

AGENDA

**TEXAS SOUTHERN UNIVERSITY
BOARD OF REGENTS
Virtual Special Called Board Meeting**

Date: Monday, September 22, 2025
Time: 1:00 PM
Place: Texas Southern University - Library Learning Center, 5th Floor, 3100 Cleburne Street,
Houston, TX 77004

Chair: Brandon L. Simmons
Vice Chair: James M. Benham
Second Vice Chair: Vacant
Secretary: Marilyn A. Rose

I. Call to Order

II. Roll Call

III. Conflict of Interest Statement

IV. President's Report

IV.A. Update on Strategic Initiatives, including the College of Education
Action Requested: Information

V. Board Business

V.A. Request for Approval of Objectives and Key Results Regarding Strategic Initiatives for College of Education
Action Requested: Approval

V.B. Request for Approval of Appointment of Advisory Committee for Strategic Initiatives for College of Education
Action Requested: Approval

V.C. Request for Approval of Resolution Related to Curriculum Review Required by Senate Bill 37, including Appointment of Curriculum Review Committee
Action Requested: Approval

VI. Personnel and Litigation Committee

Presenters: Regent Ben C. Kohlmann & Mr. Charlie T. Nhan, General Counsel

VI.A. Request for Approval for the Appointment of a Dean for the Barbara Jordan-Mickey
Leland School of Public Affairs
Action Requested: Approval

VII. Executive Session

VII.A. Texas Government Code - Section 551.071 - Consultation with University Attorneys on any matter in which the duty of the attorneys to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the Texas Open Meeting Act, including any matter listed on this notice/agenda, pending or contemplated litigation, and proposed settlement agreements.

VII.B. Texas Government Code - Section 551.072 - Deliberations concerning Purchase, Lease or Value of Real Property.

VII.C. Texas Government Code - Section 551.073 - Deliberations about Negotiated Contracts for Prospective Gifts or Donations.

VII.D. Texas Government Code - Section 551.074 - Personnel Matters: Deliberations Concerning the Appointments, Duties, Responsibilities, Evaluations or Dismissal of Personnel (including but not limited to the Regents, President, General Officers, and Executive Management Employees).

VIII. Reconvene in Open Session to Consider Actions on Executive Session Items as Necessary

IX. Adjourn

**TEXAS SOUTHERN UNIVERSITY
BOARD OF REGENTS AGENDA**

COMMITTEE:

ITEM: President's Report

DATE PREVIOUSLY SUBMITTED: N/A

SUMMARY:

College of Education Strategic Initiatives

SUPPORTING

DOCUMENTATION: N/A

FISCAL IMPACT: No Fiscal Impact

ACTION REQUESTED: Information

Legal Certification: Based on available information to date, this action item and its implementation will not be in violation of any applicable federal, state, or local law, or regulation.



09/17/2025

GENERAL COUNSEL

DATE

Fiscal Certification: This fiscal note shown above details the true and actual positive or negative fiscal effect that implementation of this proposal will achieve.



09/17/2025

John Pittman (Sep 17, 2025 18:50:23 CDT)

INTERIM CHIEF FINANCIAL OFFICER

DATE



09/17/2025

James Crawford (Sep 17, 2025 17:19:02 CDT)

PRESIDENT

DATE

**TEXAS SOUTHERN UNIVERSITY
BOARD OF REGENTS AGENDA**

COMMITTEE: Board Business

ITEM: Request for Approval of Objectives and Key Results (OKRs) Regarding Strategic Initiatives for College of Education

DATE PREVIOUSLY SUBMITTED: N/A

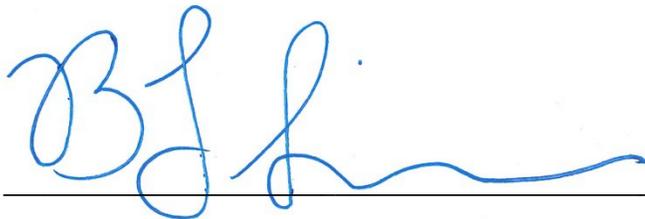
SUMMARY:

The purpose of this item is for Regent development and adoption of Objectives and Key Results (OKRs) designed to guide and measure progress on the strategic initiatives within the College of Education. The OKRs will outline specific goals aligned with the College's mission and strategic priorities, along with measurable outcomes to track success. Approval of the OKRs will provide a clear framework for accountability, resource alignment, and continuous improvement as the College advances its strategic initiatives.

SUPPORTING DOCUMENTATION: None

FISCAL NOTE: No Fiscal Impact

ACTION REQUESTED: Approval



BOARD CHAIR

Brandon L. Simmons

9/17/25

DATE

Objective: Establish the College of Education as a recognized leader in innovation and reform by December 31, 2027

Key Result: Hire a National innovation and reform leader as Dean of the College of Education by end Q1 2026

Key Result: Host more than one national conference annually beginning in 2026, including the Rod Paige convening

Key Result: Establish, receive board approval, and secure external funding for a plan to participate in the practice and study of K-12 education via a lab school or other type of structure by end of Q2 2026

Key Result: Establish and receive board approval of a plan, including external funding and partnership strategies, to expand education policy and associated research, study, scholarship, and faculty positions by end of Q2 2026

**TEXAS SOUTHERN UNIVERSITY
BOARD OF REGENTS AGENDA**

COMMITTEE: Board Business

ITEM: Request for Approval of Appointment of Advisory Committee for Strategic Initiatives for the College of Education

DATE PREVIOUSLY SUBMITTED: N/A

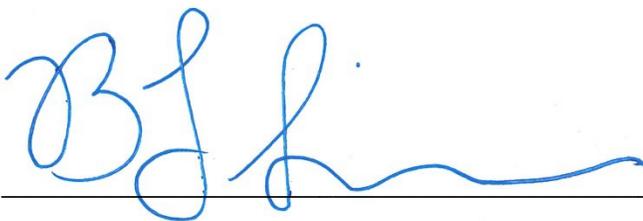
SUMMARY:

This request seeks formal approval for the establishment of an Advisory Committee to support the strategic initiatives for the College of Education, and initial appointment of members pursuant to Section 5.2 of the Bylaws of the Board of Regents. The committee will be composed of stakeholders chosen for their expertise and alignment with the College's long-term goals. Its purpose is to provide guidance and recommendations to the Board in furtherance of the strategic initiatives for the College of Education.

SUPPORTING DOCUMENTATION: Resolution Creating and Appointing Initial Members of the Advisory Committee for Strategic Initiatives for the College of Education

FISCAL NOTE: No Fiscal Impact

ACTION REQUESTED: Approval



BOARD CHAIR

Brandon L. Simmons

9/17/25

DATE

**A RESOLUTION AUTHORIZING THE CREATION OF
AN ADVISORY COMMITTEE FOR STRATEGIC INITIATIVES FOR THE COLLEGE
OF EDUCATION**

WHEREAS, under the provisions of the Texas Education Code, Chapter 106 (Sections 106.01 and 106.11 "Authorizing Law"), the Legislature of the State of Texas designates Texas Southern University as a coeducational institution of higher education and gives the Board of Regents ("Board") the power and authority to govern the University;

WHEREAS, the Board has the statutory authority to enact bylaws, rules, and regulations deemed necessary for the successful management and government of the institution;

WHEREAS, the Board has adopted Bylaws which are binding on the Board and all others in the governance of the University;

WHEREAS, Section 5.2 of the Bylaws authorizes the Board—by resolution—to create ad hoc committees for any purpose the Board deems appropriate, and such committees continue to function until discharged by the Board; and

WHEREAS, at a special-called board meeting held on September 22, 2025, the Board received and accepted the President's presentation on strategic priorities for the College of Education and finds it necessary to create an advisory committee for the purpose of providing guidance and recommendations to the Board in furtherance of the approved strategic initiatives for the College of Education.

NOW THEREFORE BE IT RESOLVED by the Board of Regents of Texas Southern University that:

Section 1. An Advisory Committee on Strategic Initiatives for the College of Education is hereby established to provide guidance and recommendations to the Board in furtherance of the approved strategic initiatives for the College of Education.

Section 2. The following individuals are appointed by the Board to the Advisory Committee—individuals representing a cross-section of stakeholders chosen for their expertise and alignment with the College's long-term goals:

- Brandon Simmons
- Richard Johnson
- Lauren Gore
- Patricia Williams
- Ben Williams
- Deyvis Salazar
- Aulston Taylor
- Tom Lindsay
- Daniel West
- Kelly Garcia
- Tommy Schultz
- Graham Frey
- William Keyes

Section 3. The Committee shall be subject to Board Bylaws concerning ad hoc committees, as they currently exist or may hereinafter be amended, and shall function until discharged by the Board.

Section 4. The Chair of the Board is hereby authorized to provide the Committee its official charge, consistent with this Resolution, and may appoint additional members to the Committee, subject to ratification by the Board.

Section 5. All actions consistent with the provisions of this Resolution heretofore taken by the Board of Regents, the University, its officers, employees, agents, or consultants directed toward Sections 1 through 4 above are hereby ratified, approved, and confirmed.

Section 6. This Resolution was adopted at a meeting open to the public, and public notice of the time, place, and purpose of said meeting was given, all as required by Chapter 551, Texas Government Code.

Section 7. This Resolution is effective immediately upon passage.

ADOPTED by the affirmative vote of a majority of the Board of Regents of Texas Southern University present and voting on this 22nd day of September 2025.

I hereby certify that the above resolution is accurate in describing the action herein of the Board of Regents on the date shown herein.



Faith Ruiz
Executive Director of Board Relations



Honorable Brandon L. Simmons
Chairman

Attested:



Honorable Marilyn A. Rose
Secretary

**TEXAS SOUTHERN UNIVERSITY
BOARD OF REGENTS AGENDA**

COMMITTEE: Board Business

ITEM: Request for Approval of Resolution Related to Curriculum Review Required by Senate Bill 37, including Appointment of Curriculum Review Committee

DATE PREVIOUSLY SUBMITTED: N/A

SUMMARY:

This request seeks formal approval of a resolution related to a curriculum review required by Senate Bill (“SB”) 37 from the 89th Legislative Session (2025), including the appointment of a curriculum review committee.

Senate Bill 37 requires the Governing Board (“Board”) of an institution of higher education at least once every five years to conduct a comprehensive review of the general education curriculum established by the institution.

“General education curriculum” means a core curriculum, and any other curriculum or competency all undergraduate students of an institution of higher education are required to complete before receiving an undergraduate degree.

“Core curriculum” means “the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree.”

Curriculum Review Standards Contained in SB 37

In reviewing the curriculum, the Board must ensure courses in the curriculum:

1. Are foundational and fundamental to a sound postsecondary education;
2. Are necessary to prepare students for civic and professional life;
3. Equip students for participation in the workforce and in the betterment of society; and
4. Ensure a breadth of knowledge in compliance with applicable accreditation standards.

The Board must also consider the potential costs the curriculum may impose on students, including for additional tuition, fees, and time a student must spend to complete an undergraduate degree program at the institution.

Curriculum Review Committee

Under SB 37, the Board may appoint a committee to assist it in carrying out its duties, including making recommendations to the Board. The committee may include:

1. Faculty employed full time by TSU;
2. Institution administrators;
3. Community leaders;
4. Industry representatives; and

**TEXAS SOUTHERN UNIVERSITY
BOARD OF REGENTS AGENDA**

5. Other individuals selected by the Board.

Additional Requirements

Each institution of higher education must annually submit to the Board an update regarding any changes to the general education curriculum offered at the institution. The Board may reserve the right to overturn any decision made by the institution regarding any changes to the general education curriculum.

Certification

Not later than January 1 of each year a comprehensive review is conducted, the Board must certify its compliance with this Section of SB 37 to the Texas Higher Education Coordinating Board and each standing legislative committee and subcommittee with primary jurisdiction over higher education.

Effective Date

These provisions of SB 37 apply beginning January 1, 2026.

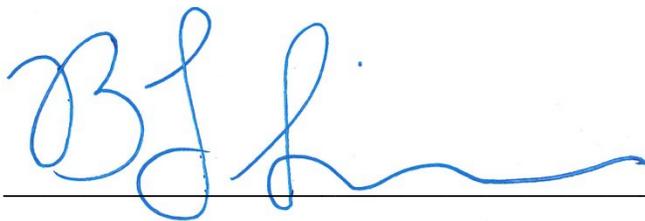
Codification

These provisions of SB 37 are now codified in Section 51.315 of the Texas Education Code.

SUPPORTING DOCUMENTATION: Senate Bill 37 and Resolution

FISCAL NOTE: No Fiscal Impact

ACTION REQUESTED: Approval



BOARD CHAIR

Brandon L. Simmons

9/16/25
DATE

AN ACT

relating to the governance of public institutions of higher education, including review of curriculum and certain degree and certificate programs, a faculty council or senate, training for members of the governing board, and the establishment, powers, and duties of the Texas Higher Education Coordinating Board Office of the Ombudsman.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

ARTICLE 1. CURRICULUM AND ACADEMIC PROGRAMS

SECTION 1.01. Subchapter F, Chapter 51, Education Code, is amended by adding Section 51.315 to read as follows:

Sec. 51.315. GENERAL EDUCATION CURRICULUM REVIEW. (a) In this section:

(1) "General education curriculum" means a core curriculum, as that term is defined by Section 61.821, and any other curriculum or competency all undergraduate students of an institution of higher education are required to complete before receiving an undergraduate degree.

(2) "Governing board" and "institution of higher education" have the meanings assigned by Section 61.003.

(b) At least once every five years, the governing board of each institution of higher education shall conduct a comprehensive review of the general education curriculum established by the institution. In reviewing an institution's general education

1 curriculum, the governing board shall ensure courses in the
2 curriculum:

3 (1) are foundational and fundamental to a sound
4 postsecondary education;

5 (2) are necessary to prepare students for civic and
6 professional life;

7 (3) equip students for participation in the workforce
8 and in the betterment of society; and

9 (4) ensure a breadth of knowledge in compliance with
10 applicable accreditation standards.

11 (c) In reviewing the general education curriculum of an
12 institution of higher education under Subsection (b), the governing
13 board of the institution shall consider the potential costs the
14 curriculum may impose on students, including for additional
15 tuition, fees, and time a student must spend to complete an
16 undergraduate degree program at the institution.

17 (d) Each institution of higher education shall annually
18 submit to the governing board of the institution an update
19 regarding any changes to the general education curriculum offered
20 at the institution. The governing board may reserve the right to
21 overturn any decision made by the institution regarding any changes
22 to the general education curriculum offered at the institution.

23 (e) The governing board of an institution of higher
24 education may appoint a committee to assist the governing board in
25 carrying out its duties under this section, including by making
26 recommendations to the governing board. Members of the committee
27 may include:

- 1 (1) faculty employed full time by the institution;
- 2 (2) institution administrators;
- 3 (3) community leaders;
- 4 (4) industry representatives; and
- 5 (5) other individuals selected by the governing board.

6 (f) Not later than January 1 of each year a review is
7 conducted under this section, the governing board of each
8 institution of higher education shall certify the governing board's
9 compliance with this section to the Texas Higher Education
10 Coordinating Board and each standing legislative committee and
11 subcommittee with primary jurisdiction over higher education.

12 SECTION 1.02. Section 51.354, Education Code, is amended to
13 read as follows:

14 Sec. 51.354. INSTITUTIONAL AUTHORITY AND RESPONSIBILITY.

15 (a) The final decision-making authority on matters regarding an
16 institution of higher education's degree programs and curricula
17 belongs to the institution. The institution shall make the
18 decisions on those matters under the direction of the institution's
19 governing board.

20 (b) In addition to specific responsibilities imposed by
21 this code or other law, each institution of higher education has the
22 general responsibility to serve the public and, within the
23 institution's role and mission, to:

- 24 (1) transmit culture through general education;
- 25 (2) extend knowledge;
- 26 (3) teach and train students for professions;
- 27 (4) provide for scientific, engineering, medical, and

1 other academic research;

2 (5) protect intellectual exploration and academic
3 freedom;

4 (6) strive for intellectual excellence;

5 (7) provide educational opportunity for all who can
6 benefit from postsecondary education and training; and

7 (8) provide continuing education opportunities.

8 SECTION 1.03. Subchapter 2, Chapter 51, Education Code, is
9 amended by adding Section 51.989 to read as follows:

10 Sec. 51.989. REVIEW OF MINOR DEGREE AND CERTIFICATE
11 PROGRAMS. (a) In this section, "governing board" and "institution
12 of higher education" have the meanings assigned by Section 61.003.

13 (b) The president or chief executive officer of an
14 institution of higher education shall adopt and implement a process
15 for reviewing minor degree and certificate programs offered by the
16 institution to identify programs with low enrollment that may
17 require consolidation or elimination.

18 (c) The criteria for review under Subsection (b) must
19 require that minor degree and certificate programs have specific
20 industry data to substantiate workforce demand to avoid
21 consideration for consolidation or elimination.

22 (d) A minor degree or certificate program that has operated
23 less than five years at the time the president or chief executive
24 officer of an institution of higher education conducts the review
25 under this section is exempt from that review.

26 (e) The governing board of an institution of higher
27 education shall approve or deny any decision made by the president

1 or chief executive officer of the institution to consolidate or
2 eliminate a minor degree or certificate program as a result of the
3 review conducted under this section.

4 (f) The president or chief executive officer of an
5 institution of higher education shall conduct a review under this
6 section once every five years.

7 SECTION 1.04. Section 61.052, Education Code, is amended by
8 adding Subsection (a-1) to read as follows:

9 (a-1) A governing board may exclude from the comprehensive
10 list of courses submitted under Subsection (a) courses that were
11 not taught as an organized class or provided through individual
12 instruction for the preceding two academic years.

13 SECTION 1.05. Subchapter C, Chapter 61, Education Code, is
14 amended by adding Section 61.0522 to read as follows:

15 Sec. 61.0522. GENERAL EDUCATION CURRICULUM ADVISORY
16 COMMITTEE. (a) In this section:

17 (1) "Advisory committee" means the general education
18 curriculum advisory committee established under this section.

19 (2) "General education curriculum" has the meaning
20 assigned by Section 51.315.

21 (b) The board shall establish an advisory committee to
22 review the general education curriculum requirements of
23 institutions of higher education.

24 (c) The board shall call for nominations from presidents or
25 chief executive officers, chancellors, and chief academic officers
26 at all institutions of higher education for representatives to
27 serve on the advisory committee. The board shall select a number of

1 representatives determined by the board from those nominated with
2 nominees drawn equally from two-year and four-year institutions.

3 (d) The advisory committee shall consider methods for
4 determining general education curriculum component courses and for
5 condensing the number of general education curriculum courses
6 required at institutions of higher education.

7 (e) Not later than November 1, 2026, the advisory committee
8 shall produce a report regarding the advisory committee's findings
9 and recommendations under this section and provide the report to
10 the board.

11 (f) Not later than December 31, 2026, the board shall review
12 the advisory committee's report and submit to the legislature the
13 board's recommendations for legislative or other action necessary
14 to implement the findings of the report.

15 (g) The advisory committee is abolished and this section
16 expires September 1, 2027.

17 SECTION 1.06. Not later than January 1, 2027, the governing
18 board of each public institution of higher education shall:

19 (1) complete the governing board's initial review in
20 accordance with Section 51.315, Education Code, as added by this
21 Act; and

22 (2) certify compliance with Section 51.315, Education
23 Code, as added by this Act, as required by Subsection (f) of that
24 section.

25 ARTICLE 2. INSTITUTIONAL GOVERNANCE

26 SECTION 2.01. Section 51.352, Education Code, is amended by
27 amending Subsection (d) and adding Subsections (g) and (h) to read

1 as follows:

2 (d) In addition to powers and duties specifically granted by
3 this code or other law, each governing board shall:

4 (1) establish, for each institution under its control
5 and management, goals consistent with the role and mission of the
6 institution;

7 (2) appoint the chancellor or other chief executive
8 officer of the system, if the board governs a university system;

9 (3) appoint the president or other chief executive
10 officer of each institution under the board's control and
11 management and evaluate the chief executive officer of each
12 component institution and assist the officer in the achievement of
13 performance goals;

14 (4) approve or deny the hiring of an individual for the
15 position of provost or deputy, associate, or assistant provost by
16 each institution under the board's control and management;

17 (5) collaborate with institutions under its control
18 and management to set campus admission standards consistent with
19 the role and mission of the institution and considering the
20 admission standards of similar institutions nationwide having a
21 similar role and mission, as determined by the coordinating board;
22 and

23 (6) [~~5~~] ensure that its formal position on matters
24 of importance to the institutions under its governance is made
25 clear to the coordinating board when such matters are under
26 consideration by the coordinating board.

27 (g) The governing board of an institution of higher

1 education may overturn any hiring decision for the position of vice
2 president or dean made by the administration of a campus under the
3 board's control and management. Action by the governing board
4 under this subsection shall be implemented by the institution
5 through appropriate action with respect to the relevant hiring
6 decision at issue, including rescission of an employment offer,
7 termination of employment, or termination of an employment
8 agreement.

9 (h) The governing board of each institution of higher
10 education shall annually submit to the governor, the lieutenant
11 governor, the speaker of the house of representatives, and each
12 member of the legislature a report regarding decisions made by the
13 governing board for the applicable academic year on any hiring of
14 administration in which the board approved or denied the hiring
15 decision or took action under Subsection (g).

16 SECTION 2.02. Subchapter G, Chapter 51, Education Code, is
17 amended by adding Sections 51.3522, 51.3523, and 51.3541 to read as
18 follows:

19 Sec. 51.3522. FACULTY COUNCIL OR SENATE. (a) In this
20 section, "faculty council or senate" means a representative faculty
21 organization.

22 (b) Only the governing board of an institution of higher
23 education may establish a faculty council or senate at the
24 institution. Before establishing the faculty council or senate,
25 the governing board must adopt a policy governing the selection of
26 the faculty council's or senate's members that:

27 (1) ensures adequate representation of each college

1 and school of the institution;

2 (2) requires the members to be faculty members; and

3 (3) except as otherwise provided by the governing
4 board, limits the number of members to not more than 60 with at
5 least two representatives from each college or school, including:

6 (A) one member appointed by the president or
7 chief executive officer of the institution; and

8 (B) the remaining members elected by a vote of
9 the faculty of the member's respective college or school.

10 (c) A faculty council or senate is advisory only and may not
11 be delegated the final decision-making authority on any matter. A
12 faculty council or senate shall represent the entire faculty of the
13 institution of higher education and advise the institution
14 administration and any system administration regarding matters
15 related to the general welfare of the institution. A faculty
16 council or senate may not issue any statement or publish a report
17 using the institution's official seal, trademark, or resources
18 funded by the institution on any matter not directly related to the
19 council's or senate's duties to advise the institution
20 administration.

21 (d) Service on the faculty council or senate is an
22 additional duty of the faculty member's employment. Members of the
23 faculty council or senate are not entitled to compensation or
24 reimbursement of expenses for their role as members of the faculty
25 council or senate unless the expense is on behalf of and approved by
26 the institution of higher education.

27 (e) A member of the faculty council or senate appointed by

1 the president or chief executive officer of the institution of
2 higher education in accordance with Subsection (b)(3)(A) may serve
3 up to six consecutive one-year terms and then may only be
4 reappointed after the second anniversary of the last day of the
5 member's most recent term. A member of the faculty council or
6 senate elected by a vote of the faculty of the member's respective
7 college or school serves a two-year term, staggered in a manner that
8 allows approximately one-half of the elected members to be elected
9 each year, and may only be reelected after the second anniversary of
10 the last day of the member's most recent term.

11 (f) A faculty member serving on the faculty council or
12 senate may be immediately removed from the council or senate for
13 failing to conduct the member's responsibilities within the
14 council's or senate's parameters, failing to attend council or
15 senate meetings, or engaging in other similar misconduct. A member
16 of a faculty council or senate may be removed on recommendation of
17 the institution's provost and approval by the institution's
18 president or chief executive officer.

19 (g) The president or chief executive officer of the
20 institution of higher education shall appoint a presiding officer,
21 associate presiding officer, and secretary from the members of the
22 faculty council or senate.

23 (h) The presiding officer appointed under Subsection (g)
24 shall preside over meetings of the faculty council or senate and
25 represent the council or senate in official communications with the
26 institution administration and any system administration.

27 (i) Chapter [2110](#), Government Code, does not apply to a

1 faculty council or senate.

2 (j) The faculty council or senate shall conduct meetings at
3 which a quorum is present in a manner that is open to the public and
4 in accordance with procedures prescribed by the president or chief
5 executive officer of the institution of higher education.

6 (k) The faculty council or senate shall broadcast over the
7 Internet live video and audio, as applicable, of each open meeting
8 of the council or senate if more than 50 percent of the members of
9 the council or senate are in attendance.

10 (l) The faculty council or senate shall adopt rules for
11 establishing a quorum.

12 (m) The following shall be made available to the public on
13 the institution of higher education's Internet website not later
14 than the seventh day before a meeting of the faculty council or
15 senate:

16 (1) an agenda for the meeting with sufficient detail
17 to indicate the items that are to be discussed or that will be
18 subject to a vote; and

19 (2) any curriculum proposals reviewed by the council
20 or senate that will be discussed or voted on at the meeting.

21 (n) The names of the members in attendance must be recorded
22 at a meeting in which the faculty council or senate conducts
23 business related to:

24 (1) a vote of no confidence regarding an institution
25 or system administrator; or

26 (2) policies related to curriculum and academic
27 standards.

1 (o) This section may not be construed to limit a faculty
2 member of an institution of higher education from exercising the
3 faculty member's right to freedom of association protected by the
4 United States Constitution or Texas Constitution.

5 Sec. 51.3523. SHARED GOVERNANCE. (a) In this section,
6 "governing board" and "institution of higher education" have the
7 meanings assigned by Section 61.003.

8 (b) Institutions of higher education in this state shall be
9 governed by a principle of shared governance, which refers to a
10 structured decision-making process in which the governing board of
11 the institution exercises ultimate authority and responsibility
12 for institutional oversight, financial stewardship, and policy
13 implementation, while allowing for appropriate consultation with
14 faculty, administrators, and other stakeholders on matters related
15 to academic policy and institutional operations. The principle of
16 shared governance may not be construed to diminish the authority of
17 the governing board to make final decisions in the best interest of
18 the institution, students, and taxpayers.

19 (c) Administrators at institutions of higher education must
20 make decisions in a manner that promotes efficiency,
21 accountability, and responsiveness to state priorities, workforce
22 needs, and the institution's institutional mission. Faculty and
23 staff may provide recommendations on academic matters, but that
24 input is only advisory in nature, ensuring that governing boards
25 and institutional leadership retain clear and ultimate
26 decision-making authority. Shared governance structures may not be
27 used to obstruct, delay, or undermine necessary institutional

1 reforms or serve as a mechanism for advancing ideological or
2 political agendas.

3 Sec. 51.3541. RESPONSIBILITY OF PRESIDENT OR CHIEF
4 EXECUTIVE OFFICER. (a) In this section, "governing board" and
5 "institution of higher education" have the meanings assigned by
6 Section 61.003.

7 (b) The president or chief executive officer of an
8 institution of higher education shall conduct annual evaluations
9 for individuals who hold the positions of vice president, provost,
10 dean, or a similar leadership position that oversees curriculum or
11 student affairs for the institution and report to the institution's
12 governing board regarding any decision to remove an individual from
13 a position described by this subsection.

14 SECTION 2.03. Section 51.913, Education Code, is amended by
15 amending Subsection (a) and adding Subsection (c) to read as
16 follows:

17 (a) In [As used in] this section:

18 (1) "Executive[, the term "executive] search
19 committee" means [shall mean] a committee formed by an act of a
20 board of regents of an institution of higher education, which has as
21 its primary purpose the evaluation and assessment of candidates and
22 nominees for the position of president or chief executive officer
23 of a system administration, institution of higher education, or
24 other agency of higher education [as defined in Section 61.003 of
25 this code].

26 (2) "Institution of higher education" and "other
27 agency of higher education" have the meanings assigned by Section

1 [61.003.](#)

2 (c) The membership of an executive search committee for a
3 president or chief executive officer of an institution of higher
4 education must include at least two members of the institution's
5 governing board with at least one of those members serving as the
6 chair.

7 SECTION 2.04. Subchapter [7](#), Chapter [51](#), Education Code, is
8 amended by adding Section 51.9431 to read as follows:

9 Sec. 51.9431. GRIEVANCE, HIRING, AND DISCIPLINE
10 DECISION-MAKING AUTHORITY. (a) In this section, "institution of
11 higher education" and "university system" have the meanings
12 assigned by Section [61.003](#).

13 (b) Only the president or chief executive officer or provost
14 of an institution of higher education, university system
15 administration, or the president's or chief executive officer's,
16 provost's, or administration's designee may be involved in
17 decision-making regarding review of a faculty grievance, including
18 under Section [51.960](#), or the faculty discipline process.

19 (c) A faculty member of an institution of higher education
20 who does not serve in an administrative leadership position may not
21 have final decision-making authority on the hiring of an individual
22 for any faculty or administrative leadership position at the
23 institution.

24 ARTICLE 3. COORDINATION AND OVERSIGHT OF INSTITUTIONS OF HIGHER
25 EDUCATION

26 SECTION 3.01. Section [61.031](#), Education Code, is reenacted
27 and amended to read as follows:

1 Sec. 61.031. OFFICE OF OMBUDSMAN [~~PUBLIC INFORMATION AND~~
2 ~~COMPLAINTS~~]. (a) In this section:

3 (1) "Office" means the Texas Higher Education
4 Coordinating Board Office of the Ombudsman established under this
5 section.

6 (2) "Ombudsman" means the individual serving as
7 ombudsman for the office.

8 (b) The board shall establish the Texas Higher Education
9 Coordinating Board Office of the Ombudsman to serve as an
10 intermediary between the legislature and the public and
11 institutions of higher education, including by answering questions
12 from the legislature and the public regarding the obligations of an
13 institution of higher education to students, faculty, employees,
14 and the public. The office shall perform the functions described by
15 this section and coordinate the board's compliance monitoring
16 functions under Section 61.035. The ombudsman shall serve as the
17 director of compliance and monitoring.

18 (b-1) The governor, with the advice and consent of the
19 senate, shall appoint a person to serve as ombudsman. The ombudsman
20 serves at the pleasure of the governor.

21 (c) The office shall receive and, if necessary, investigate
22 complaints submitted in accordance with Subsection (d) regarding an
23 institution of higher education's failure to comply with:

24 (1) Section 51.315;

25 (2) Section 51.3522;

26 (3) Section 51.3525;

27 (4) Section 51.3541;

1 (5) Section 51.9431; and

2 (6) Section 61.0522.

3 (d) A student or faculty or staff member at an institution
4 of higher education who has reason to believe an institution of
5 higher education has failed to comply with a provision listed under
6 Subsection (c) may submit a written complaint to the office that:

7 (1) provides the individual's name and contact
8 information;

9 (2) states the specific statute the individual
10 believes has been violated; and

11 (3) includes specific facts supporting the
12 allegation, including:

13 (A) relevant dates;

14 (B) identifying information regarding the
15 individuals involved; and

16 (C) any supporting evidence in the individual's
17 possession.

18 (d-1) An individual is not eligible to file a complaint
19 under Subsection (d) if the individual has filed with another state
20 agency, a federal agency, or a court, as applicable, one of the
21 following against the institution of higher education that is the
22 subject of the complaint:

23 (1) a lawsuit that makes the same or similar
24 allegations or arises out of the same factual situation; or

25 (2) an administrative complaint that makes the same or
26 similar allegations or arises out of the same factual situation.

27 (d-2) The office shall dismiss any complaint that the office

1 determines was filed in violation of Subsection (d-1).

2 (d-3) An individual who knowingly submits a false complaint
3 under Subsection (d) shall be held responsible for any costs
4 incurred by the office in conducting an investigation resulting
5 from the false complaint. The office may refuse to investigate a
6 future complaint filed by an individual who is found to have
7 knowingly filed a false complaint.

8 (e) The office [board] shall maintain a file on each written
9 complaint filed with the board. The file must include:

10 (1) the name of the individual [person] who filed the
11 complaint;

12 (2) the date the complaint is received by the board;

13 (3) the subject matter of the complaint;

14 (4) the name of each individual [person] contacted in
15 relation to the complaint;

16 (5) a summary of the results of the review or
17 investigation of the complaint; and

18 (6) an explanation of the reason the file was closed,
19 if the office [board] closed the file without taking action other
20 than to investigate the complaint.

21 (f) [(b)] The office [board] shall provide to the
22 individual [person] filing the complaint and to each individual
23 alleged to be involved in the failure to comply [person who is a
24 subject of the complaint] a copy of the office's [board's] policies
25 and procedures relating to complaint investigation and resolution.

26 (g) The office shall notify the governing board of the
27 institution of higher education that is the subject of a complaint

1 of noncompliance that meets the requirements under Subsection (d)
2 not later than the fifth day after the date the office receives the
3 complaint. The governing board of the institution shall respond to
4 the complaint not later than the 175th day after the date the
5 governing board receives the notice unless the office has granted
6 an extension for good cause.

7 (h) In investigating a complaint of noncompliance regarding
8 an institution of higher education received under this section, the
9 office may request information from the institution. The governing
10 board of the institution shall respond in writing to the office's
11 written request for information not later than the 30th day after
12 the date the institution receives the request. This subsection may
13 not be construed to require an institution to provide privileged
14 information to the office.

15 (i) Based on findings related to an investigation under this
16 section, the office shall submit to the governing board of the
17 institution of higher education that is the subject of an
18 investigation under this section a report on the investigation that
19 includes the office's final determination regarding the
20 investigation and recommendations based on the conclusions of the
21 investigation.

22 (j) [~~(c)~~] The office [~~board~~], at least quarterly until
23 final disposition of the complaint, shall notify the individual
24 [~~person~~] filing the complaint and each individual alleged to be
25 involved in the failure to comply [~~person who is a subject of the~~
26 ~~complaint~~] of the status of the investigation unless the notice
27 would jeopardize an undercover investigation.

1 (k) If, not later than the 180th day after the date the
2 office submits the report under Subsection (i) to the governing
3 board of an institution of higher education that is the subject of
4 an investigation under this section, the office determines the
5 governing board has not resolved any noncompliance issues
6 identified in the report, the office shall submit to the ombudsman
7 and state auditor a report on the noncompliance that includes the
8 office's recommendations.

9 (l) On receipt of a report under Subsection (k), the
10 ombudsman may recommend to the legislature that the institution of
11 higher education not be allowed to spend money appropriated to the
12 institution for a state fiscal year until the institution's
13 governing board certifies compliance and the state auditor confirms
14 the institution's compliance.

15 (m) [~~(d)~~ Notwithstanding any other provision of law,
16 information that relates to a current, former, or prospective
17 applicant or student of an educational institution and that is
18 obtained, received, or held by the office [~~board~~] for the purpose of
19 providing assistance with access to postsecondary education is
20 confidential and excepted from disclosure under Chapter 552,
21 Government Code, and may only be released in conformity with the
22 Family Educational Rights and Privacy Act of 1974 (20 U.S.C.
23 Section 1232g). The office [~~board~~] may withhold information
24 prohibited from being disclosed under this subsection without
25 requesting a decision from the attorney general under Subchapter G,
26 Chapter 552, Government Code.

27 (n) The office may:

1 (1) issue a civil investigative demand in the same
2 manner as the procedures prescribed by Subchapter B, Chapter 140B,
3 Civil Practice and Remedies Code, for civil investigative demands
4 issued by the attorney general or a local prosecuting attorney
5 under that subchapter; and

6 (2) require cooperation from an institution of higher
7 education in an investigation under this section if the office
8 determines a complaint of noncompliance with a provision listed
9 under Subsection (c) is credible.

10 (o) The office shall annually submit a report to the
11 governor, the lieutenant governor, the state auditor, and the chair
12 of each standing legislative committee with jurisdiction over
13 higher education regarding:

14 (1) the number of complaints of noncompliance with a
15 provision listed under Subsection (c) received by the office;

16 (2) the number of investigations conducted and
17 substantiated by the office; and

18 (3) a summary of the results of investigations
19 described by Subdivision (2).

20 SECTION 3.02. Section 61.0512(c), Education Code, is
21 amended to read as follows:

22 (c) The board shall review each degree or certificate
23 program offered by an institution of higher education at the time
24 the institution requests to implement a new program to ensure that
25 the program:

26 (1) meets a national need or is needed by the state and
27 the local community, and does not unnecessarily duplicate programs

1 offered by other institutions of higher education or private or
2 independent institutions of higher education;

3 (2) has adequate financing from legislative
4 appropriation, funds allocated by the board, or funds from other
5 sources;

6 (3) has necessary faculty and other resources to
7 ensure student success; and

8 (4) meets academic standards specified by law or
9 prescribed by board rule, including rules adopted by the board for
10 purposes of this section, or workforce standards established by the
11 Texas Workforce Investment Council.

12 SECTION 3.03. Section [61.084](#), Education Code, is amended by
13 amending Subsection (d) and adding Subsection (i) to read as
14 follows:

15 (d) The content of the instruction at the training program
16 shall focus on the official role and duties of the members of
17 governing boards and shall provide training in the areas of
18 budgeting, policy development, ethics, and governance. Topics
19 covered by the training program must include:

20 (1) auditing procedures and recent audits of
21 institutions of higher education;

22 (2) the enabling legislation that creates
23 institutions of higher education;

24 (3) the role of the governing board at institutions of
25 higher education and the relationship between the governing board
26 and an institution's administration, faculty and staff, and
27 students, including limitations on the authority of the governing

1 board;

2 (4) the mission statements of institutions of higher
3 education;

4 (5) disciplinary and investigative authority of the
5 governing board;

6 (6) the requirements of the open meetings law, Chapter
7 551, Government Code, and the open records law, Chapter 552,
8 Government Code;

9 (7) the requirements of conflict of interest laws and
10 other laws relating to public officials;

11 (8) any applicable ethics policies adopted by
12 institutions of higher education or the Texas Ethics Commission;

13 (9) the requirements of laws relating to the
14 protection of student information under the Family Educational
15 Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g) or any
16 other federal or state law relating to the privacy of student
17 information; ~~and~~

18 (10) an overview of the legislature, the General
19 Appropriations Act, and the state budget as those topics relate to
20 the responsibilities of the governing board;

21 (11) an emphasis on the commitment the members of the
22 governing board are making to:

23 (A) the institutions of higher education under
24 the board's control and management and, if applicable, the
25 university system;

26 (B) this state; and

27 (C) taxpayers of this state; and

1 (12) any other topic relating to higher education the
2 board considers important.

3 (i) On completion of a training program under this section,
4 a member of a governing board shall provide a sworn statement
5 affirming the member's understanding of the member's duties and
6 responsibilities.

7 ARTICLE 4. APPLICABILITY; EFFECTIVE DATE

8 SECTION 4.01. (a) Except as provided by Subsection (b) of
9 this section, this Act applies beginning January 1, 2026.

10 (b) A faculty council or senate established at a public
11 institution of higher education before the effective date of this
12 Act is abolished on September 1, 2025, unless:

13 (1) the faculty council or senate was established in
14 the manner prescribed by Section 51.3522, Education Code, as added
15 by this Act; or

16 (2) the faculty council's or senate's continuation is
17 ratified by the institution's governing board before that date
18 based on a finding by the governing board that the faculty council
19 or senate meets the requirements of any policy adopted by the
20 governing board under that section.

21 (c) A faculty council or senate authorized but not yet
22 established at a public institution of higher education before the
23 effective date of this Act may be established only in the manner
24 prescribed by Section 51.3522, Education Code, as added by this
25 Act.

26 SECTION 4.02. This Act takes effect September 1, 2025.

President of the Senate

Speaker of the House

I hereby certify that S.B. No. 37 passed the Senate on April 16, 2025, by the following vote: Yeas 20, Nays 11; May 28, 2025, Senate refused to concur in House amendments and requested appointment of Conference Committee; May 29, 2025, House granted request of the Senate; May 31, 2025, Senate adopted Conference Committee Report by the following vote: Yeas 20, Nays 11.

Secretary of the Senate

I hereby certify that S.B. No. 37 passed the House, with amendments, on May 25, 2025, by the following vote: Yeas 85, Nays 56, one present not voting; May 29, 2025, House granted request of the Senate for appointment of Conference Committee; May 31, 2025, House adopted Conference Committee Report by the following vote: Yeas 83, Nays 47, two present not voting.

Chief Clerk of the House

Approved:

Date

Governor

**A RESOLUTION AUTHORIZING THE CREATION OF
AN ADVISORY COMMITTEE FOR GENERAL EDUCATION CURRICULUM
REVIEW**

WHEREAS, under the provisions of the Texas Education Code, Chapter 106 (Sections 106.01 and 106.11 "Authorizing Law"), the Legislature of the State of Texas designates Texas Southern University as a coeducational institution of higher education and gives the Board of Regents ("Board") the power and authority to govern the University;

WHEREAS, the Board has the statutory authority to enact bylaws, rules, and regulations deemed necessary for the successful management and government of the institution;

WHEREAS, the Board has adopted Bylaws which are binding on the Board and all others in the governance of the University;

WHEREAS, Section 5.2 of the Bylaws authorizes the Board—by resolution—to create ad hoc committees for any purpose the Board deems appropriate, and such committees continue to function until discharged by the Board;

WHEREAS, Senate Bill ("SB") 37 passed by the 89th Legislative Session (2025), codified at Section 51.315 of the Texas Education Code, requires the Board of an institution of higher education at least once every five years to conduct a comprehensive review of the general education curriculum established by the institution;

WHEREAS, the Board may appoint a committee to assist it in carrying out its duties;

WHEREAS, the Committee appointed by the Board may include: (1) faculty employed full time by the institution; (2) institution administrators; (3) community leaders; (4) industry representatives; and (5) other individuals selected by the Board;

WHEREAS, at a special-called board meeting held on September 22, 2025, the Board reviewed the requirements of SB 37 concerning curriculum review and now finds it necessary to create an advisory committee for the purpose of providing guidance and recommendations to the Board to assist it in carrying out its duties.

NOW THEREFORE BE IT RESOLVED by the Board of Regents of Texas Southern University that:

Section 1. A General Education Curriculum Review Advisory Committee is hereby established to provide guidance and recommendations concerning general education curriculum review to the Board consistent with the requirements of SB 37. Between Spring and Fall of 2026 the committee will conduct analysis, hold listening sessions, and prepare recommendations.

Section 2. The following individuals are appointed by the Board to the Advisory Committee—individuals representing a cross-section of stakeholders chosen for their expertise, consistent with the requirements of SB 37:

- Paloma Ahmadi
- Daniel West
- Lila Ontiveros Flores
- Mark Weatherspoon
- Derrek Manns
- Rasoul Saneifard

Section 3. The Committee shall be subject to Board Bylaws concerning ad hoc committees, as they currently exist or may hereinafter be amended, and shall function until discharged by the Board.

Section 4. The Chair of the Board is hereby authorized to provide the Committee its official charge, consistent with this Resolution, and may appoint additional members to the Committee, subject to ratification by the Board.

Section 5. All actions consistent with the provisions of this Resolution heretofore taken by the Board of Regents, the University, its officers, employees, agents, or consultants directed toward Sections 1 through 4 above are hereby ratified, approved, and confirmed.

Section 6. This Resolution was adopted at a meeting open to the public, and public notice of the time, place, and purpose of said meeting was given, all as required by Chapter 551, Texas Government Code.

Section 7. This Resolution is effective immediately upon passage.

ADOPTED by the affirmative vote of a majority of the Board of Regents of Texas Southern University present and voting on this 22nd day of September 2025

I hereby certify that the above resolution is accurate in describing the action herein of the Board of Regents on the date shown herein.



Faith Ruiz
Executive Director of Board Relations

Attested:



Honorable Brandon Simmons
Chairman



Honorable Marilyn A. Rose
Secretary

**TEXAS SOUTHERN UNIVERSITY
BOARD OF REGENTS AGENDA**

COMMITTEE: Personnel and Litigation

ITEM: Approval is requested for the Appointment of a Dean for the Barbara Jordan-Mickey Leland School of Public Affairs

DATE PREVIOUSLY SUBMITTED: N/A

SUMMARY:

The Administration requests approval for the appointment of Dr. Calvin C. Johnson as Dean for the Barbara Jordan-Mickey Leland School of Public Affairs, pursuant to Board Policy 61.10.

SUPPORTING DOCUMENTATION: Vitae and Job Description

FISCAL IMPACT: Annual Base Salary \$240,000.00
University FOAP: 0001-21530-7010-31513

ACTION REQUESTED: Administration recommends approval of this item

Legal Certification: Based on available information to date, this action item and its implementation will not be in violation of any applicable federal, state, or local law, or regulation.



GENERAL COUNSEL

07/03/2025

DATE

Fiscal Certification: This fiscal note shown above details the true and actual positive or negative fiscal effect that implementation of this proposal will achieve.



John Pittman (Jul 3, 2025 12:08 CDT)

INTERIM CHIEF FINANCIAL OFFICER

07/03/2025

DATE



James Crawford (Jul 5, 2025 08:33 CDT)

PRESIDENT

07/05/2025

DATE

Calvin C. Johnson, PhD

EDUCATION

University of Maryland, College Park, MD

PhD in Criminology and Criminal Justice [May 1997]

Temple University, Philadelphia, PA

Master of Arts in Sociology/Research Methods [May 1993]

Eastern Washington University, Cheney, WA

Bachelor of Arts in Sociology/Crime and Deviance [June 1991]

Fellowship

- Elected Fellow, Congressionally chartered National Academy of Public Administration (NAPA) in the Fall 2020

Standing Panel Participation:

- *Standing Panel on Social Equity in Governance*
- *Standing Panel on Intergovernmental Systems.*

Professional Certifications:

- Program and Project Management (FAC-P/PM Senior Level) – [see Appendix I for courses]
- Contracting Officer's Representative (COR-Level III) – [see Appendix I for courses]

COMMISSIONS AND COUNCILS

- *Inter-agency Policy Council for Gun Violence Prevention – Gun Violence Emergency Response Protocol.* The White House Office of Gun Violence Prevention.
- *Evaluation Officers Council – OMB Evidence Team.* Foundations for Evidence-Based Policymaking Act of 2018.
- *G7 Urban Development Ministers Council.* Senior Urban Development Official (SUDO), Research Liaison for the Secretary of the U.S. Department of Housing and Urban Development.
- *National Secured Data Services (NSDS) Expert Panel.* National Science Foundation, National Center for Science and Engineering Studies.
- *Commission on Peer Review and Accreditation.* Network of Schools of Public Policy, Affairs, and Administration (NASPAA).
- *Executive Council.* (NASPAA).
- *Economic Commission for Europe – Group of Experts on Energy Efficiency.* United Nations.
- *Commission on the Social Status of Black Men and Boys.* U.S. Commission on Civil Rights.
- *Social Impact Partnership to Pay for Results Act (SIPRA) – Interagency Policy Council to Pay for Results.* U.S. Department of the Treasury.

PROFESSIONAL EXPERIENCE

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Office of Policy Development and Research

- **Deputy Assistant Secretary**, Office of Research, Evaluation, and Monitoring [2013 – Present]
- **Chief Evaluation Officer/Deputy Chief Evaluation Officer** [2018 – Present]

Responsibilities:

I am the senior agency executive official with broad agency authority to develop, implement, and manage the Department's research and evidence-building strategic plan, including intramural and extramural research and evaluation initiatives. I am responsible for budget formulation and execution, management of contracts, grants, and cooperative agreements, and talent management across four evaluation divisions. I lead my four divisions in assessing the effectiveness of HUD's policies and programs and conducting demonstrations and companion evaluations of new policy and program approaches. To understand the impact of HUD's investments (i.e., housing, community development, and place-based initiatives) on non-housing outcomes, I lead cross-agency data linkages and evidence-building collaboratives, partnering with governments, academic institutions, and non-government research organizations to design and implement evaluation projects exploring these impacts.

At the direction of the Secretary and/or Deputy Secretary, I engage external stakeholders on HUD programs, sharing best practices and connecting them to HUD's work on the effectiveness of programs in the areas of housing, homelessness, housing discrimination, community development, disaster recovery, and housing/building technology. On behalf of the Secretary, I promote diplomacy with foreign governments through strategic partnerships and memoranda of cooperation to engage in bilateral policy development and research assistance. I have led delegations to the World Urban Forum, G7 Ministerial Meetings, and international meetings in Japan, Germany, and Poland.

Other Key Areas of Responsibility:

- Directing research administration and compliance monitoring for contracts, grants, and cooperative agreements with university and non-university research partners.
 - Pre-award engagements with industry, including market research, technical project scoping, cost estimation, selecting rating factors, and negotiations.
 - Post-award allocation of Program-Project managers to support Principal Investigators with research administration and project management (scope, schedule, budget).
 - Use ERP analytics to support cost-estimation, pre-award workflow management, and risk management – scope, budget, schedule.
- Directing intramural research development and implementation for an interdisciplinary team of 40 technical staff, collaborating with more than 75 universities and research organizations.
 - Staff development and skill-building, ensuring that staff stay current on technical research skills and research administration and compliance monitoring techniques.
- Leading cross-agency evidence-building collaboratives, sourcing interdisciplinary research via Interagency Agreements (IAA) across federal agencies and labs.
- Leading community participatory research strategies to address local housing, community development, and disaster recovery challenges experienced by communities.
- Managing research dissemination strategies, including assessing the quality of reports, pre-clearance, final editing, press releases, and external presentations.
- Leading data and technology innovations, data tools and product development, and dissemination data tools and products to the public and commercial entities.

- Leading the development of the Department's Learning Agenda (strategic research plan) and liaising with internal/external strategic planning partners to ensure that research informs strategic goals and objectives.
 - Capacity assessment to determine the Department's readiness to perform the evidence-building outlined in the Learning Agenda and support agencywide strategic performance reviews.
- Presenting and advocating the Department's budget and staffing requests to executive and legislative branch officials.
- Engaging philanthropy to support the Department's Learning Agenda.

Selected Accomplishments:

- *Research Administration and Compliance Monitoring:* Consistently and effectively obligated research, evaluations, and demonstrations funding without lapsing funds – an active research portfolio totaling more than \$90 million, research grants/cooperative agreements with Minority Serving Institutions totaling \$35 million, and research funded via Interagency Agreements totaling \$15 million. (*sample projects in Appendix 2*)
- *Staff Development:* Expanded intramural and in-house research and evidence-building activities as foundational continuous career and professional development opportunities for the 40 technical staff across my four divisions.
- *Housing Technology and Innovation:* Implemented two flagship housing innovation programs annually with a focus on increasing the stock of affordable housing: 1) [Innovative Housing Showcase held annually on The National Mall](#) and 2) [Innovation in Affordable Housing Student Design and Planning Competition](#). Grew annual housing technology/building technology research spending from \$1 million to \$10 million over 6 years. (*sample projects in Appendix 3*)
- *Strategic Partnerships:* Partnered with the White House's Office of Management and Budget on evidence-building collaboratives across federal government agencies with support from universities and other research organizations.
- *Resource Alignment:* Strategically realigned budget and personnel resources to successfully implement the Department's Learning Agenda, Annual Evaluation Plan, and Strategic Plan.
- *Effective Dissemination:* Streamlined my office's internal review and clearance processes, ensuring timely dissemination of research across various audiences and platforms (see www.huduser.gov).
- *Fostering an Inclusive Environment:* Conducted community participatory engagements to ensure that historically excluded individuals and communities – often the subject of my office's research – participated in research scoping and design activities affecting their communities.

COURT SERVICES AND OFFENDER SUPERVISION AGENCY

Office of Research and Evaluation

- **Associate Director**, Office of Research and Evaluation [2011 – 2013]
- **Performance Improvement Officer**, Office of Research and Evaluation [2011 – 2013]
- **Director**, Office of Research and Evaluation [2002 – 2011]

Responsibilities:

In 2002, the Court Services and Offender Supervision Agency (CSOSA) became an independent federal executive branch agency. I was recruited from the University of Pennsylvania to establish CSOSA's research, evaluation, and performance management office and build the infrastructure for real-time analytics, timely evaluations, and effective performance management. Concerning these functions, I provided executive oversight of talent management, procurement of information technology systems, and contracting for professional services.

As the Senior Evaluation Official and the designated Performance Improvement Officer, I partnered with agency leadership to prepare budget justifications to the White House's Office of Management and Budget, targeting needed resources for strategic initiatives. I established and executed the Annual Procurement Plan for research, evaluation, and enterprise analytics/business intelligence. I oversaw the development of policies and procedures for contract administration and compliance monitoring.

In consultation with the agency Director and Deputy Director, I successfully executed the agency's evidence-building portfolio, focusing on minimizing the risk to public safety and mitigating potential future risks. I led the deployment of machine learning and other advanced analytics, which facilitated the development of a suite of community supervision IT applications. I also successfully executed the agency's performance management agenda and aligned internal performance management implementation with the White House's President Management Agenda.

Other Key Areas of Responsibility:

- Managed data privacy and security protocol for enterprise data warehouse and business intelligence development.
- Established and monitored oversight of routine use of enterprise data and data-use agreements.
- Oversaw data integration and data sharing agreements with other law enforcement agencies.
- Facilitated performance management discussions with the Criminal Justice Coordinating Council.
- Developed and promoted risk mitigation programming with local criminal and juvenile justice agencies.

Selected Accomplishments:

- *Risk-based Machine Learning and Resource Optimization*: Developed dynamic, risk-based machine learning models to optimize resource allocation, regularly updating to account for responsiveness to supervision and program delivery.
- *Innovative Supervision Technology*: Designed and deployed kiosks for 24/7 passive supervision of lower-risk probationers, parolees, and supervised releasees in Washington, DC.
- *CSOSA-Stat – Performance Management and Accountability*: Implemented CSOSA-Stat, a performance statistics accountability program, enhancing crime control and prevention.
- *Enterprise Data Management and Analytics*: Designed, developed, deployed, and managed enterprise data warehouse and business intelligence portals, including directing a

multidisciplinary technical team in producing analytics to inform operations, service delivery, and strategic decision-making.

- *Strategic Partnerships and Consultations:* Established intra- and inter-agency consultations, providing research, evaluation, and program development support.

THE UNIVERSITY OF PENNSYLVANIA

Fels Center of Government

Jerry Lee Center of Criminology

- **Senior Research Administrator**, Fels Center of Government and Jerry Lee Center of Criminology [2001 – 2002]
- *Served as Director of Research on IPA to Executive Office of the Mayor of Washington D.C. – Office of the Deputy Mayor for Public Safety [2001]*

Responsibilities:

I managed proposal development, research administration, and project implementation for a portfolio of place-based demonstration pilots and evaluations. I also taught graduate seminars on research methods, including data collection and acquisition strategies, and directed student practica. I developed experiential learning opportunities that enabled students to apply qualitative and quantitative methods, survey design and administration, data collection, data analysis, and field research management skills. I coordinated community-engaged research with civic leaders and residents of West Philadelphia, designing programs to promote collective efficacy at micro-levels of geography.

Selected Accomplishments:

- *Consultation with the City of Philadelphia's Department of Human Services:* Served as Community-Engaged Lead Researcher/Liaison for a demonstration program with the City of Philadelphia's Department of Human Services (DHS) to explore performance contracting in the Child Welfare System (foster care).
- *Blighted Neighborhood Research:* Served as Project Director for a grant-funded project to combat physical decay and blight at the block face level in West Philadelphia. Supervised students on community-engaged consultation practices with neighborhood advisory groups and community-based nonprofits.
- *Consultation with the Executive Office of the Mayor of the District of Columbia:* Served as Consultant/Research Director (via Intergovernmental Personnel Act Mobility Program) to the Washington, D.C. public safety agencies cluster, assessing and recommending enhancements to data management and data analytics infrastructures and designing a Research Hub within the Executive Office of the Mayor.

THE URBAN INSTITUTE

Justice Policy Center

- **Research Associate**, Crime Control Policy Studies [1995 – 2001]

Responsibilities:

I managed statistical analysis and data integration for a national community policing evaluation. I collaborated with the survey design team, the survey administration team, and the federal agency sponsor to ensure that data collection efforts would yield information needed to address the sponsor's primary policy questions. I applied data analysis and statistical techniques to assess the impact of funding incentives on officer deployment, use technology to make community policing more efficient, and changes to the construct of community policing. I also conducted data analysis and prepared publications of key evaluation findings. For the state of Maryland, I coordinated staff-level research operations focused on leveraging community assets and promoting collective efficacy in response to crime and delinquency in high-crime, distressed communities. I trained team members on research designs, data collection plans, and the appropriate uses of qualitative and quantitative research methods. I designed experiential training opportunities for team members focused on survey design, interview techniques, and field research operations. More generally, I had significant writing responsibilities, including drafting various sections of research proposals, interim and final reports, briefing materials, and presentations. I led interdisciplinary research collaborations, leveraging expertise across The Urban Institute's 10 research centers. I was responsible for project management, focusing on managing scope, budget, and personnel resources. I coordinated research utilization and dissemination strategies to include the construction of public use data files, presentation of findings in journal articles, sponsored reports, and/or at conferences, and internal/external stakeholder briefings.

Selected Accomplishments:

- *Co-Principal Investigator, Violence in the District of Columbia.* Managed data collection and data analysis of archived victim and arrest reports. Developed advanced geospatial analysis techniques to illustrate the nexus of social and physical structure to crime.
- *Deputy Principal Investigator, Process Evaluation of Organizational Restructuring and Community Policing – The Metropolitan Police of the District of Columbia.* Assessed organizational restructuring and adoption of community policing in Washington, D.C. Managed the evaluation of personnel surveys, network analyses, focus group discussions, and field observations.
- *Deputy Principal Investigator, Process Evaluation of the Maryland HotSpot Communities Program.* Designed and deployed an evaluation of a statewide comprehensive crime control and prevention program. Managed the evaluation team in the analysis of grant applications, progress reports, physical disorder block surveys, staff surveys, resident surveys, and neural networks.
- *Senior Statistical Analyst, National Evaluation of the Office of Community-Oriented Policing Services (OCOPS) program.* Designed and implemented data analysis plans for law enforcement agency surveys, federal expenditure data, and archival records of grant applications. Designed methodology and constructed measures to track the flow of federal funds to law enforcement agencies across the nation.
- *Senior Statistical Analyst, District of Columbia Youth Violence Study.* Designed and managed a survey of youth, police, courts, and youth-serving agencies. Constructed psychometric and sociometric measures to analyze the association between spatial and temporal patterns of juvenile crimes.

Selected Research Monographs

- Johnson, Calvin C. (2022). *Tenant Screening with Criminal Background Checks: Predictions and Perceptions Are Not Causality*. PD&R Edge: An Online Magazine.
- Johnson, Calvin C. (2022). *Changing the Built Environment to Combat Violent Crime*. PD&R Edge: An Online Magazine.
- Johnson, Calvin C. (2022). *Why Housing Matters for Successful Reentry and Public Safety*. PD&R Edge: An Online Magazine.

Selected Articles, Reports, and Book Chapters

- Johnson, Calvin C. (2023). *Reentry and Housing*. Cityscape: A Journal of Policy Development and Research. Volume 25, Number 2.
- Johnson, Calvin C. (2021). *Lessons from Implementation*. In *Lessons from SSA Demonstrations for Disability Policy and Future Research*. Edited by Austin Nichols, Jeffrey Hemmeter, and Debra Goetz Engler. Abt Press.
- Moore, Gretchen E., Johnson, Calvin C., Roth, Jeffrey A. (2005). *The Role of Law Enforcement Within a Comprehensive Community Strategy: The Maryland HotSpot Communities Initiative*. In *Policing and Program Evaluation*. Edited by Kent R. Kerley. Pearson Prentice Hall.
- Roth, Jeffrey A., Roehl, Janice A., and Johnson, Calvin C. (2004). *Trends in Community Policing*. In *Community Policing: Can it Work*. Edited by Wesley G. Skogan. Thomson Wadsworth Press.
- Johnson, Calvin C., Chanhathasilpa, Chanchalat. (2003) *The Race/Ethnicity and Poverty Nexus of Violent Crime: Reconciling the Differences in Chicago's Community Area Homicide Rates*. In *Violent Crime: Assessing Race and Ethnic Differences*. Edited by Darnell Hawkins. Cambridge Press.
- Johnson, Calvin C., Roth, Jeffrey A. *COPS Program and the Spread of Community Policing Practices, 1995-2000. Research Report*. The Urban Institute. February 2003.
- Roehl, Janice A., Johnson, Calvin C., Buerger, Michael E., Gaffigan, Stephen J., Langston, Elizabeth A., and Roth, Jeffrey A. *COPS and the Nature of Policing*. In *National Evaluation of the COPS Program -- Title I of the 1994 Crime Act Process Evaluation*. Research Report. National Institute of Justice. August 2000.

Selected Presentations

- Johnson, Calvin C. *Measurement and Evaluation in Outcomes-Based Contracting*. Presented at The Council for State Government's Second Chance Act Conference. Philadelphia, PA. December 2024.
- Johnson, Calvin C. *Incorporating Evidence-Building into Agencies Strategic Planning Process*. Presented at The Office of Management and Budget's Monthly Meeting of the Strategic Planning Work Group (SPWG). Washington, DC. December 2024.
- Johnson, Calvin C. *Advancing Evidence Building in the Federal Government: Successes and Lessons Learned from Five Years of Implementation of the Foundation for Evidence-Based Policymaking Act of 2018*. Presented at The Annual Conference of the Association for Public Policy and Management. National Harbor, MD. November 2024.
- Johnson, Calvin C. *Sustaining the Gain: Advancing Evidence-Informed Policymaking through Federal, State, and Local Government*. Presented at The Annual Conference of the Association for Public Policy and Management. National Harbor, MD. November 2024.

- Johnson, Calvin C. *Overview of Source of Income Protections and What the Research Tells Us About Their Effectiveness*. Presented at PD&R's Quarterly Update: Source of Income Discrimination. Washington, D.C. July 2024.
- Johnson, Calvin C. *Community Development Block Grants and CHOICE Neighborhood Initiative: Place-based Strategies to Combat Violent Crime*. Presented at the Department of Justice/Office of Justice Program – Community-Based Violence Intervention and Prevention Initiative Grantees Conference. Chicago, IL. April 2024.
- Johnson, Calvin C. *Understanding the Mission, Challenges and Needs of the Department of Housing and Urban Development, Office of Policy Development and Research*. Presented at the IJIS Community Forum. Nashville, TN. April 2024.
- Johnson, Calvin C. *Housing Very- and Extremely Low-Income Individuals and Families*. Presented at Virginia Commonwealth University, L. Douglas Wilder School of Government and Public Affairs, Wilder Lunch and Learn Series. Richmond, VA (Virtual). November 2022.
- Johnson, Calvin C. *Applying Science, Technology, and Innovation to Sustainable Urban Development*. Presented at the United Nations Economic and Social Council, Commission on Science and Technology Development. Geneva, Switzerland (Virtual). March 2022.
- Johnson, Calvin C. *U.S. Department of Housing and Urban Development's Experience Supporting and Enhancing its Data Infrastructure and Use*. Presented at the Federal Committee on Statistical Methodology Conference. Washington, D.C. April 2020
- Johnson, Calvin C. *Developing, Describing, and Using Needs-based Typologies of Offenders to Assist in Successful Community Reintegration*. Presented at The Annual Meetings of the American Society of Criminology. Atlanta, GA. November 2007.
- Burrell, William and Johnson, Calvin C. *The Application of CompStat Models within Community Corrections: How Data are Being Used to Transform Community Corrections Agencies*. Presented at The Annual Meetings of the International Community Corrections Association. San Diego, CA. October 2007.
- Quander, Paul Q. and Johnson, Calvin C. *Promising Law Enforcement Practices Targeting Serious Violent Offenders: Developing and Implementing Focused Public Safety Partnerships*. Presented at The Annual Meetings of the International Police Executive Symposium. Dubai, United Arab Emirates. April 2007.
- Johnson, Calvin C. *The Need for Drug Treatment for Offenders Supervised by Community Supervision Agencies and the Monitoring Needed to Protect Against Abuse*. Presented at The Annual Meetings of the National African American Drug Policy Coalition. Washington, DC, March 2007.

Appendix 1: Defense Acquisition University – Federal Acquisition Institute Continuous Learning

CLC 006: Contract Terminations
CLC 008: Indirect Costs
CLC 028: Past Performance Information
CLC 030: Essentials of Interagency Acquisitions/Fair Opportunity
CLC 045: Partnering
CLC 058: Introduction to Contract Pricing
CLC 060: Time and Materials Contracts
CLC 063: Sole Source Proposal Technical Evaluations
CLC 108: Strategic Sourcing Overview
CON 0040: Market Research
FAC 027: GSA Schedules and Small Business
FAC 048: The GSA MAS Program: Buying Services Through GSA Schedules
FAC 072: Foundational Overview of the Acquisition Team
FAC 073: Critical Decision-Making in Requirements Development
FAC 079: Past Performance
FAC 089: Writing Quality Past Performance Evaluations
FAC 090: Back to Basics: Building and Strengthening Effective Communication with Industry
FAC 093: Introduction to Supply Chain Risk Management
FAC 095: Climate Adaptation for Program Managers
FCL-A-0036: Innovations in Acquisition (AS)
FCL-A-0038: Procurement Innovation Lab (PIL) Primer
FCL-CM-2500: Category Management 101
FCL-CM-2505: Category Management Dashboards and Tools Overview
FCL-GSA-I271: Demystifying Procurement: A Crash Course in Modern Acquisitions with Lesley Field
FEX-GSA-TT-0122-FAST24: Innovative Solutions for the Future of Professional Services
FEX-HUD-OCPO-2023-0017: Procurement Appropriations Law
FEX-HUD-OCPO-2023-0018: How to Develop A Work Breakdown Structure (WBS)
FEX-HUD-OCPO-2024-0008: FY24 Contracting Officer's Representative (COR) Workshop
FPM 334: Progressive Leadership in Program Management

Appendix 2: Selected FY24 Research, Evaluation, and Demonstration Projects

- The *Community Choice Demonstration* is a multisite randomized controlled trial designed to measure the impacts of housing mobility-related services on moves to and retention in opportunity areas for Housing Choice Voucher households – families with children.
- The *Family Options Study* is a multisite randomized controlled trial designed to measure the impacts of housing and service interventions for homeless families with children.
- The *Stepped and Tiered Rent Demonstration* is a multisite randomized controlled trial testing alternative rent policies (stepped rents and tiered rents) in a subset of public housing authorities granted authority to test administrative and financial flexibilities. Housing authorities established rent policies designed to make housing assistance easier for PHAs to administer and to incentivize assisted households to work towards self-sufficiency.
- *Integrated Wellness in Supportive Housing* is a large, cluster-randomized controlled trial designed to test whether structured health and wellness supports (part-time nurse and full-time wellness coordinator) can help older adults living in privately owned HUD-assisted housing developments to remain in that housing longer, or “age in place.”
- *Emergency Housing Voucher* is an implementation and early outcome study employing a mixed method data collection approach to provide a broad overview of this American Rescue Plan effort to combat homelessness during the COVID pandemic with 70,000 new Housing Choice Vouchers.
- *HUD-HHS Childcare Study* responds to recent HUD study findings that childcare is a major impediment to employment. The study assesses the needs and preferences for childcare among HUD households by interviewing families and staff at public housing authorities and nearby childcare centers.
- *The Impact of the Emergency Rental Assistance Program on Housing Stability* is an evaluation of a program Congress established in response to the COVID-19 pandemic. Administered by The U.S. Department of Treasury, the ERA program provided \$46 billion in emergency rental assistance, utility, and other related expenses to households at risk of losing their rental units due to the COVID-19 pandemic.
- *Wildfire Recovery and Resilience* is a research project that involves engagement with three case study communities to develop a complete picture of how disaster recovery resources are used post-fire and by whom. The study explores the utilization of recovery resources and barriers to recovery, particularly among the most vulnerable populations, to better understand how communities recover following a wildfire and the role that recovery resources play in specifically supporting recovery by vulnerable populations.

Appendix 3: Selected FY24 Housing and Building Technology Projects

Offsite Construction and Land Use Reform Research

- The National Institute of Building Sciences: to partner with six HUD regions to design pilot programs that will both identify regional barriers to the adoption of off-site construction and develop strategic plans for off-site construction growth. These regional pilots will serve as the basis for a pilot handbook to spur other regions to foster off-site construction capacity and encourage uptake.
- The University of California, Los Angeles: to study the impact of accessory dwelling unit (ADU) legalization and production in California on rents and prices, as well as to assess how legalization changes land values even for parcels that do not exercise the new development option.
- The University of California, Irvine: to study the impact of California's state-level reforms aimed at mitigating regulatory barriers obstructing the development of accessory dwelling units (ADUs) in the context of affirmatively furthering fair housing (AFFH).
- Purdue University: to study the role of building codes as a land-use restriction. The goal of the research is to provide greater clarity for state and local governments in determining how proposed revisions to the International Building Code and International Code Council would impact new supply and affordability in their jurisdictions.
- Louisiana State University: to conduct a life-cycle cost analysis of disaster-resilient affordable housing and identify improvements to the manufacturing and siting process of elevated, wind-resilient manufactured homes that could enable greater adoption of these homes, particularly in disaster-prone and underserved communities.
- The Manufactured Housing Institute: to examine the impact of local barriers on the placement of manufactured homes and propose necessary regulatory reforms to address these constraints.
- Washington State University: to focus on modular construction methods; specifically, this project aims to develop and demonstrate the design of modular mass timber hybrid construction to offer a solution that is more sustainable, affordable, and equitable for housing in the United States.
- ADL Ventures: to study the financing of industrialized off-site construction and identify ways to increase the industry's access to capital.
- Lehigh University: to conduct a qualitative survey of ADU ordinances, cataloging best practices, design guidelines, pre-approved plans, and other financial incentives that contributed to the successful implementation of ADU reforms in small-to-medium-sized municipalities.

Office to Residential Conversions

- M. Arthur Gensler Jr. & Associates, Inc.: to conduct a study that will analyze office to residential conversion activities in six cities, test the financial feasibility of these conversions, study policies and incentives, and build an online community guide to allow local policymakers to estimate the impact of potential conversion policies on their community.



TEXAS SOUTHERN UNIVERSITY

**Dean, Barbara Jordan-Mickey Leland School of
Public Affairs**

Leadership Profile

Spring 2025



WittKieffer

Executive Summary

Texas Southern University (TSU) invites nominations, applications, and inquiries in its search for a visionary leader to serve as the next Dean of the [Barbara Jordan-Mickey Leland School of Public Affairs \(SOPA\)](#).

Texas Southern, located in Houston, is a comprehensive doctoral university offering a diverse academic portfolio with over 100 undergraduate, graduate, and professional programs and concentrations organized into ten academic colleges and schools. Since its inception in 1927, Texas Southern has been highly regarded as a premier producer of diverse talent. It has grown from 300 students in its first summer to serving approximately 8,500 students today. Accredited by the Southern Association of Colleges and Schools, TSU honors its designation as a special-purpose institution for urban programming and research. TSU is one of 10 Historically Black Colleges and Universities (HBCUs) to hold the Carnegie Classification of Institutions of Higher Education's coveted status as a Doctoral University of High Research Activity (R2). Its research prowess is demonstrated by grant awards increasing 48% over the past two fiscal years.

The mission of SOPA is to serve as an urban focused community of learning dedicated to educating professionals who will plan and administer environmentally healthy and sustainable communities at the local, state, national, and international levels of society. Reporting to the Provost and Senior Vice President for Academic Affairs and working in collaboration with faculty, students, and staff, the Dean will provide dynamic, visionary leadership to build upon the School's strengths and develop new opportunities to fulfill the role of the School as a model of intellectual and community engagement.

The Dean provides academic and administrative leadership to three departments: [Administration of Justice](#); [Political Science and Public Administration](#); and [Urban Planning and Environmental Policy](#). The School is also proud to house several [Centers and Units](#), including the [Barbara Jordan Institute for Policy Research \(BJI\)](#) and the [Mickey Leland Center on Hunger, Poverty and World Peace](#). The School offers three undergraduate degrees: Bachelor of Science (B.S.) in Public Affairs, Bachelor of Science (B.S.) in Administration of Justice, and Bachelor of Arts (B.A.) in Political Science. There are five graduate degrees offered in the School: Master of Public Administration, Master of Administration of Justice, Ph.D. in Administration of Justice, Master of Urban Planning and Environmental Policy and Ph.D. in Urban Planning and Environmental Policy. As of Fall 2024, the School has 78 faculty, 853 students and an operating budget of approximately \$5.4 million.

The Dean is responsible for aligning the School with the mission, vision, values, and strategic priorities of the University. The Dean will lead the School in assuring that the University's commitment to social justice, urban community engagement, and diversity is reflected in the School's work environment, policies, curriculum, and delivery. The next Dean must possess credentials suitable for the granting of academic tenure within the School, which may include a proven record of high-level leadership in the public or nonprofit sectors. At least five years of significant senior leadership and administrative experience in academia or relevant experience in the public or nonprofit sectors is also a requirement for the role. All candidates must show a deep commitment and understanding of the future of higher education within an urban environment.

To submit a nomination or express personal interest in this position, please see Procedure for Candidacy at the end of this document.

Role of the Dean of the Barbara Jordan-Mickey Leland School of Public Affairs

Under general supervision, reporting to the Provost and Senior Vice President for Academic Affairs (Provost), the Dean is the chief administrative officer and senior academic leader of the School and serves on the Dean' Council. The Dean oversees the Dean's Office staff. The Dean is responsible for aligning the School with the mission, vision, values, and strategic priorities of the University and leads the School in assuring that the University's commitment to social justice is reflected in the School's work environment, policies, curriculum, and delivery.

- Provides leadership to the faculty, staff, and students of the School and sets high standards for the School's teaching and learning, scholarship, and service programs, and directs the School's strategic planning processes.
- Combines the School and its constituents around a compelling shared strategic vision.
- Builds the strength of the School's faculty, staff, and student body. Attracts, mentors, provides advice, and actively seeks to recruit and retain new talent. Takes a leading role in faculty personnel matters, including tenure, promotion, and renewal.
- Helps to develop a mission and vision for the School to set priorities among highly desirable objectives and to allocate resources to those with the highest priorities in regular consultation with the Provost.
- Provides academic, administrative, and fundraising leadership to the faculty, staff, and students of the School and sets high standards for the School's teaching and learning, scholarship, and service programs.
- Recommends methods for School advancement to the Provost.
- Promotes and fosters traditional, distance, online, and international education programs and oversees internships and study-abroad experiences. Ensures availability of training in instructional technology.
- Oversees all SOPA assessment activities.
- Implements, monitors, and adjusts programmatic activities to accomplish the policies established by the faculty in alignment with the delivery and evaluation of the curriculum of all SOPA programs.
- Solicits and obtains, as chief fundraiser for the School, resources, support, and funding to sustain outstanding undergraduate and graduate programs; obtains funding for scholarships, technology, and capital development. Builds financial resources to support the School's academic agenda.
- Creates additional resources for support of distinguished faculty, including more endowed chairs, and for student financial aid.

- Manages all aspects of the School's departments, including resource planning, development of budgets, allocation of resources and management of expenditures.
- Represents the School to constituencies within the University, alumni, prospective and current students, the academic community, and other schools of public affairs. Enhances the local, national, and international visibility of the School through a systematic, sustained effort to promote awareness of faculty members' scholarship, outstanding teaching, and influence on public affairs in a global governance environment. Expands and strengthens existing international partnerships and explores new opportunities for growth.
- Leads informed growth strategies, working with all stakeholders to assure measurable positive results; enhances relationships with alumni, donors, and community leaders. Fosters and develops interdisciplinary collaborations to strengthen ties with other schools within the University.
- Collaborates with Deans throughout the University on governance, institutional structures, and processes, ensuring a high-quality undergraduate program in the social sciences and enhancing interdisciplinary cooperation.
- Consults with and empowers faculty to revise and develop curricula in specific majors. Maintains high standards of teaching, research, and service. Sets priorities and sustains an environment of academic excellence through review and development of curricular, research, and partnership initiatives. Recommends new staff and faculty positions, faculty reappointment, promotion, and tenure.
- Controls the School's excellence for the benefit of the University while drawing on TSU's strengths to create important research and teaching programs. Enhances research and graduate education by strengthening the departmental M.A. and Ph.D. programs.
- Develops a research environment aligned with the mission of the campus; enhances the effectiveness and prominence of the School's educational programs, research activities and outreach programs.
- Ensures student recruitment and retention.
- Oversees appropriate student development and placement programming.
- Demonstrates commitment to students.
- Ensures that suitable standards of student performance are maintained and makes the final decision regarding probation or dismissal of students for unacceptable performance and/or nonprofessional behavior.
- Performs other job-related duties as assigned.

Opportunities and Expectations for Leadership

The next Dean of the School of Public Affairs will be expected to address the following leadership opportunities, among others:

Establish a vision and strategic priorities for the School

The Dean will invigorate the faculty and staff through the creation of a vibrant vision for the School. The Dean will work alongside faculty, staff, and students to share the unique stories of impact the School is making.

The Dean must develop a cohesive team among the faculty and staff, making all team members feel they are an essential part of the School by seeking their input and continuing to advance a culture based on mutual respect, compassion, and trust. The Dean will help faculty advance the School through promoting excellence in teaching and prioritizing student success in addition to supporting research that impacts communities.

Recruit, develop, and retain distinguished faculty, administrators, and staff

Working in partnership with department chairs and other school leaders, the Dean will develop strategies to recruit and retain a diverse and exceptional faculty, administration, and staff. It will be key for the next Dean to appropriately invest in mentorship and professional development to facilitate individual and collective excellence.

Of paramount importance for the Dean will be to create and maintain an equitable and inclusive environment that allows all faculty, administrators, and staff to thrive. The Dean will ensure faculty are supported and have every opportunity for successful tenure and promotion. To accomplish this, the Dean will develop the infrastructure in the School that supports faculty engagement and scholarly productivity.

Increase SOPA's contributions to communities in Houston and globally

With multiple [institutes and centers](#) in place already, the School has a rich history of lending its considerable knowledge and expertise to finding solutions to the many public policy challenges facing urban communities. The Dean will serve as a prominent and effective advocate for SOPA in the larger community. They will be a leader in elevating the perception of the School not only internally at Texas Southern, but also in the external communities. The University seeks a Dean who will be actively involved in the civic and public life of the University and the community. The Dean is a leading figure in TSU's work to engage local policymakers, non-profits, educational and health systems, governmental agencies, the community, alumni and donors. The next Dean will work to grow and strengthen anchoring opportunities for faculty and students, building on existing community-based projects while also intentionally creating new partnerships and projects that contribute to the strength of communities locally and globally.

Advance scholarship and research

Texas Southern faculty embrace a teacher-scholar model where faculty advance new knowledge and creative activity and integrate their scholarship in the learning experiences of students. SOPA faculty are distinguished scholars who combine practical experience with research and theory, delivering excellence

in teaching to prepare the next generation for successful careers. The School's engaged research addresses topical issues across academic areas of expertise, often shaping policy and actionable solutions while improving the quality of life for people and their communities.

As the University advances its research mission as an R2 institution, research in the School advances communities and society through education and equitable economic and social development. The new Dean should be prepared to identify innovative ways to fund, sustain and build an ongoing commitment to this critical knowledge creation at the School and work to support such efforts. The Dean will play a key role working with faculty, the Provost and other administrators to establish a high standard for scholarly inquiry and productivity.

Identify new revenue streams through private philanthropy and other sources

The Dean bears responsibility for managing the School's resources wisely and productively. The next Dean will be charged with diversifying and creating new sources of revenue. The Dean must be proactive and entrepreneurial in identifying compelling priorities for support and developing productive and enduring relationships with internal and external constituents. To that end, the Dean will actively participate in development efforts to increase private support from individuals, foundations and corporations for initiatives that promote the quality of education, as well as internship and career opportunities for students. The Dean will build new strategic alliances and create a culture of philanthropy among alumni.

Professional Qualifications and Personal Qualities

The new Dean will be an accomplished leader with five or more years of leadership experience in academia or they may have relevant experience in the public or nonprofit sectors. The Dean will be a strong communicator and collaborator, who has shown the ability to work with different disciplines and a range of constituents.

Candidates should possess credentials suitable for the granting of academic tenure within the School, which may include a proven record of high-level leadership in the public or nonprofit sectors. All candidates must show a deep commitment and understanding of the future of higher education within an urban environment.

In addition, the ideal candidate will possess most of the following professional qualifications and personal qualities:

- **Leadership and vision:** The ability to engage constituents to understand the School and collectively envision opportunities for the future. A successful track record of shaping, implementing and assessing a strategic plan through a collaborative approach.
- **Collaboration and commitment to shared governance:** An inclusive, participative and collaborative leadership style. The ability to listen and communicate effectively to build consensus across a diverse range of constituencies. A commitment to transparency and partnership with faculty, staff and students through shared governance. Experience involving faculty, staff and students or

other key stakeholders in decision-making, the ability to communicate decisions and a history of generating consensus.

- **Multidisciplinary orientation:** Evidence of collaborative relationships across diverse academic disciplines. Interest and intellectual curiosity in disciplines beyond one's own. Capacity to understand the issues, opportunities and challenges in unfamiliar areas of study in order to collaborate and advocate on behalf of all areas of the School.
- **Commitment to high-quality pedagogy:** An understanding of various pedagogical approaches and demonstrated support for faculty innovation and development in teaching. A strong supporter of academic freedom in the classroom.
- **Broad and inclusive view of scholarship and research:** Open-minded approach to supporting scholarly and creative research. An appreciation of the diverse forms that intellectual and educational pursuits can take and the value they hold, whether in the classroom, industry or non-profit and public sectors. A strong supporter of academic freedom for faculty in their research and scholarly pursuits.
- **Effective advocacy, interpersonal, and relationship-building skills:** Experience building strong relationships internally with faculty, staff, students, and other constituents, as well as externally with community organizations, corporate partners, educational systems, government agencies, and individual leaders.
- **Ability to manage existing resources and identify new resources:** A record of success aligning resources with priorities to accomplish organizational goals. Demonstrated success in securing new funding through new academic programs, grants, fundraising and other revenue streams.
- **Commitment to student engagement:** A record of commitment to enhancing student engagement and success. An ability and willingness to support and promote faculty-student engagement to enhance the student experience. An understanding of the student populations that Texas Southern serves.
- **Operational and administrative acumen:** Successful administrative and management experience in a higher education environment or in the public or non-profit sectors. Experience managing personnel and complex budgets including facilities, IT and other infrastructure. An ability to empower a team and make informed, principled decisions.
- **Adaptability and agility:** An ability to lead and manage multiple initiatives and projects simultaneously and effectively. The capacity to pivot, change frames and respond nimbly to an ever-changing environment.

About Texas Southern University

Overview

Since its inception in 1927, Texas Southern University has been highly regarded as a premier producer of diverse talent. It has grown from 300 students in its first summer to serving approximately 8,500 students today. TSU's student body represents a wide range of backgrounds and experiences, including family educational history (39% are first-generation students), socioeconomic status (72% are Pell-eligible students) and nationality (2% are international).



Texas Southern is a comprehensive doctoral university offering a diverse academic portfolio with over 100 undergraduate, graduate and professional programs and concentrations organized into ten academic colleges and schools. Accredited by the Southern Association of Colleges and Schools, TSU honors its designation as a special-purpose institution for urban programming and research. TSU is one of 11 Historically Black Colleges and Universities (HBCUs) to hold the Carnegie Classification of Institutions of Higher Education's coveted status as a Doctoral University of High Research Activity (R2). Its research prowess is demonstrated by grant awards increasing 48% over the past two fiscal years.

In 2022, the Board of Regents announced a 10-year vision and TSU PROUD initiative to articulate the University's core values. It is through those core values that the regents believe TSU can reach both short- and long-term goals. The short-term goals include growth in student enrollment to 10,000, a \$125 million endowment and \$50 million in research awards by 2025. The long-term goals include a \$250 million endowment, \$100 million in research awards and three branch campuses by the year 2032.

TSU's 150-acre campus is nestled in the heart of Houston's historic Third Ward, just minutes from downtown. The TSU Tigers have women's and men's teams competing in intercollegiate athletics at the NCAA Division I FCS level. TSU has been a member of the Southwestern Athletic Conference (SWAC) since 1954.

Barbara Jordan-Mickey Leland School of Public Affairs

The Barbara Jordan-Mickey Leland School of Public Affairs has three academic departments Administration of Justice, Political Science, and Urban Planning & Environmental Policy. Through the latter departments are conferred undergraduate, masters, executive masters and Doctor of Philosophy degrees. The School offers three undergraduate degrees and five graduate degrees. At the undergraduate level: the Bachelor of Science (B.S.) in Public Affairs, the Bachelor of Science (B.S.) in Administration of Justice and the Bachelor of Arts (B.A.) in Political Science. At the graduate level the Master of Public Administration, Master of Administration of Justice, Doctor of Philosophy in Administration of Justice, Master of Urban Planning and Environmental Policy and Doctor of Philosophy in Urban Planning and Environmental Policy are offered. In addition to course and degree offerings, students with majors in other departments may declare minors in the four disciplines offered through this unit: Administration of Justice, Political Science, Public Affairs and Military Science.

The Barbara Jordan-Mickey Leland School of Public Affairs has a reputation as a comprehensive center for sound academic research. Scholars focus on a broad range of topics, including voting behavior, American foreign policy and international relations, political communication, criminal justice attitudes and behavior, police violence, environmental justice, race and crime, race and governance, policy studies, leadership, E-government, homeland security, urban transportation, housing and community development, Diaspora studies, environmental planning, economic development and the fiscal responsibility of urban governments.

Departments

[Administration of Justice](#)

[Political Science and Public Administration](#)

[Urban Planning and Environmental Policy](#)

Centers and Units

Barbara Jordan Institute: The [Barbara Jordan Institute for Policy Research \(BJI\)](#) is a non-partisan and unbiased institution dedicated to research that focuses on finding solutions to the many public policy challenges facing urban communities at the local, regional, national and global scales of governance.

Mickey Leland Center: The mission of the [Mickey Leland Center on Hunger, Poverty and World Peace](#) at Texas Southern University is to serve as a state and national resource for information on the problems of global hunger and peace. Most recently this mission has been expanded from The Mickey Leland Center.

Forensic Science Learning Lab: The mission of the [Forensic Science Learning Lab \[FSLL\]](#) is to provide education and training for TSU students, traditional and non-traditional, to prepare them for careers in the field of forensic science and to provide training opportunities for current practitioners in the field to expand and update their knowledge and skills.

Center for Justice Research: The [Center for Justice Research](#)'s mission is to reduce mass incarceration through targeted, culturally-responsive, evidence-supported solutions and strategic engagements.

The Bullard Center: The [Robert D. Bullard Center for Environmental and Climate Justice](#) at Texas Southern University combines scholarship and action to dismantle systemic inequality and structural racism that cause disproportionate pain, suffering and death in Black and other people of color communities.

Housing and Community Development Policy Center: Center of Excellence for Housing and Community Development Policy Research.

Mission

The mission of the Barbara Jordan-Mickey Leland School of Public Affairs is to serve as an urban-focused community of learning dedicated to educating professionals who will plan and administer environmentally healthy and sustainable communities at the local, state, national and international levels of society.

Vision

The vision of the Barbara Jordan-Mickey Leland School of Public Affairs is to become a nationally and internationally recognized school of global and urban affairs dedicated to building and maintaining an intellectually challenging and stimulating educational environment that encourages inquiry, scholarly production, ethical behavior and social growth and discipline.

Leadership

Carl B. Goodman, Ph.D., Provost and Senior Vice President for Academic Affairs

Dr. Carl Goodman began his appointment as Provost and Senior Vice President for Academic Affairs on July 1, 2023.

Prior to joining Texas Southern, Dr. Goodman served as the Provost and Vice President for Academic Affairs at Bowie State University (BSU). Prior to that, Dr. Goodman served as Associate Provost for Academic Affairs and Student Services at Florida A&M University (FAMU). He enjoyed more nearly 30 years of a distinguished career in teaching, research, and service in FAMU's flagship program, the College of Pharmacy and Pharmaceutical Sciences, recognized as a top five pharmacy program in generating U.S. patents. As Assistant Dean for Research and Graduate Studies and as the Pharmaceutical Sciences Division Director, he restructured a vibrant graduate program through faculty development, key hires, and student recruitment. He also developed a new Bachelor of Science program in the pharmaceutical sciences in the College. Dr. Goodman has a strong track record in securing grants, with more than \$39 million in research and student training grants awarded to strengthen FAMU's research capacity and infrastructure.

Additionally, Dr. Goodman has extensive experience as a researcher on grant-funded programs and is passionate about providing research opportunities for undergraduates, graduate students and faculty. As co-principal investigator for the FAMU Research Centers in Minority Institutions Program, he directed a \$14.8 million grant from the National Institutes of Health (NIH) and the National Institution for Minority Health and Health Disparity. He has co-authored or authored more than 39 peer-reviewed articles. His research interests include the molecular and cellular basis of opioid tolerance and addiction.

Dr. Goodman holds a Ph.D. in pharmacology/toxicology from Florida A&M University and a B.S. in biology and psychology from Jacksonville University. He was a postdoctoral NIH fellow at the National Institute of Drug Abuse.

Procedure for Candidacy

All applications, nominations, and inquiries are invited. Applications should include, as separate documents, a CV or resume and a letter of interest addressing the themes in this profile.

WittKieffer is assisting Texas Southern University in this search. For fullest consideration, candidate materials should be received by **April 4, 2025**.

Application materials should be submitted using WittKieffer's [candidate portal](#).

Nominations and inquiries can be directed to:

Christine Pendleton and Bree Liddell
TSUDeanSOPA@wittkieffer.com

It is the policy of Texas Southern University to provide a work environment that is free from discrimination for all persons regardless of race, color, religion, sex, age, national origin, individuals with disability, sexual orientation, or protected veteran status in its programs, activities, admissions or employment policies. This policy of equal opportunity is strictly observed in all University employment-related activities such as advertising, recruiting, interviewing, testing, employment training, compensation, promotion, termination, and employment benefits. This policy expressly prohibits harassment and discrimination in employment based on race, color, religion, gender, gender identity, genetic history, national origin, individuals with disability, age, citizenship status, or protected veteran status. This policy shall be adhered to in accordance with the provisions of all applicable federal, state and local laws, including, but not limited to, Title VII of the Civil Rights Act.