

May 15, 2020

Mr. Mark Romero, Chair, Board of Supervisors  
University of Louisiana System  
1201 North Third Street Suite 7-300  
Baton Rouge, LA 70802

## Dear Chairperson Romero and Presidential Search Committee Members,

The University of Louisiana Monroe faces the rising sun as a key higher education gem in North Louisiana, honoring and highlighting the institution's historical and contemporary accomplishments while focusing on future aspirational victories and its centennial celebration. It is an honor to be nominated for the extraordinary leadership opportunity as President of the University of Louisiana Monroe (ULM). Please accept this letter of application as my sincere interest in and pursuit of serving as ULM's next leader.

During my extensive career at the apex of higher education administration, I provided visionary and resolute executive leadership in developing and achieving strategic goals and objectives with political savvy, intercultural competence, and a purposeful collaborative spirit. I gained the necessary awareness, knowledge, skills, and expertise to take the helm of leadership at ULM through my significant experience in teaching, intercollegiate athletics, talent acquisition and human resources, and diversity and inclusion. I have dedicated my career to dismantling barriers and advancing access, opportunity, and success for all—especially historically underrepresented groups excluded from our beloved enterprise. As President of ULM, I will successfully navigate the complex and nuanced issues facing higher education today.

As my application dossier highlights, the lion's share of my experience is situated principally in the context of large, predominantly white, Research I, land-sea-space- grant institutions embedded in systems. The very nature of inclusive excellence work in these settings have afforded me grand opportunities to provide deep and abiding leadership in all major areas of higher education administration including academic affairs, student affairs, enrollment management, faculty governance, institutional advancement, governmental and external relations, economic development, intercollegiate athletics, and brick and mortar/facilities development. Equally, my executive leadership experience at the National Collegiate Athletic Association (NCAA) provided a comprehensive and substantial understanding of shared governance—among three divisions—and a broad knowledge base of the multifaceted role that intercollegiate athletics plays at the 1100 colleges and universities that comprise the NCAA membership.

As ULM marches towards preeminence, creating a vision framework and advancing strategic initiatives that ensure high-quality education, student success, faculty innovation, economic vitality, and alumni accomplishment, the next University President will face critical challenges and unique opportunities to honor and execute these bold aspirations in the current context and the uncharted, post-COVID-19 norm. I am confident that my collective experiences—especially leading and serving in various capacities including those for the University of Louisiana System (UL System) and the Sun Belt Conference, and my life's purpose of advancing educational access, affordability, and absolute success of all—will prove to be invaluable so that ULM remains mission-driven, culturally responsive, and academically competitive. I welcome the opportunity to assist in future-proofing ULM by accelerating fiscal soundness and national relevance.

It is no secret that the continual assaults on higher education in general and the significant pressure points for regional campuses like ULM, in particular, juxtaposed with the uncertainty of residency-based educational options this fall will require bold leadership in fiscal management and advancement. My proven track record is one of being fiscally prudent and efficient during budgetary instability and consecutive rescissions, as well as garnering necessary external resources. While at Louisiana State University (LSU), I experienced six years of consecutive budgetary revocations due to state

budget cuts. As a result, I became laser-focused on managing scarce state allocations while ramping up external funding and engaging in public-private partnerships and secured approximately \$4M by establishing the LSU's National Diversity Advisory Board (nationally, one of the first of its kind), re-launching the A.P. Tureaud National Alumni Chapter, creating The Power of 50—a giving circle dedicated explicitly to supporting student leadership initiatives, and engaging in a public-private partnership to erect two freestanding brick-and-mortar cultural centers.

The University of Minnesota (Minnesota), although more resource-rich than LSU, was not without its fiscal challenges, and I, too, experienced budgetary reductions during my tenure. Minnesota exists in a vibrant, economically-sound region, and the Twin Cities is home to the most Fortune 500 company headquarters in the nation. Because of these companies' interests in hiring high-quality, diverse talent; I was successful in building significant reciprocal relationships with them, raising approximately \$6.1M in external resources from, and demonstrating the return on investments to company foundations like 3M, Target, Best Buy, General Mills, Land-O-Lakes, and TCF Bank, among others. Similarly, serving as principal investigator of the National Science Foundation (NSF) North Star STEM Alliance Program, I secured a \$3.7M NSF Louis Stokes Alliance for Minority Participation (LSAMP) grant to enhance efforts to double the number of women students, students of color, and American Indian students seeking a career in science, technology, engineering, and mathematics.

In the next ten years, the nation will see the most significant transfer of wealth in history as baby boomers retire. As you can see, I stand ready to significantly impact ULM's financial health and vitality into the future with a broader reach for expanding current donor sources, creating new funding streams, considering innovative academic revenue cost centers, enhancing alumni participation and giving, and aggressively growing the well-established ULM Foundation.

In addition to fiscal vitality, growing student enrollment and enhancing academic rankings loom as critical and audacious goals for all of higher education, but specifically for Louisiana. Providing access and affordability to high-quality education, particularly for students across the state and border states who are often under-resourced and first-generation, requires high-touch recruitment strategies and high-impact retention interventions that are critical to student achievement and on-time graduation. While this is undoubtedly mission-centric to ULM's founding, it is challenged by what many in the higher education diversity management field call the "cancer of enrollment management." The combination of competition for high-achieving diverse students, annual assaults on the Federal PELL Grant, instability in the funding of the TOPS Program, continual changes to the Parent Plus Loans, the challenge of helping students and their families understand the value proposition of an undergraduate degree, and now the global pandemic is a perfect storm of sorts for reimagining enrollment management.

Like innovative UL System degree-completion strategies such as Compete LA, I can significantly impact enhanced enrollment because of my hands-on, boots-on-the-ground expertise in implementing promising practices that bolster recruitment, retention, and successful on-time graduation. My focus at ULM would be just as intense as in the recent past when our teams' claimed victory on enrollment successes, retention superlatives, and enhanced on-time graduation rates. The growth of the College of Pharmacy's Pharm.D. Program and other vital graduate degree programs would be of the highest priority. Additionally, enhancement of online degree program opportunities that this recent crisis has proven value-added and critical international student enrollment strategies would be important considerations.

Robust enrollment management strategies must align with a commitment to attracting, retaining, and promoting top-flight faculty. I believe that university leaders have the opportunity and responsibility to articulate a shared vision of collective goals, and dedication to shared governance is central to my leadership skill set. The strength of shared governance lies in the ability to engage, with intellectual curiosity, a broad and diverse community of scholars, seeking their advisement about the University's strategic direction. The many powerful transformations that occur for students during their time at universities happen in classrooms, research labs, hallways, offices, and at various social and

intellectual gatherings with their faculty. An organizational force of active listening and learning creates a collaborative university leadership community-of-practice where advocacy, action, and accountability for future good can thrive.

One such organizational model that I have led, founded by philanthropic futurist, Trista Harris, is called “eight-three-one dinners” with scholars who can offer guidance to the University’s vision framework for futurist inclusive excellence. As the name implies, the “eight-three-one” dinners invite eight faculty or scholars to a three-hour dinner where they consider one bold idea. These dinners have been wildly successful in propelling forth our most ambitious equity and diversity goals. I can envision hosting “eight-three-one” dinners with ULM faculty and scholars to enhance and expand academic programs, centers of excellence, and bold curricular innovation, among other critical university topics.

Similar to academic rigor and program development, national rankings and accountability issues matter. Accreditation, student-learning outcomes, outstanding faculty and their acquisition of nationally-competitive sponsored research grants, and national branding are collectively required. I have experience managing assessment criteria of the accreditation and certification processes of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Council for Accreditation of Educator Preparation (CAEP) formally known as National Council for Accreditation of Teacher Education (NCATE), and the NCAA. Additionally, I have experience understanding and utilizing the outcomes of metrics like the Student Experience in the Research University (SERU), the Collaborative on Academic Careers in Higher Education (COACHE), and the E2 Employee Engagement and Great Places to Work (GPTW) surveys. Such data-driven accountability measures provide the benchmarking necessary for exalting the central role of excellence embedded in the fabric, mission, and vision of ULM. These outcome measures would also enhance the national footprint and brand, making ULM an exemplar institution of the UL System and all higher education.

Additionally, and right-now, in-our-faces-necessary, it is quite evident that a concentrated focus on information technology (IT) can revolutionize how ULM markets, brands, and creates a broader national presence. Leveraging technology can enhance teaching, learning, discovery, and can create administrative efficiencies like business operations, systems administration, project management, as well as assist in entrepreneurial ventures that online education might bring. While often seen as an overly expensive, cumbersome, and daunting task; upgrading technology systems is vital for the high-tech world where we now educate students and interact with constituents. There is no time like the present to invest in virtual educational options, where appropriate.

While at the University of Minnesota, we embarked on the Enterprise System Upgrade Program (ESUP). I worked closely with senior leadership responsible for this upgrade to ensure accessibility for all, offering expertise and guidance on assistive technologies. My engagement with this process affirmed my belief that higher education’s very existence inextricably hinges upon high-quality IT. Just as a significant commitment is required to upgrade the aging infrastructure of the University’s physical plant, so are upgrades needed to its IT infrastructure. The future-forward is virtual.

As an international scholar and often sought-after keynote speaker (both in-person and virtually), I stand ready to be the visible spokesperson, collaborator, and advocate for ULM. For more than 25 years, I have stood before audiences, large and small, to offer bold and audacious evidence-based recommendations on higher education change management, leadership lessons, and “hard-to-hear” data around equity, inclusion, and success of women and girls, first-generation, veterans, students of color, LGBTQIA+, and other diverse, marginalized demographics. I know that it takes up to seven repetitions for individuals to digest information that they have never heard before or do not want to hear. Strategic storytelling is an art and a science that I have mastered, and because the future-forward is virtual, there are many electronic versions of my content available for your consideration.

Finally, and of particular note and interest, the ULM Warhawks are well-posed and positioned to be a powerhouse in intercollegiate athletics in the Sun Belt Conference and the NCAA Division I Football Bowl Subdivision (FBS). As intercollegiate athletics continues to be a national public trust and a front porch to colleges and universities, we

must redouble our efforts such that student-athletes excel in the classroom, in competition, on-campus, and in the communities from which they hail. With significant leadership and connective tissue at the NCAA; I worked directly with the National Student-Athlete Advisory Committee, the Board of Governors, conference commissioners, athletics administrators, coaches, and others to tackle the significant dilemmas facing intercollegiate athletics, such as revenue generation and distribution; name, image, likeness or “pay-to-play;” recommendations on college basketball; Title IX, degree completion; concussions; mental health; sexual misconduct; the transfer process; eSports; diversity in hiring practices, among many other complex issues while embodying the mission and goals of academic excellence; health, wellness and safety; and fairness in the game so that our student-athletes may thrive. Never before has it been more relevant than for intercollegiate athletics to lead the way.

As a native daughter of Pointe Coupée Parish in our beloved State of Louisiana and seasoned higher education leader, rising to the position of President of the University of Louisiana Monroe presents intriguing promise. With the sweetest inspiration of all of the previous ULM luminaries and trailblazers like Presidents Colvert, Cline, Slater, Walker, Vines, Swearingen, Cofer, Bruno, and Litolff; there is a fierce urgency for the next leader of ULM to have an eye toward futuristic greatness. She will need to manage the critical and complex issues outlined in the letter of application while racing ahead to achieve ULM’s most ambitious strategic goals. I cannot overemphasize the interconnectedness of my past experiences, my leadership acumen, and skill set to this exact leadership role.

Chairperson Romero and Presidential Search Committee Members, I want to be clear as daybreak! I have proven ability, ingenuity, pose, and expertise to lead and serve at ULM. As a high-impact, results-oriented executive leader, my commitment to excellence at its zenith is to help everyone around me reach their highest potential. As famed human resources guru David Ulrich suggests, “When people are given challenging responsibilities, autonomy to control their outputs, participation in decision making, and visible and valuable recognition, it meets virtually all of the criteria for effective rewards.” I wholeheartedly believe in working collaboratively with excellent teams and winning by investing in each of those who offers, gives, and serves.

As an unabashed champion for what is possible, it would be my honor to build a well-aligned, collaborative relationship with the Board of Supervisors, the UL System Office, and the ULM students, faculty, staff, alumni, along with state, regional, national and global stakeholders. It would bring such delight in claiming victory on the bold aspirations of the University towards its centennial milestone. I wish to visit with you in person (at the appropriate time) to discuss the strategies of success I have achieved during my career as well as outline an innovative agenda that will continue ULM’s rich history of academic and inclusive excellence. I am confident that my collective experiences, as outlined, demonstrate that I stand ready to serve ULM in every way.

Shining bright the bayou’s gem,



**Katrice A. Albert, Ph.D.**

# KATRICE A. ALBERT, Ph.D.

## PEOPLE-CENTERED, EQUITY-MINDED HIGHER EDUCATION LEADERSHIP

As a transformational leader, I provide impactful and sustainable visionary influence to unlock access for tomorrow's leaders and offer culturally-responsive, evidence-based, and mission-critical guidance toward a vista of future good.

### RECOGNITION

Martin University Honorary  
Doctorate of Humane Letters  
Degree: 2020

Career Mastered National  
Women's History Diversity  
Leadership Award: 2020

Diverse Issues in Higher  
Education Top 35 Women in the  
Academy: 2019

Auburn University Black Alumni of  
the Year Award: 2019

Xavier University of Louisiana Leo  
Sam '52 Distinguished Alumni of  
the Year Award: 2017

Minneapolis/St. Paul Business  
Journal Diversity in Business  
Award: 2015

HBCU Digest Genesis Scholar: 2014

Auburn University College of  
Education Young Alumni of the  
Year: 2014

Kiwanis Club of LSU Distinguished  
Service Award: 2013

Baton Rouge Speech & Hearing  
Foundation | The Emerge Center  
Volunteer Activist Award: 2011

The National Diversity Council  
Louisiana's Most Power &  
Influential Woman Award: 2010

YWCA of Greater Baton Rouge  
Racial Justice Award: 2009

LSU College of Human and  
Social Sciences Commencement  
Speaker: 2004

### EXPERIENCE

#### **EXECUTIVE VICE PRESIDENT, CULTURE, INNOVATION, AND INCLUSION S2A SOLUTIONS | STRATEGIC MINDS MARKET**

*MARCH 2020-PRESENT*

- Serve on the President's Leadership Cabinet
- Initiate and build the business solutions of the Strategic Minds Market in the areas of higher education, intercollegiate athletics and professional sport
- Strategic advisement on alignment strategies and innovative solutions focused on diverse top talent leadership development and pipelining and inclusive excellence organizational effectiveness
- External engagement, partnership development, and coalition building with critical and key stakeholders especially waymakers and hiring authorities

#### **EXECUTIVE VICE PRESIDENT OF INCLUSION AND HUMAN RESOURCES NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)**

*OCTOBER 2017-MARCH 2020*

- Advised the NCAA President on all business matters
- Served as the executive sponsor and program architect for NCAA executive development and implemented a strategic talent management model, complete with rigor and metrics, to effectively measure the return on Investment of NCAA leadership programs
- Developed strategic relationships with executive counterparts in professional sports and influenced University Presidents to champion best practices to recruit, select and retain diverse top talent and recruited, selected and onboarded five independent board of governors' members who are considered national luminaries
- Served as an advisor and mentor to student-athletes and their families as they transition to life after intercollegiate athletics and identified the need to promote self-efficacy and career clarity among former student-athletes, resulting in the development of a six-pronged IHR strategy focused on inclusive excellence, leading change, and future-proofing college athletics
- Achieved a 98% Return on Learning across legacy leadership development programs from 2018-2019
- Provided executive leadership of the Accelerating Academic Success Program (AASP) grant review and funding to under-resourced institutions resulting in increased GPAs, graduation rates, degree completion, and a reduction in compliance and infractions
- Led the national office employee relations, performance management, and professional development efforts creating the first-ever flexible workplace policy, cost-shared compensation and benefits program, and Great Place to Work engagement initiative

#### **VICE PRESIDENT FOR EQUITY AND DIVERSITY, UNIVERSITY OF MINNESOTA**

*JUNE 2013 – OCTOBER 2017*

- Served on the president's executive leadership team and as the principal of diversity and inclusion advisor to the president, chancellors, provost, and Board of Regents
- Developed University vision and strategy and achieved ambitious system-wide diversity goals

*Continued on next page*

## BOARD AND COMMUNITY INVOLVEMENT

Women's Sports Foundation  
Board of Trustees: 2020-present

Dress for Success Indianapolis  
Stepping Out In Style Sponsor  
and Model: 2019

Institute for Sport & Social  
Justice Board of Directors:  
2018-present

Pass the Torch for Women  
Foundation 500 Circle:  
2017-present

Society of Human Resource  
Management: 2017-present

State of Minnesota Governor's  
Diversity and Inclusion Council  
& Young Women's Initiative  
Council: 2016-2017

Saint Paul, Minnesota Board of  
Zoning Appeals, Commissioner:  
2015-2017

Journal of Civic Engagement  
and Scholarship Editorial Board:  
2014-present

Volunteers of America, National  
Board of Directors: 2011-2017

The Links, Incorporated:  
2011-present

National Association of Diversity  
Officers in Higher Education:  
2005-present

American Psychological  
Association: 1994-present

Alpha Kappa Alpha, Sorority  
Incorporated: 1993-present

## EXPERIENCE

*Continued from previous page: Vice President FOR Equity and Diversity, University of Minnesota*

- Intersected strategic talent management and intentional diversity to recruit and retain diverse talent and provided expertise during the talent management cycle to ensure recruitment and retention
- Established university-wide initiatives that drove diverse hiring and retention practices, including the National Diversity Advisory Board which raised \$6.1M from sponsors and supporters
- Established The Diversity Community-of-Practice (DCoP), a catalyst developing and leveraging personal, professional, and technical expertise, to create innovative strategies to ensure the implementation of equity and diversity goals at the University
- Led the implementation of several campus climate initiatives, including the establishment of the Bias Response and Referral Network, implicit bias leadership training for faculty and staff searches, and a focus on American Indians and faculty of color hiring strategies
- Co-organized and co-led the Multicultural Executive Outreach Advisory Committee, driving enrollment management, recruitment and retention of diverse, first-generation, pell-eligible, under-resourced students, increasing the first to second-year retention of students of color to 87%, higher than the overall undergraduate population
- Supervised ten units (135 staff members) and an operating budget of \$14.5M

## FOUNDER AND PRINCIPAL, THIRD EYE CONSULTING GROUP, LLC

### JULY 2006-PRESENT

- Thought-partnership and co-creation of strategic planning and development for organizational effectiveness
- Inclusive executive leadership, waymaker support, coaching, resource group development, diversity task force/committee support, and talent and team development
- People and culture-centered climate assessments and evaluations, reports, and recommendations
- External engagement including community connections, key stakeholder partnerships, coalition-building alumni, donors, student advocacy and activism support, and use of social anchors
- Public speaking, motivational & narrative-focused talks, keynotes, conference sessions, panel presentations

## VICE PROVOST FOR EQUITY, DIVERSITY AND COMMUNITY OUTREACH LOUISIANA STATE UNIVERSITY (LSU)

### APRIL 2005 – JUNE 2013

- Served as the chief diversity officer and the principal advisor on diversity issues to the LSU Chancellor and Provost, working with senior administrators, deans, department heads, etc. to ensure inclusive hiring practices
- Incorporated cultural competence and diversity and inclusion expertise on compensation and benefits and provided expertise on all aspects of the talent management cycle, redesigning talent acquisition efforts to attract women and faculty of color
- Achieved the highest enrollment of African Americans and Latinxs in the history of the institution and built relationships with minority-serving institutions (HBCUs) to identify talent for graduate and professional programs
- Established and supervised the Office of the University Ombudsperson, offering a confidential, unbiased, fair, and equitable place to discuss both academic and non-academic concerns relevant to all LSU employees
- Established and led the LSU System Office Diversity Taskforce, a Board of Supervisors advisory group developing policy recommendations on best practices to increase cultural diversity and community engagement, comprised of senior diversity professionals representing each campus in the System
- Managed an operating budget of \$1.5M, brokered a \$3M public-private partnership and oversaw the construction of the women's center and cultural center

## EDUCATION

### APA Approved Internship

Boston University School of  
Medicine

### Doctor of Philosophy, Counseling Psychology

Auburn University

### Master of Science, Counseling Psychology

University of Southern  
Mississippi

### Bachelor of Science, Psychology

Xavier University of Louisiana

## TEACHING EXPERIENCE

### MULTICULTURAL COUNSELING, (ELRC 7365)

#### LOUISIANA STATE UNIVERSITY

*DEPARTMENT OF EDUCATIONAL THEORY, POLICY, AND PRACTICE, 2005-2013, FALL SEMESTERS*

- Instructed a graduate-level multicultural counseling course including consciousness-raising, theoretical approaches, and clinical skills required to become a culturally competent therapist

### BLACK WOMEN IN AMERICA, (AAAS 3902)

#### LOUISIANA STATE UNIVERSITY

*AFRICAN & AFRICAN AMERICAN STUDIES PROGRAM, 2003-2010, SPRING SEMESTERS*

- Instructed an undergraduate-level interdisciplinary course on Black women including the intersection of race and gender concerning, education, employment, healthcare, mothering, and social movements, among other topics
- Cross-listed course in Women's & Gender Studies

### INTERNSHIP (ELRC 7399)

#### LOUISIANA STATE UNIVERSITY

*DEPARTMENT OF EDUCATIONAL LEADERSHIP, RESEARCH, AND COUNSELING, FALL 2003*

- Instructed a graduate-level internship course focused on solidifying clinical skills, case conceptualization, case staffing, and transition into the counseling professional

### EXPERIENTIAL LEARNING (U399)

#### AUBURN UNIVERSITY

*STUDENT SUCCESS CENTER AND OFFICE OF MULTICULTURAL AFFAIRS, SUMMER 1999 & 2000*

- Implemented an academic component to the Auburn University African American Peer Mentoring Program
- Developed a course syllabus and course packet to reflect an awareness of diversity among peer mentors/mentees
- Taught two sections which focused on college student identity development, campus leadership, and aspects of the mentoring process

### COUNSELING DIVERSE POPULATIONS (CCP 651)

#### AUBURN UNIVERSITY

*DEPARTMENT OF COUNSELING AND COUNSELING PSYCHOLOGY, FALL 1998*

- Co-taught a graduate-level counseling diverse populations course
- Assisted with the development of course syllabus & coordinated guest presenters
- Conducted research on the effectiveness of specific components of a multicultural counseling course for Master's level therapists-in-training

### CAREER ASSESSMENT AND DEVELOPMENT (CCP 400)

#### AUBURN UNIVERSITY

*DEPARTMENT OF COUNSELING AND COUNSELING PSYCHOLOGY, FALL 1997 & 1998*

- Taught an undergraduate course on career and assessment development
- Developed a course syllabus reflective of career theory and personal career development
- Worked closely with Auburn University Career Services, Volunteer Services, and Graduate Placement Offices to expose students to a variety of career options



## SELECTED PUBLICATIONS, RESEARCH, AND WRITING

- **Albert, K.A. and Fasching-Varner, K.J. (Eds.) (2020).**  
*Climbing the summit and earning the chair: Transformational leadership lessons and impactful success factors of intercollegiate athletics' leaders.* New York, NY: DIO Press, Inc. Manuscript in preparation.
- **Albert, K.A., Goh, M., and Singh, V. (2017).**  
*Carpe diem: Demonstrating how an equity and diversity framework coalesced leadership, strategic planning, campus climate, caculty of color hiring, and happenstance.* In Sherwood Thompson (Ed). *Valley of hope: Campus diversity triumphs in the United States.* Bingley, United Kingdom. Emerald Publishing.
- **Fasching-Varner, K.J., Albert, K.A., Mitchell, R.W., & Allen, C.A. (Eds.) (2015).**  
*Racial Battle Fatigue: Exposing the myth of post-racial America.* Lanham, MA: Rowman & Littlefield Publications.
- **Fasching-Varner, K.J, Reynolds, R., & Albert, K.A., Martin, L.L. (Eds.) (2014).**  
*Trayvon Martin, race, and American justice: Writing wrong.* Rotterdam, The Netherlands.
- **Albert, K.A. & Barker, M.J. (2012).**  
*Balancing act: A contextual case analysis on re-centering diversity in the midst of social and economic fluctuations.* In Christine Clark, Mark Brimhall-Vargas, Kenneth Fasching-Varner (Eds.) *Occupying the academy: Just how important is diversity in public higher education?* Lanham, MA: Rowman & Littlefield Publishers, Inc.
- **Albert, K.A. & Luzzo, D. A. (1999).**  
*The role of perceived barriers in career development: A social cognitive perspective.* *Journal of Counseling and Development*, 44: 431-436.
- **Luzzo, D.A., Hasper, P., Albert, K.A., Bibby, M.A., & Martinelli, E.A. (1999).**  
*Effects of self-efficacy-enhancing interventions on the math/science self-efficacy and career interests, goals, and actions of career undecided college students.* *Journal of Counseling Psychology*, 46: 233-243.

## SPONSORED RESEARCH GRANTS

- **University of Minnesota. North Star STEM Alliance: Bridge to the Baccalaureate. 3M Foundation.**  
*Principal Investigator, 2015. \$100,000.*  
Grant focused on increasing the number of ethnic minorities pursuing and receiving STEM discipline degrees in the State of Minnesota.
- **University of Minnesota. North Star STEM Alliance: Advancing to a Mid-Level Alliance. National Science Foundation.**  
*Principal Investigator, 2013-2018. \$3,700,000.*  
Grant focused on doubling the number of ethnic minorities pursuing and receiving STEM discipline degrees in the State of Minnesota.
- **Louisiana State University. Graduate Fellowship Grant Award. Louisiana Board of Regents/Southern Regional Education Board.**  
*Co-Principal Investigator, 2008-2011. \$1,520,000.*  
Grant focuses on providing graduate fellowships to promote and enhance diversity in doctoral education.
- **Louisiana State University. Community Grant Award. Greater Baton Rouge Chapter of 100 Black Men.**  
*Principal Investigator, 2009. \$30,000.*  
Grant focuses on establishing an Old South Baton Rouge Merchant's Association.
- **Louisiana State University. New Directions Award. U.S. Department of Housing & Urban Development, Office of University Partnerships.**  
*Principal Investigator, 2005-2007. \$200,000.*  
Grant focuses on residential enhancement and youth development in Old South Baton Rouge.
- **Louisiana State University. Campus Action Project Award. American Association of University Women (AAUW).**  
*Principal Investigator, 2005. \$3,750.*  
Grant focused on a campus-wide survey for outreach and prevention of sexual harassment on campus.
- **Louisiana State University. COPC Award. U.S. Department of Housing & Urban Development, Office of University Partnerships.**  
*Principal Investigator, 2004-2006. \$400,000.*  
Grant focused on economic development, community revitalization, and homeownership in Old South Baton Rouge.