer College, Washington, DC**

**1984 - 1994**

#### **Dean of Applied Science**

##### Responsibilities:

- Represented the institution at community and school events, in meetings with other institution personnel during accreditation processes.
- Participated in faculty and college committee activities.
- Guided the standards of excellence as set forth by professional associations and accrediting organizations.
- Promoted the school by participating in community, state, and national events and meetings, and by developing partnerships with private industry and higher education institutions.
- Directed, coordinated and evaluated the activities of personnel, including support staff, engaged in administering academic instruction, departments, and alumni activities.
- Established operational policies and procedures and made necessary modifications, based on an analysis of the operations, demographics and other research information.
- Planned, administered, and controlled budgets, maintained financial records, and produced financial reports.
- Recruited, hired, trained and participated on reviews panels to terminated departmental personnel.
- Promoted flexible course delivery platform and provided support for staff research
- Advised students on issues such as course selection, progress toward graduation and career decisions.
- Formulated strategic plans for the institution in collaboration with other associates.
- Participated in student recruitment, selection and admission, making admissions recommendations when required to do so.
- Provided assistance to faculty and staff in duties such as teaching classes, conducting orientation programs, issuing transcripts, and scheduling events.



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- Developed curricula, and recommended curricula revisions and additions.
- Conferred with other academic staff to explain and formulate school goals and objectives.
- Reviewed student misconduct reports requiring disciplinary action and counsel students regarding such reports.
- Consult with government regulatory and licensing agencies to ensure the schools conformance with applicable standards.
- Directed and participated in the schools fundraising activities, and encouraged alumni participation in such activities.
- Determined course schedules and coordinated teaching assignments and room assignments to ensure optimum use of buildings and equipment.
- Appointed individuals to faculty positions and evaluated their performance.
- Planned and promoted sporting events and social cultural and recreational activities.
- Reviewed enrollment statistics and consulted with faculty officials to develop enrollment policies.
- Coordinated the production and dissemination of school publications.
- Directed activities of administrative departments such as enrollment, registration and career services.
- Oversight of facilities management for the school, including repair and maintenance projects.
- Audited the financial status of student accounts.
- Assisted with school fundraising

### **Baltimore County Comprehensive Employment and Training, Towson, MD**

**1980 - 1984**

#### **Director of Training and Placement**

Responsibilities:

- Managed \$6+ million budget yearly
- Supervised the work of 12 staff members and prepared weekly reports.
- Led a team in the development of training programs to meet the needs of the client.
- Monitored training contracts for quality service.
- Coordinated staff development.
- Hired staff and evaluated their performance.
- Managed the overall training and job placement of 2,300 participants.
- Submitted monthly reports to federal funding agencies to ensure program compliance and time-line adherence
- Assisted Executive Director with various classified projects.

**Additional Teaching Experience:**

### **Community College of Baltimore, Baltimore, MD**

**1985 - 1988**

**Teacher**

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## College of Notre Dame, Baltimore, MD

1982 - 1985

Teacher

## Craven Community College, Havelock, NC

1978 - 1981

Teacher

## WORKSHOP / SEMINAR FACILITATOR EXPERIENCE

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- College Tours (April, 2014; April 2015; April 2016)
- College Bound – Students – (September 2015, October, 2016)
- So You want your son to go to College – Parents/students ( September 2014)
- Financial Aid Workshop – Parents/student (September 2014)
- College Readiness – Parents of High School Students (October 2013)
- Classroom Management - Audience – Classroom teacher (October, 2009)
- Diverse Learners – Audience – Teachers (February, 2010)
- Differentiated Instruction – Audience - Teachers (March 2010)
- Inclusive Practices – Audience - Teachers (May 2010)
- Co-Teaching – Audience – Administrators (November 2008)
- Performance Based Evaluation - Audience – Administrators (September 2009)
- Curriculum and Instruction - Audience – Administrators (August 2011)

## Professional Organizations and Affiliations

- The Links, Incorporated
- Phi Delta Kappa
- Alpha Kappa Alpha Sorority
- Kappa Delta Pi
- National Association of Secondary School Leaders
- Continental Society, Incorporated
- The Drifters Incorporated
- The Society, Incorporated
- The Holiday's Incorporated