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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
March 25, 2015 • 10:30 a.m.

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

I. Call to Order

II. Roll Call

III. Academic Programs

- A. Program Proposals
 - 1. Graduate Certificates (GC) – LSU
 - 2. Master of Science in Nursing (MSN) – ULM
- B. Program Termination Requests - UNO

IV. Centers of Excellence

- A. Proposed New Center of Excellence:
Stanley S. Scott Cancer Center of Research Excellence (CRE, LSUHSC-NO)
- B. Continued Designation of Existing Center of Excellence:
Deepwater Center of Workforce Excellence (CWE, Fletcher TCC)
- C. Proposed Policy Revision: AA 2.05A

V. Consent Agenda:

- A. Research Centers/Institutes:
Transformational Technologies & Cyber Research Center – LSU
- B. Routine Staff Reports
 - 1. Staff Approval of Routine Academic Requests
 - 2. Progress Reports for Conditionally Approved Programs/Units
 - 3. Past Due Reports
 - 4. Letters of Intent/Proposals in the Queue

VI. Other Business

VII. Adjournment

Committee Members: Joseph Farr, Chair; Joel Dupré, Vice Chair; Mark Abraham, Claudia Adley, Christopher Bollinger, Robert Levy, Collis Temple III, Joe Wiley; LCTCS, LSU, SU, UL System Representatives.

BoR AGENDA ITEM III A 1
PROPOSED NEW ACADEMIC PROGRAMS
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
GRADUATE CERTIFICATES
BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests Board of Regents' approval to offer the following Graduate Certificates (GC): Behavioral & Health; Econometrics; Life Span Studies; Fisheries Science & Assessment; Geographic Information Science; and Workforce Development. The first three GCs listed were approved by the LSU Board of Supervisors in December 2014, with the remaining three approved in January 2015.

STAFF SUMMARY

1. Background

Nationally, GCs (a shortened, condensed and focused course of study composed of 12-18 credit hours) are one of the strongest growth areas in graduate schools. Such an expansion has occurred in Louisiana with the number of GCs offered by public universities increasing from one in 2011 to 40 in 2014. This growth reflects the value of these credentials in meeting the needs for advanced educational preparation. Students who complete GCs develop in-depth knowledge and acquire relevant skill sets to address emerging problems. Additionally, many national studies have pleaded the case for more attention to providing traditional graduate students with multiple career choices. GCs offer short-term, focused curricula that achieve this goal by facilitating career advancement.

As a result of a comprehensive examination of LSU graduate programs, senior leadership at the University made the decision in 2012 to pursue the development of a number of GCs in order to close the gap in the number of certificates available at LSU compared to its flagship peers in other states. Because certificates draw mostly on approved graduate degree program courses and the capacity to accommodate more students within the required graduate courses already exists, new certificate opportunities will increase student enrollment without significantly increasing demands on faculty resources.

LSU's plan is for new graduate-level certificates to provide a number of distinct opportunities once they are developed and made available to both prospective and currently-enrolled students. Among the program goals are to:

- Provide additional credentials for career needs of current graduate students.
- Provide career development through advanced knowledge and skills that address specific regional or national needs.
- Provide an "on-ramp" to graduate education for non-traditional students, career-changers, or even organizations that wish to have specialized advanced training for employees.
- Provide a "one-year" graduate experience for exchange students, especially international students.

During the initial phases of development for new GC proposals, faculty committees were organized to examine the needs and cost effectiveness of a specific certificate program. Committee membership was drawn from several academic departments to generate interdisciplinary discussion and collaboration. The committees made presentations to departmental and college faculty and administrators before submitting the proposals to the LSU Graduate Council for review and approval. As a result of this internal review process, the University plans to expand its certificate offerings from one (the GC in Materials Science & Engineering) to 21 over the next year. GCs that will be pursued by LSU are categorized in the areas of STEM, Social Sciences, Business, Education and the Arts.

2. Description and Relevance

The following chart presents information specific to each of the six proposed GCs:

Proposed GC	Description	Relevance	Students
Behavior and Health (BEH)	The BEH GC will expose students to different areas related to life style issues and behavior change through courses offered in Kinesiology, Nutrition and Food Science, and Psychology and Counselor Education. The program will require the completion of two courses (6 credits) in each of the three areas noted, for a total of 18 credit hours.	Problems associated with high levels of physical inactivity and poor nutritional choices exacerbate health problems. For example, cardiovascular disease is consistently the leading cause of death in the US, and instances of Type II diabetes have risen dramatically over the past two decades, as has the rate of obesity for both adults and children. There is a need for educational programs at the graduate level to enhance the effectiveness of professionals in a wide range of health care services, exercise promotion, rehabilitation programs, and other programs and services related to behavior and health.	There are two areas of interest/demand for this proposed program. One is students who are already enrolled in graduate programs at LSU whose professional goals focus on improving health and quality of life across the lifespan. Incorporating the BEH certificate would enhance their preparation and marketability. Additionally, individuals in the community who are employed in the fitness industry, corporate wellness, rehabilitation centers, clinics and other professions involved with behavior and health would be attracted to this GC.
Econometrics	The objective of the proposed GC is to provide an opportunity to enhance skills in economics, mathematics, statistics and computer science, forming a basis for analyzing business and economic data. The 12 credit certificate includes four specific courses: Econometric Methods, Econometric Methods II, Microeconomics, and Dynamic Economic Models.	The Econometrics GC compliments existing empirically-oriented research method programs at LSU. It will provide students an opportunity to boost career opportunities in industry, government agencies, academia and entrepreneurship.	Students participating in the proposed GC will come from LSU departments whose students engage in empirical, data-driven research. The program will also be of interest to working individuals from local business, industry, and government who wish to enhance their skills for career advancement.
Life Span Studies (LSS)	The program will provide additional training in life span issues focused either on early life (birth until adulthood) or the span from adulthood through old age. The proposed GC is comprised of 6 courses (18 credit hours). Students will complete a course in methodology and research design as well as a collection of courses from the following areas: psychological aspects of aging/development; human motor behavior aspects; communication aspects of aging/development; and social aspects of child and family. The proposed GC will become the core educational graduate component of the LSU Life Course and Aging Center (LCAC) which	Individuals 65 years and older are an important and growing segment of the US population. As such, there is a need to educate and help communities face challenges occurring with the increase in the aging population. However, the development of children into adults is also relevant, especially in the south where 38% of the US population up to 19 years of age resides. The proposed GC will help to address life span issues encountered by society in dealing with and focusing on different age groups.	This GC is expected to attract students majoring in Psychology, Communication Sciences & Disorders, Kinesiology, and Social Work. Personnel from local agencies in the service and health sectors, and companies in the manufacturing sectors, would find this proposed GC of interest. The program will provide an opportunity for students to enhance their education through an interdisciplinary distribution of courses that are not found at the core of a traditional discipline.

	promotes collaborative research activities across many fields in order to contribute to the successful aging of the population of Louisiana.		
Fisheries Science & Assessment (FSAC)	The FSAC GC is designed to further train professionals already in the workforce, and to enhance the education of LSU graduate students, by providing a set of specific courses tailored to current issues in fisheries science and management. The GC requires 18 credit hours of coursework, including three (9 hours) required courses (Stock Assessment Analysis of Marine Fish Populations, Modern Topics in Fisheries Science or Population Dynamics Modeling, and one course from the Fish Ecology Topic Areas) and 9 hours of electives selected from the areas of Resource Management, Resource Economics, Human Dimensions/Communications, Quantitative Methods, and Fish Ecology.	Fisheries science and management now requires training in biology, social sciences, economics, statistics, and applied mathematics. The proposed certificate provides a clear mechanism for students to obtain the interdisciplinary knowledge that is necessary for modern-day fisheries management. With fisheries as a major industry in the Gulf of Mexico, especially in Louisiana, there is a demand for broadly trained individuals.	It is anticipated that students seeking the FSAC GC will come from traditional departments within LSU (Oceanography & Coastal Sciences, Experimental Statistics, Biological Sciences, Agricultural Economics, and the School of Renewable Natural Resources). Individuals employed with federal and state resource regulatory and management agencies and with private industry (environmental consulting and oil and gas industries that involve natural resource assessment) will also be interested in the proposed FSAC GC.
Geographic Information Science (GIS)	The proposed 12 credit hour GC will provide a range of geospatial knowledge, skills and abilities to give modern professionals a competitive edge in an increasingly tech-savvy environment. The GIS GC offers the essential skills for visualizing, analyzing, and managing geospatial data by requiring the completion of at least one method, theory and applied topics course. Elective courses allow students to choose a focus within the certificate that fits with their career objectives.	The proposed GIS GC compliments existing, ongoing design and geographic-related research at LSU and provides the opportunity for students to enhance their education through an interdisciplinary distribution of courses. The GIS GC will produce highly trained graduate students that are needed for the design, planning and environmental sectors.	The GIS GC will attract graduate students who already have or are pursuing a graduate degree in another discipline but have a need to develop specific geospatial skills to apply to their primary discipline. Professionals whose responsibilities include spatial analysis but have never had any training in this area or would like to refine their skills will benefit from the proposed GC.
Workforce Development	This GC will provide graduate training for workforce development professionals throughout Louisiana and the region. The GC consists of six courses (18 credit hours): Principles of Human Resource Education; Workforce Planning and Analysis; Performance Analysis in Human Resource Development; Program Evaluation and Design; Instructional Design for Human Resource Development; and Leading Learning in Human Resource Development. Delivery will be online in order to cater to working professionals.	The GC was developed in consultation with Louisiana Economic Development (LED) FastStart so that it will meet the needs of economic development and workforce development professionals around Louisiana and the region. With the boom in new business investments, workforce development has emerged as one of the critical issues facing the State.	Primarily workforce and economic development professionals will be attracted to the proposed GC. With LED's endorsement and support, there will be a ready audience for the program. The GC will also serve as a feeder to LSU's MS in Human Resource Education as all of the required courses will apply to the graduate degree.

4. Faculty, Administration & Other Resources

The proposed GCs will utilize existing faculty and facilities. All proposed certificate programs consist primarily of courses currently taught at LSU that have the capacity to expand for the new GCs.

Each certificate program will be overseen by a faculty committee and coordinated by the Graduate School. Faculty committees will include representation from each participating department. Program implementation will have no impact on the administrative structure of the institution.

5. Budget

Implementation of the six certificate programs will come at no additional cost to the institution since each involves the packaging of existing courses into a 12-18 credit hour program. To the extent that these GCs attract new students (those pursuing only a certificate and not already enrolled at LSU), these programs will provide a new source of revenue that can be estimated to be about \$1000 in tuition and fees per 3-hour course.

STAFF ANALYSIS

Following a comprehensive review of graduate programs and a campus-wide planning process to expand academic outreach, LSU has identified a number of graduate certificates that will meet the needs of various professions and provide educational opportunities currently not available in the State. Implementation of the proposed GCs will require no additional resources since courses required of each are already offered by the institution with seat availability. Staff supports LSU's decision to expand its GC inventory since such programs provide students with advanced skills in a particular subject or area of specialization, enhancing their academic and professional experience.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the following Graduate Certificates at LSU and A&M College: Behavior and Health (51.2212), Econometrics (45.0603), Life Span Studies (19.0701), Fisheries Science and Assessment (03.0301), Geographic Information Science (45.0702), and Workforce Development (52.1005).

BoR AGENDA ITEM III A 2
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY OF LOUISIANA AT MONROE
MASTER OF SCIENCE IN NURSING

BACKGROUND INFORMATION

The University of Louisiana at Monroe (ULM) requests Board of Regents' approval to offer a Master of Science in Nursing (MSN). The Letter of Intent was approved by the Board of Regents in August 2014, and the proposal was approved by the Board of Supervisors of the University of Louisiana System in October 2014. In accordance with Academic Affairs Policy 2.05, the proposal was reviewed by Dr. Marcia M. Rachel, Associate Dean for Academic Affairs, School of Nursing, the University of Mississippi Medical Center.

STAFF SUMMARY

1. Description

ULM's proposed MSN has an emphasis in Gerontological Nursing Leadership. The goal of the proposed program is to prepare Registered Nurses (RNs) to practice in a variety of gerontology management and other nursing management roles and to implement strategies that direct healthcare delivery in a variety of practice settings. The proposed MSN consists of 36 credit hours, including nine hours of core nursing courses in advance pathophysiology, advanced pharmacology, and advanced physical assessment; six hours of advanced courses in health policy/global health and legal/ethical decision making; nine hours of nursing administration/leadership courses; six hours of gerontology courses; and six hours of research courses, culminating with a research project. Both full-time and part-time options will be available. Delivery of the proposed program will be via distance learning technologies (100%) and would provide working registered nurses an attractive opportunity to complete an advanced degree within their career field. The proposed emphasis in Gerontological Nursing Leadership is a natural extension of ULM's existing health sciences disciplines as well as the Post Baccalaureate Certificate (PBC) and Master of Art (MA) in Gerontology.

2. Need

The Administration on Aging (AOA) in the US Department of Health and Human Services reports that the proportion of the population aged ≥ 65 years is projected to increase from 12.9% in 2009 to 19% in 2030. In Louisiana; census estimates for those 65 years and older have increased from 557K in 2010 to over 595K in 2012 – an increase from 12.3% to 12.9% of the population. The growing number of older adults increases demands of health systems as well as medical and social services providers. Increased life expectancy, coupled with chronic diseases which affect older adults disproportionately, calls for leaders in health care who can lead and manage systems to provide high quality care while managing limited fiscal and human resources. The leadership and population-specific skills and abilities needed are acquired at the graduate level in nursing. The program proposed by ULM would provide these necessary skill sets and is aligned with the healthcare needs of the aging population.

Currently Louisiana has eight public institutions of higher education that provide nursing education above the baccalaureate level (GSU, McNeese, Nicholls, NSU, SLU, ULL, SUBR, and LSUHSCNO); however, none of these programs offers an emphasis in Gerontological Nursing Leadership. Letters of support provided by various healthcare facilities in Northeast Louisiana expressed the need for Master's prepared nurses with skills and knowledge in Gerontological Nursing and Gerontological Nursing Leadership. An advanced degree like the one proposed would provide an educational opportunity currently not available and one that would provide the proficiencies necessary to meet the current and future challenges of those facilities that deal with the unique needs of older adults. According to Dr. Rachel, *"It is essential that nurse leaders have the skill set need to lead and manage employees, to make strategic plans for the success of patients and the organization, and to participate in interprofessional collaboration in order to meet the needs of the aging population."* She went on to note that, *"The courses included in this program provide the content and the*

experience that will prepare the graduate to be an effective leader in health care, particularly in care delivery settings and models that include the aging population.”

3. Students

The institution anticipates an initial cohort of 15 baccalaureate-prepared nurses with that number increasing to 30 per year. Within Region Eight, at least 40 RNs have verbally committed to enroll in an MSN program at ULM if available, and at least 50 other RNs have expressed interest in receiving informational literature. On-site visits were made to three large hospitals within the region to assess viable interest in an online MSN program; there was tremendous enthusiasm about this new educational opportunity, especially the online mode of delivery. In an online ULM nursing alumni survey conducted in August and September 2014, of the 192 who responded, 60.96% expressed an interest in a master’s program offered locally. Because of the online nature of this proposed program, ULM will not only recruit locally and statewide but nationally.

4. Faculty, Resources & Administration

The MSN would be housed in the Kitty DeGree School of Nursing which is housed in the College of Health and Pharmaceutical Sciences. Program implementation would not have any significant impact on the administrative structure of the institution, but expansion of the School of Nursing faculty (which provides instructional support for the existing Bachelor of Science in Nursing) will be necessary to support the proposed graduate nursing program. Over the course of the first five years, the institution anticipates needing to hire two full-time and three part-time faculty members. Part-time clerical support will also be necessary.

5. Budget

The cost of the proposed program for the first five years will consist of faculty/staff salaries and non-personnel operating costs. The University will fund this program through program-generated income. ULM plans to assess MSN students via the per-credit hour structure for its online courses in the eULM. MSN students are expected to complete 18 credit hours per year. Thus, it is anticipated that the program’s revenues will pay for its expenses each year after Year One. During that first year, ULM will fill the deficit using funds generated from other programs.

Year	Faculty		Sources of Expenses			Annual Total Expenses	Source of Revenue		Annual Total Revenue
	Full-time	Part-time	AY Salaries & Benefits	Summer Salary & Benefits	Equipment, Prsnnl, Support, Operating		# of Students	Tuition & Fee Generated Revenue*	
1	1.0	1.0	\$ 96,050	\$10,500	\$26,500	\$133,050	15	\$8,550/yr	\$128,250
2	2.0	2.0	\$192,100	\$21,000	\$26,500	\$239,600	30	\$9,405/yr	\$282,150
3	2.0	3.0	\$199,100	\$21,000	\$26,500	\$246,600	30	\$10,346/yr	\$310,380
4	2.0	3.0	\$199,100	\$21,000	\$26,500	\$246,600	30	\$11,380/yr	\$341,400
5	2.0	3.0	\$199,100	\$21,000	\$26,500	\$246,600	30	\$12,518/yr	\$376,540

*Tuition and fees based on \$475/cr in Year One and 10% annual increase afterwards.

STAFF ANALYSIS

The proposed program concept is designed to meet the needs of the growing healthcare industry relevant to the elder population. Since an advanced degree specific to Gerontological Nursing and Gerontological Nursing Leadership is not offered in the State of Louisiana, the proposed program would be unique and would provide an educational opportunity currently not available. Per Dr. Rachel, “This program is needed in Louisiana and the ULM School of Nursing has outlined a plan that should be implemented and supported.”

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of a Master of Science in Nursing (CIP Code 51.3801) at the University of Louisiana at Monroe.

AGENDA ITEM III B PROPOSED TERMINATIONS UNIVERSITY OF NEW ORLEANS

BACKGROUND INFORMATION

The University of New Orleans (UNO) requests approval to terminate five academic programs and eliminate one academic department. At their December 2014 meeting, the Board of Supervisors of the University of Louisiana System (ULS) granted approval of the *Academic Program Restructuring Report* presented by UNO, with requests to terminate seven programs and one department. After the meeting, BoR staff heard from several UNO faculty and students who protested either the process or the data used by the university to reach its recommendations. Staff shared the comments with the UL System and met with ULS staff on 27 January to discuss the requests and various concerns. The ULS Board reconsidered two of the original seven programs at its 24 February meeting and withdrew them from consideration; the ULS asked staff to proceed with the remaining terminations.

STAFF SUMMARY

In June 2012 UNO initiated a comprehensive review of academic programs to address budget constraints and a need to “right size” the University to better align with enrollment figures which have been declining since 2009. The purpose of the program review initiative was to identify specific areas where the University could reduce expenditures through elimination of weaker programs and strengthening those that would remain in the UNO curriculum inventory. Funds saved as a result of program discontinuations would be used to balance the University budget and to strategically re-invest in targeted programs with growth potential. In cooperation with UNO’s Faculty Senate Executive Committee and the officers of the Faculty Council, university administrators established a Faculty Governance Committee to assist with this endeavor.

As a result of an intensive review process, with input from the Faculty Governance Committee, deans and members of the University’s Leadership Team, a restructuring and revitalization plan was created to strengthen academic programs and to improve the university’s alignment with business, industry and community needs, ultimately making UNO a more effective and efficient university for students. The recommendations set forth in the report include the termination and merging of some degree programs; the revision of curricula; and the elimination of an academic department that was no longer directly tied to a degree program. The University intends to implement the recommendations in phases. Phase I, currently under consideration, includes the termination of five academic programs and the elimination of the Department of Geography. The University has established teach out plans for currently enrolled students and identified what actions need to be taken with respect to faculty impacted by program discontinuations.

Requested Terminations at UNO

PhD/Curriculum & Instruction (130301)	26 students were enrolled in Fall/2013; 3-year average completers = 2.7. (LSU’s PhD/C&I averages 11.7 completers, with 62 enrolled.)
MEd/Special Education (131001)	11 enrollments in Fall/2013 and 3-yr average of 13.0 completers, but there were only 6 in 2013-14, a decrease from 20(2012-13) and 13 (2011-12). SLU is a nearby option for the degree, but its output fluctuates (9-16-9 in the last 3 years).
PhD/Special Education (131001)	9 students in Fall/2013, with 2.3 completers average (3 years) and evidence of declining interest (1-3-3 completers); only PhD/SpEd in the state.
BS/Early Childhood Ed Gr PK-3 (131210)	33 students in Fall/2013; averages 12.3 completers. Overlaps with BS/ElemEd Gr 1-5 and new statewide BS/Birth-Kindergarten degree being developed. Students have other options.
PhD/Political Science (451001)	29 students in Fall/2013 and 1.3 average completers (compared to LSU’s 48 students and 7.0 average). The PhD was slated to be recommended for termination by BoR staff during the current Low Completer/Program review.
Department of Geography	UNO’s Geography degrees were cancelled as low completers in 2009 (MA) and 2011 (BA). Faculty support general education and various curricula (e.g., urban studies, urban & regional planning), but there is no geography major at UNO.

STAFF ANALYSIS

UNO's decision to seek termination of five degree programs and the elimination of one academic department was made after a thorough review of the curriculum inventory in regards to the university's mission and its strategic plan, *UNO 2020*. The review involved the evaluation of existing academic programs based on a specified set of criteria and campus faculty representatives were engaged in the process. Implementation of the recommendations set forth in the revitalization plan will help stabilize the financial standing of the institution and position it for future sustainable growth.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant approval of the termination of the following: Ph.D. in Curriculum and Instruction (13.0301), M.Ed. and Ph.D. in Special Education (13.1001), B.S. in Early Childhood Education: GR PreK-3 (13.1210), and the Ph.D. in Political Science (45.1001) along with the elimination of the Department of Geography.

BoR AGENDA ITEM IV A
CENTER of RESEARCH EXCELLENCE
LSU HEALTH SCIENCES CENTER in NEW ORLEANS
STANLEY S. SCOTT CANCER CENTER of EXCELLENCE

BACKGROUND INFORMATION

The Stanley S. Scott Cancer Center (SSSCC) at the LSU Health Sciences Center in New Orleans (LSUHSC-NO) was established by the Board of Regents in September, 1991, as a Center of Excellence for Cancer Research, Treatment, and Prevention. That same year it was named for Stanley S. Scott, a lung cancer patient who had been Special Assistant for Domestic Affairs under Presidents Nixon and Ford. LSUHSC-NO requests continued designation as a Center of (Research) Excellence, per AA Policy 2.05A. The proposal was approved by the LSU Board of Supervisors at its January meeting.

STAFF SUMMARY

Description

The SSSCC's ongoing mission since its inception has been to decrease cancer incidence and mortality in the state of Louisiana, with particular emphasis on those citizens in greatest need, the medically underserved and minority populations. The center strives to develop a strong cancer prevention and early detection program throughout the state and to provide high quality cancer treatment, education and research. A multi-disciplinary organization, it incorporates expertise from virtually every department within the Schools of Medicine, Nursing and Dentistry to achieve its six goals: (1) increase research capacity; (2) increase research productivity; (3) increase clinical trial accruals; (4) enhance continuation education and foster collaborations; and (5) increase community outreach and education; and (6) compete for National Cancer Institute (NCI) designation as a Comprehensive Cancer Center.

SSSCC research programs are organized into four categories: cancer cell genetics and biology; infection, inflammation and cancer; health disparities, and clinical trials.

Activities

The SSSCC has demonstrated performance excellence through its impact on research and training in the institution, the major grants it has garnered and its ability to compete for additional federal grants, and the provision of cutting edge clinical trials and services to the community. The many examples and contributions of the Center include the following:

- SSSCC researchers discovered genes related to certain prostate cancer in African-American populations and created the first lab to conduct high-throughput sequencing analysis for tumors that disproportionately affect Louisiana citizens.
- In 2009, the SSSCC's *Minority-Based Community Clinical Oncology Program* (MB-CCOP) was awarded the prestigious Harry Hynes award by the National Cancer Institute (NCI) in recognition of outstanding community oncology. Its program, one of about a dozen MB-CCOPs funded by NCI, delivers potentially life-saving care to patients across central and southern Louisiana.
- The *Mentoring Translational Researchers in Louisiana* initiative, funded by an \$11M NIH grant, provides mentorship to promising junior investigators who are conducting research with a translational benefit to patient care. With its focus on understanding the immunobiology of disease, this program is cultivating research in immunobiology and the immunopathology of cancer and chronic diseases.
- Together with the Mary Bird Perkins Cancer Center in Baton Rouge and the Feist-Weiller Cancer Center at LSUHSC-S, the SSSCC leads the *Gulf-South– Minority Underserved–NCI Community Oncology Research Program*, the largest and only state-wide cancer clinical trials programs funded by the National Cancer Institute, encompassing a consortium of 26 clinical sites in Louisiana and Mississippi. SSSCC created a significant *Clinical Trials Core*, with three major

support teams to conduct and manage clinical trials across the sites. Since inception, this programs has received nearly \$13M in NIH funding.

- In partnership with Dillard Univesrity, the SSSCC established the *Minority Health and Health Disparities Research Center*, funded with \$3.5M from the NIH, to train minority nurses on clinical trials, thereby increasing participation of minority patients in such trials.
- In 2012, the SSSCC became the newest US enrollment site for the NCI's Aids-Malignancy Consortium (AMC), a cooperative international group composed of 37 clinical trial sites worldwide. The AMC's major goal is to offer state-of-the-art, cutting edge clinical trials for patients with AIDS-related cancers, highly significant to the gulf region because Baton Rouge, New Orleans, and Jackson (MS) are among the five urban centers with the highest incidence of HIV cases in the US.

Resources and Administration

The SSSCC is organized into three major components: basic research teams; core facilities (program focus areas); and clinical research teams. In 2013 the SSSCC moved into the new state-of-the-art Louisiana Cancer Research Center (LCRC), providing researchers and clinicians with a work environment, equipment and core facilities which will have a major impact in advancing its efforts as a Center of Excellence. The Center's average annual revenue is 11.8M. Approximately 35% is self-generated from external grants and contracts; another third is supported by state grants and contracts including the LCRC/tobacco tax funding, with the reminder covered by both state and institutional funds as well as indirect costs.

External Support and Collaboration

The SSSCC is deeply committed to collaboration and cooperation in the interest of research, education, and service. In addition to examples of collaborative efforts mentioned previously, it is a member of the LA Cancer Research Consortium along with Tulane, Xavier, and the Ochsner Clinic Foundation. The 120+ researchers and physicians making up the SSSCC have generated in excess of \$65M in federal and non-federal grants and contracts over the last five years, currently bringing in roughly \$18M in annual funding for cancer-related clinical, basic, and translational research. Since 2007, SSSCC-affiliated investigators have maintained a continuous increase in external funding despite the decreased federal agency funding levels, demonstrated the clear reputation for excellence maintained by all affiliated with the Center.

STAFF ANALYSIS

Since its initial designation as a Center of Excellence in 1991, the Stanley S. Scott Cancer Center of Excellence has been a leader in the development and expansion of programs of excellence in cancer research, treatment, and education. The Center's work has received local, regional and national recognition, significantly contributing to the goals and mission of the LSU Health Science Center in New Orleans. The SSSCC meets the qualifications for designation as a Center of Research Excellence under BoR AcAf Policy 2.05A.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of designation of the Stanley S. Scott Cancer Center at the LSU Health Sciences Center in New Orleans as a Center of Research Excellence under BoR/AA Policy 2.05A, through May 2020.

BoR AGENDA ITEM IV B
REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE
FLETCHER TECHNICAL COMMUNITY COLLEGE
DEEPWATER CWE

BACKGROUND INFORMATION

The Deepwater Center for Workforce Excellence (CWE) at Fletcher Technical Community College (FTCC) was conditionally approved by the Board of Regents in February 2014 based on its recognized partnership with industry to provide top quality education and training in integrated production technology. A report and proposal for continued designation as a Center for Workforce Excellence was submitted in March 2014.

STAFF SUMMARY

Description

FTCC plays a pivotal role in providing training for deepwater oil and gas production workers, for which it has been designated as a Center for Workforce Excellence. The Integrated Production Technologies (IPT) program began with IPT training courses in 2007 and an AAS degree in 2009. The program's enrollment has increased from 55 students in Fall/2010 to 208 in Spring/2015 due to industry demand for a skilled deepwater workforce in oil and gas, Fletcher's close partnership with industry to understand and respond to industry needs, and the college's consistent delivery of quality instruction. Since its completion in March 2014, the CWE has been housed in a dedicated IPT building, built and equipped with a \$5.248M donation from BP America, Inc., and \$4M in matching state funds.

Activities

During the past year as a designated Deepwater CWE, FTCC has been continuously enhancing and expanding the IPT program.

- To meet deepwater production industry needs, the College is developing an International Association of Drilling Contractors (IADC) Well Control Certification Program and two new degree concentrations –Mechanic, and Instrumentation & Electrical– while expanding alternative delivery methods to accommodate the 7/7 and 14/14 work schedule of current and prospective students. Well Control should begin implementation this summer; the “flex time” delivery schedule was piloted in Summer/2014 and is being revised for full implementation in Fall/2015.
- FTCC's Director of R&D has developed 3D simulations and animations to enhance student learning outcomes in many areas of the curriculum, strengthening the program as a whole. Several companies have expressed interest in using the technology to train their employees.
- The new BP IPT Building contains the Virtual Research Lab (VRL), a specially adapted room to accommodate multiple multi-core workstations to address the challenges of teaching and understanding fluid (liquids and gasses) flow through 3D visualization of fluid flow in piping and various petroleum industry processes.
- Currently, the program uses a Production Trainer owned and operated by BP America on property adjacent to the campus. The VRL developed a 3D virtual scale model to serve as an immediate digital visualization model in the classroom. Upon completion of the engineering planning for FTCC's own physical trainer, the virtual model will be revised to match its physical counterpart and provide modeling of actual variations students may encounter in the production environment.
- In October 2014, FTCC formed a Workforce Development and Advancement Team whose membership includes the IPT Division's Workforce Development Coordinator. The coordinator is currently meeting with industry partners regarding student internships with an unofficial goal for arranging at least 1- internships each semester, which would give 30 students the opportunity to have offshore experience annually. Though the project is still in the development phase, internships with Danos and Anadarko as expected to begin as early as Fall/2015.

- The Fletcher Foundation has secured IPT scholarships from BP, AT&T, and John Deer, including a \$50K BP endowed scholarship and external scholarships for the IPT program offered by Shell Oil and the Fourchon Oilman's Association.

Resources and Administration

FTCC has created a new Dean of the Petroleum Division position and is actively seeking candidates. Since the initial designation, the college has also added a Workforce Development Coordinator, Special Projects Coordinator, and one full-time and three part-time instructors.

External Support and Collaboration

To maintain and enhance the Center's performance, the vision for the Center's infrastructure and private industry investment constantly expands as enrollments increase and new curricula are developed. Since its establishment in March 2014, the Deepwater CWE has received \$59,450 in monetary contributions and donated equipment with another \$138K in pledges for generators and a natural gas compressor (with expected delivery at the end of March). Among the donations are \$35K toward spring, summer and fall 2015 camps targeting 5th-8th grade and 9th-12th grade students to promote oil and gas careers. The CWE has a two-phase, five-year \$26.5M strategic plan for investment and infrastructure; \$9.25M of the \$14.2M in Phase I has been realized and is in place to ensure future viability.

The IPT program's active Advisory Board, with members including program faculty, college staff, programs students, representatives of other secondary and post-secondary institutions and industry partners, meets in person several times a year and maintains regular communication. Letters from Danos, ConocoPhillips, and Shell E&P Co noted such things as:

- "Danos participated with Fletcher on numerous advisory committees because we believe in the student development environment they have created. ...When Fletcher graduates begin employment, they will immediately be capable of demonstrating their proficiencies and value as the program currently teaches."
- "As a partner, ConocoPhillips is committed to curriculum development, knowledge sharing, and resources needed to insure the success of the Deepwater Center for Workforce Excellence. Such establishments are crucial for the success and sustainability of our industry."
- "Shell has been an active member of Fletcher's Integrated Production Technologies Advisory Committee since its inception in 2009."

In addition to the formal employer satisfaction survey being finalized by the IPT Advisory Board for launch this spring, the department uses feedback from board meetings, correspondence and frequent contact with industry partners to enhance the program, evaluate textbooks, revise hands-on experiences, and ensure that the CWE graduates are meeting employer needs and expectations.

STAFF ANALYSIS

FTCC was designated a Center for Workforce Excellence in 2014 based on the strength and quality of its Integrated Production Technology (IPT) program, its level of growth and productivity, and its position as a center of education and training in deepwater oil and natural gas production. In the last year the IPT has continued to expand its outreach and program productivity, demonstrating collaboration with and responsiveness to its industry partners and innovative approaches to training effectiveness. Given the clear industry need, support and financial commitment, experienced advisory board, and workforce relevance, staff believe that FTCC qualifies for full, five-year designation as a Center for Workforce Excellence to recognize and promote its success.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend full approval of continued designation of the Deepwater Center for Workforce Excellence at Fletcher Technical Community College, with a report and proposal for continued designation as a CWE due by 1 March 2020.

BoR AGENDA ITEM V-B
PROPOSED NEW CENTER for WORKFORCE EXCELLENCE
FLETCHER TECHNICAL COMMUNITY COLLEGE
DEEPWATER CENTER for WORKFORCE EXCELLENCE

BACKGROUND INFORMATION

Fletcher Technical Community College (FTCC) requests Board of Regents approval of a Deepwater Center for Workforce Excellence. A *Center for Workforce Excellence (CWE)* partners with business and industry to provide top quality education and training programs to meet defined workforce training needs. The Deepwater proposal was approved by the LCTCS Board of Supervisors at its November 2013 meeting, and a final proposal was submitted to BoR staff in January 2014.

STAFF SUMMARY

Description

The oil and gas industry is typically divided into three major sectors: upstream (deepwater), midstream, and downstream. The upstream/deepwater oil sector is also commonly known as the *exploration and production (E&P) sector*, and makes up 88% of all oil & gas revenues. The upstream sector includes the search for potential underground or underwater crude oil and natural gas fields, drilling of exploratory wells, and subsequent drilling and operation of the wells that recover and bring the crude oil and/or raw natural gas to the surface. Downstream and midstream sectors make up the remaining 12% of oil & gas revenues. The downstream sector commonly refers to the refining of petroleum crude oil and the processing and purifying of raw natural gas, as well as the marketing and distribution of products derived from crude oil and natural gas. Midstream operations are often included in the downstream category and considered to be a part of the downstream sector.

Fletcher's focus is in the upstream sector and is uniquely strong in deepwater oil & gas production. FTCC partnered with industry leaders to develop the CTS/Production Helper and AAS/Integrated Production Technologies (IPT) to provide specialized academic and technical skills training for technicians in the industry. The AAS, officially launched in 2010, has grown from 55 students to 169 and produced 27 graduates in its first two academic cycles: 11 in 2011-12, and 16 in 2012-13. With the technological advances in deepwater production, many operators currently require that new employees possess a certificate or degree in a related curriculum, and FTCC's program is uniquely tailored to fill the need. In addition to the IPT program, the faculty and advisory board are planning a complementary Production Maintenance curriculum with a target implementation date of Fall 2015.

Need and Benefits

Production technicians are specialists in instrumentation, automation, computer, electrical, mechanical, safety, and process systems. Graduates of the IPT program can expect to work at state-of-the-art production facilities, offices, and control rooms equipped with advanced technologies. The industry advisory board projects the starting salaries of IPT graduates to average \$60,000 with opportunities to increase earnings through overtime. With 50 percent of the industry labor force eligible for retirement within 10 years, continued development of new technologies, and new deepwater discoveries, the industry's need for qualified employees continues to increase. FTCC is addressing these demands. With input from the 17 oil & gas and service company leaders on the IPT Program Advisory Committee, the Petroleum Department is positioned as a partner-of-choice for oil & gas students, workforce trainees, and industry training managers. As one advisory member put it, "Together, we train, educate and develop the skill sets needed ...to meet the rigorous demands of the oil and gas industry."

Designation as a Petroleum Center for Workforce Excellence would recognize Fletcher's quality programming and value to the community, and it would help recruit students into the region. (90 percent of program graduates seek employment within the community.) The program currently has enrolled students from CA, FL, HI, MS and TX, with inquiries or applications from NC, OR and WV. As a Center, its outreach base (enrollment, industry partnerships, specialized programming) would be stronger, and the college

Attachment: 17 February 2014 Agenda Item: Initial Designation

could establish a differential tuition and fee structure for Center programs. The intention is to be the national deepwater training school, the model for excellence in education and training, effectively partnering with local, state, federal and private interests to meet the expanding demands of the industry.

- The college is developing 'flex time' scheduling, to include evening, weekend, 7/7 and 14/14 options to accommodate the non-traditional work schedules of offshore employees. Some of the courses will include 50% lecture/lab and 50% on-line delivery using '3D imaging' technology.
- Departmental faculty and curriculum specialists will develop customized, non-credit programs to meet an organization's specific training requirements.

External Support and Collaboration

FTCC is already recognized and supported by the oil & gas production industry leaders. Members of the IPT Advisory Committee, created in the 2008-09 academic year, view themselves as long-standing business partners of Fletcher, proud to "have seen an idea blossom into a critical role and need for our industry." In addition to time and expertise, the industry donates equipment, space, and access (e.g., internships) to Fletcher because the college provides training specific to its needs and expected competencies. The Advisory Committee and the Advisory Board, combined, bring together 24 presidents and senior executives from such entities as Black Hawk OFS, BP, C&D Productions, Chevron, ConocoPhillips, Copestone Inc, Danos, Halliburton, LMOGA, Shamrock, Shell, and the Southern States Energy Board to focus on content, quality, and success of the proposed Center for Workforce Excellence.

Since 2009, companies including AT&T, BP, ConocoPhillips, Entergy, and Fourchon Oilman's Association have contributed over \$5 Million to the IPT program for building construction, lab equipment, curriculum development, and scholarships. These include a \$4 Million donation by BP America, Inc. to construct and equip a new IPT building, with matching state funds, which is scheduled for completion and dedication in March 2014. FTCC also has full access to a Production Skid, owned and operated by BP America, which it may use until it can build its own \$2.5 Million skid, next up in the strategic plan.

FTCC's responsive, collaborative relationship with private industry also results in Shell hiring many students as interns and 98 percent of IPT students employed in oil & gas upon graduation. Fletcher, South Central Technical College (SCLTC), and Nicholls State University all provide different but complementary education and training related to oil & gas operations in the region. SCLTC's process technology program focuses on the downstream sector, preparing individuals to monitor, operate and maintain equipment in processing crude oil and raw materials into chemical/petrochemical products. FTCC and SCLTC are negotiating to jointly offer their marine operations programs for specialized training for Coast Guard and FCC credentials. Nicholls' AS/Petroleum Services Safety Technology and BS/Petroleum Services prepare students as safety professionals who study materials, structures, codes and operations to recognize and control hazards. The two institutions share lab space and equipment and have articulation agreements in place for IPT courses. Instructors from Fletcher and Nicholls are working together in a shared IPT curriculum development project funded by a \$250K gift from BP.

STAFF ANALYSIS

FTCC is asking to establish a Center for Workforce Excellence based on the strength and quality of its Integrated Production Technology program, its level of growth and productivity, and its position as a center of education and training in deepwater oil and natural gas production. Given the clear industry need, support and financial commitment, experienced advisory board, facilities, and workforce relevance, staff believe that FTCC qualifies for an opportunity to establish the center to recognize and promote its success.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant conditional approval of the proposed Deepwater Center for Workforce Excellence at Fletcher Technical Community College, with a report and proposal for continued designation as a Center for Workforce Excellence due by 1 March 2015.

BoR AGENDA ITEM IV C
Revisions to ACADEMIC AFFAIRS POLICY 2.05A
CENTERS of EXCELLENCE

BACKGROUND INFORMATION

At the Board of Regents meeting on 23 February, qualifications for designation as a Center of Excellence were discussed at length. Though the current policy had been written, with input from system and campus leadership, to address two statutes dealing with Centers of Excellence, members questioned whether the current requirements are in line with the intent of Act 555 of 2010 (R.S. 17:1875). By motion, the Board requested that Regents' staff collaborate with LCTCS staff to review *Academic Affairs Policy 2.05A* and to present a report in a timely fashion.

STAFF SUMMARY

Regents' staff met with Dr. Neil Matkin, Executive Vice President for Academic and Student Affairs, and Dr. Daniel Roberts, Vice President for Academic and Student Affairs at LCTCS to discuss the current policy. All agreed on the tenets of the current policy and its interpretation of Centers of Excellence; however, LCTCS had some suggestions to strengthen the policy concerning the exceptional circumstance when a proposed Center could not yet demonstrate excellence in program productivity because the academic/training program(s) creation is a critical component of the proposed concept. The paragraph was revised to stipulate three provisions for addressing a proposal's potential for excellence.

1. A clear plan for quickly achieving program viability, which could be strengthened by having a legacy of relevant service to and collaboration with industry. For continued designation, the new Center would have to be prepared to demonstrate progress in program productivity.
2. Strong private sector support of and investment in the proposed Center's programs. This responds to Act 555's stipulation that a Center of Excellence "...may be established only with private sector support, including funding or the donation of land or equipment, ..." and acknowledges that the private support should be significant (strong) for consideration.
3. An external reviewer's evaluation supports a recommendation for approval. An external review is conducted, per AcAf 2.05, for all new graduate programs and for undergraduate programs where the additional review would be particularly beneficial; it would provide an additional level of credibility to the proposed Center's potential for performance excellence.

The proposed revisions were circulated statewide to the Chief Academic Officers for review and comment. Their responses were positive and supportive of the change.

STAFF ANALYSIS

The proposed changes strengthen the policy by setting clear guidelines for institutions seeking Center of Excellence designation under exceptional circumstances. Conditional status means that the Center would be reconsidered through an annual report of self-review/assessment and evidence of continued progress toward program development, viability, and excellence.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the draft changes to Academic Affairs Policy 2.05A, Centers of Excellence.

ACADEMIC AFFAIRS POLICY 2.05A

Centers of Excellence

(Draft Revisions – March 2015)

A *Center of Excellence* is uniquely focused and specific in its designation. It may consist of a unit, program, or functional area that, as a Center, is accountable to higher expectation of performance and productivity, including contributions to the body of knowledge and to economic development, placement of graduates, generation of external interest and support, formation of joint ventures and partnerships, and positive recognition of the area and its faculty and students. If not the sole provider of education and research in the focus area, the designated *Center* is recognized as a leader in the field and a concentration of expertise.

A Center of Excellence must demonstrate that it is a statewide leader in the area of designation and must address how it does so in a proposal to the Board of Regents. With designation as a *Center of Excellence* comes the responsibility for leadership within the state and, if applicable, beyond. Implied in the designation is a commitment to concentrate and build on this strength by advancing knowledge and skills, thereby creating better opportunities for the citizens of the State. The Center will be expected to serve as a resource to support similar programs offered by other institutions.

A Center of Excellence should have the following attributes:

1. The Center has a strong performance record and advances the strategic goals of the institution **and the State of Louisiana**.
2. The Center is designated by and focused on an area of education, training **and/or** research relevant to the State's needs. This area is clearly and finitely defined, avoiding overly broad descriptions or goals.
3. The Center provides a range of academic, training and/or research opportunities in its area of expertise. The programs should be nationally accredited, when applicable.
4. The Center is engaged with the greater community; its programs focus on addressing current issues and provide opportunities to improve the quality of life of Louisiana citizens.
5. The Center is a hallmark of the institution. Though not necessarily the only source of education, training, research, and/or economic development in the topical area, the Center is recognized as uniquely strong in its focal area.

There are three types of statewide Centers of Excellence to emphasize: workforce training, academic programming, or research and innovation. Where legislation allows, differential tuition may be charged for programs offered by the Center. For example, RS 17:1875 (Act 555 of 2010) provides for Centers of Excellence within LCTCS to be established in collaboration with and subject to approval of the Board of Regents, with private sector support, including funding or the donation of land or equipment, to offer programs run on a business model conducive to real-time market responsiveness and flexibility, for which the LCTCS Board of Supervisors may establish a differential tuition and fee structure for programs offered through the Center. In addition, designated Centers of Excellence may attract special state investment commensurate with their contributions to state workforce, academic, research and/or economic development goals. The provisions of this Policy shall govern the criteria and process for obtaining the Board of Regents' designation as a Center of Excellence under R.S. 17:1875 as well as under R.S. 17:3139.2.

Centers for Workforce Excellence provide opportunities for education and training programs to meet areas of need as identified and supported through partnerships with business and industry across the State. They are established with private sector support to be responsive to real-time market needs; their operation provides for a leveraged return on the institution's and community's investment. A Center for

Workforce Excellence provides significant opportunities to establish greater efficiencies for the postsecondary education system and the individual institution and its partners by focusing investment and state-of-the-art training around a workforce theme in a centralized location. Centers for Workforce Excellence should be consistent with the institution's role, scope, and mission and its focal areas should be addressed in the Master Plan for Public Postsecondary Education as a special program/feature of the institution.

A Center for Workforce Excellence focuses on an area of workforce training in which a public postsecondary institution, in partnership with business and industry, excels or has the clear potential to become a statewide center of training excellence. It entails a commitment to concentrate and build on this strength to create better opportunities for the citizens of the State.

Centers for Workforce Excellence are important economic drivers, generating public and private investment, attracting talent, and creating an energized, entrepreneurial environment that prepares students to enter or advance in the workforce.

Centers of Academic Excellence not only have an established record as a foundation of excellence in teaching, research and service, but also show potential for future growth and increasing quality. They encourage cross-collaboration, creativity, and vision with a singular, unique focus within Louisiana's public postsecondary education system that is aligned with current and strategic regional or statewide workforce needs.

A Center of Academic Excellence represents a focal area of the institution, as evidenced by reputation, enrollments and productivity of its component programs along with investments in resources and facilities by both the institution and the regional community. Its ability to generate support and recognition from external sources attests to its ability to maintain a highly responsive level of research and scholarly productivity.

Based on distinctive and successful undergraduate and/or graduate programs, the degree programs, and resources that undergird the area are healthy and strong, able to demonstrate the quality of its graduates and projections of growth over the next five years. The Center of Academic Excellence has established partnerships between the institution and business and industry, the community, area economic entities, and/or other postsecondary institutions. Disciplines associated with the Center of Academic Excellence align with key industry or academic sectors identified by regional/local economic development entities and with statewide goals for economic development

Centers of Research Excellence are campus or multi-campus hubs which develop new knowledge, enhance the research productivity of faculty, integrate education and research, and positively impact economic development in the state. They are structured around a highly specialized research effort, usually of a trans-disciplinary nature, which is unique in the State or which demonstrates unique assets and resources.

Centers of Research Excellence are well supported through external funding partnerships with both federal agencies and with industry, at higher levels than the institutional average. Research Centers of Excellence attract from the federal government and industry the significant investments for discovery and innovation which make possible sustained growth in the university itself, its surrounding communities, and the State's economy. A key indicator of the quality of and strength of many (but not all) Research Centers is the degree to which the centers contribute to doctoral and post-doctoral research, scholarship, and education.

Proposals for Center of Excellence Designation

The process for the designation as a Center of Excellence is meant to be rigorous and include a demonstration of the proposed center's qualification for the distinction. The initial (conditional) Center of Excellence designation will be for a one-year term, based on the nominee's demonstration of excellence in both program productivity and private/external recognition, which may include financial support. Subsequently, based on its record of impact and performance, an institution may request continued (full) designation for a period of up to five years. Proposal templates are in Appendices I and II.

An applicant for Center of Excellence status may have a strong proposal based on other components but cannot demonstrate corresponding productivity because the academic/training program/s creation (e.g. within a unique state-of-the-art training center) is a critical component of the Center concept. In exceptional circumstances, an applicant for Center status may be approved for conditional Center status on a year-to-year basis if the following three circumstances are met:

- The institution presents a clear plan for quickly achieving program viability, which could be strengthened by having a legacy of relevant service to and collaboration with industry.
- The institution has strong private sector support of and investment in the proposed Center's program(s).
- An external reviewer's evaluation of the proposed designation, conducted for the Board of Regents at the institution's expense, supports a recommendation for approval.

The new Center must submit an annual self-review/assessment until awarded full approval, which may be granted for a period of up to five years.

In addition to the regular renewal process, to be maintained as a Board of Regents' designated *Center of Excellence*, the Center's component academic programs must meet Board of Regents' viability standards as measured during periodic program reviews:

<u>Average Completers</u>	<u>Program Level</u>
8	Bachelor and Associate Degree; Diploma; Certificate
5	Master, Specialist, Graduate Certificate
2	Doctorate and Professional Degree

Designation as a Center of Excellence is an honor as well as a commitment. Recommendations for maintaining at-risk academic programs and for maintaining Center status will be made separately during the program review process.

Proposals for Center designation must address all of the elements listed in the proposal templates and be vetted and endorsed by the management board prior to submission to the Board of Regents. [Removed text about Fall semester review as the norm...]

Senior Staff will review proposals and make recommendations to the Academic Affairs Committee during a regular Board meeting. To ensure that the applicant is fully and best qualified for the designation, staff may seek input from Chief Academic Officers and/or call together a team of consultants from system offices, institutions, or relevant agencies to review proposals and conduct interviews with campus teams, as applicable. At the agency's discretion, additional recommendations may be sought from external reviewers.

Academic Affairs Policy 2.05A
Board of Regents Proposal for Initial Designation as a
CENTER of EXCELLENCE

A. Description

- 1 Provide a description of the proposed Center and how its area of focus has been a hallmark of the institution, for which the institution is or has the clear potential to be uniquely strong.
- 2 List and describe existing program(s) that will be part of the Center's activities and how they relate to the Center's focus. Include credential, implementation date, 3 to 5 years of enrollment (majors) and completion data.

B. Faculty and Administration

- 1 List the core and affiliated faculty members who will contribute to the Center, with examples of recent achievements related to the Center's purpose.
- 2 Provide an administrative structure for the Center, including reporting lines. Address whether and/or how the Center would affect the present structure of the Campus.

C. Facilities and Equipment

- 1 Briefly describe the existing and anticipated facilities (buildings, classrooms, laboratories, etc.) for the Center, including donations from external sources.
- 2 As relevant, add a projected timeline for any new facilities to be brought on line and address how they will be used by the Center.

D. Support and Budget

- 1 List contributions/donations (funds or equipment/land/etc), actual and pledged, received in support of the proposed Center in the last 5 years, separated by source: national; state; local/regional governmental entities; private industry/individual. Include: date received; entity/individual; value; and designated or intended purpose of the contribution.
2. Provide a three-year budget, including sources and amounts of funding/revenue and costs/ expenditures for the Center.

E. Measures for Center of Excellence

- 1 How will the Center enhance the Institution's mission? What value does a Center bring that is not accomplished through the current organizational structure? What goals/objectives would be accomplished due to the existence of the Center? What indication is there that the Center is an institutional priority?
2. How has the institution demonstrated performance excellence in this area of education, training, and/or research? Include measurable outcomes of the enterprise. How will excellence be even more apparent with/through the Center?
3. Is there an ongoing, successful effort to secure funding/partnerships to support the mission and activities of the Center? What is the plan for the next five years to maintain and enhance the performance of the Center and to ensure future viability?
4. List and describe programs under development for the Center: credential, purpose, anticipated implementation, and expected productivity. How will each contribute to the Center's focus?
5. How will the Center provide and promote service to the greater community? How will its existence provide opportunities to improve the quality of life of Louisiana residents?
6. How do the Center's education, training and/or research efforts further the economic development and workforce needs of the state? How will its programs focus on addressing current and projected workforce and economic development needs?
7. Provide specific evidence of collaboration with other entities: postsecondary institutions and/or industry/private sector. Include examples of ongoing work, particularly as it relates to the Center's focus, and copies of MOU's or other agreements.
8. Describe the Advisory Board or program/center advisors, including membership, meeting schedule, and examples of input and involvement with the Center's area of focus.

F. Attach three or more letters of support from business and/or community members.

Board of Regents

**PROGRESS REPORT and REQUEST for
CONTINUED DESIGNATION as a CENTER of EXCELLENCE**

Center Name: (CWE/CAE/CRE)	
Institution:	Date:
Contact Person & Contact Info	

Brief Description: What is the Center’s purpose, and how has the Center been a hallmark of the institution?

Measures of Excellence

1. How has the Center enhanced the Institution’s mission? What value has the Center brought? What goals/objectives are being accomplished due to the existence of the Center?

2. How has the institution demonstrated performance excellence in this area of education, training, and/or research? Include measureable outcomes of the enterprise. How will excellence be even more apparent with continuation of the Center?

3. What new funding, donations and/or pledges has the Center received since the last report? What is the plan for the next five years of operation to maintain and enhance the performance of the Center? What infrastructure is in place to ensure future viability?

4. Describe programs under development to be offered through the Center: purpose, status, anticipated implementation, expected productivity and rationale for expectations. How will each contribute to the Center’s focus? Outline the plan for achieving/maintaining cutting-edge instruction in all areas. *[Addition of instructional (CRIN) programs under the Center umbrella must be approved by BoR.]*

5. How has the Center provided and promoted service to the greater community? Describe activities conducted and/or other achievements.

6. How do the Center’s education, training and/or research efforts further the economic development and workforce needs of the state? How will its programs address current and projected workforce needs and/or contribute to economic development through patents, licenses, start-ups, or other activities?

7. Provide specific evidence of collaboration with other entities: postsecondary institutions and/or industry/private sector – and how it has contributed to furthering the impact of the Center.

Academic Productivity.

8. Number of Enrollments (majors, in most recent Term) and Completers (sum of AY graduates) for each relevant program, up to five years. *(Duplicate the table, as needed.)*

Program:					
_____ Term (Yr)	20__	20__	20__	20__	20__
# of MAJORS					
COMPLETERS, by credential (as applicable)					

Workforce Placements or Continued Education.

9. Especially for Centers for Workforce Excellence: Placement of graduates? Include pay range, if known; and comparison to other programs.

Employer Satisfaction.

10. Especially for Centers for Workforce Excellence: Employer satisfaction data? What evidence do you have that graduates are meeting employer needs and expectations.

Advisory Board.

11. Describe the composition and activities of the advisory board.

Faculty & Administration

12. Attach list of core leadership and faculty/staff, highlighting any changes since the last report/proposal.

Budget

13. Attach a report of the Center’s actual budget over the last year and a projected four-year budget, including sources and amounts of funding/revenue and expenditures.

Letters of Support

14. Attach at least three letters of support from business/community members for continued designation as a COE.

Please accept this progress report as a request for continued designation as a Center of Excellence.

CERTIFICATIONS:

Primary Administrator for Center	Date
Provost/Chief Academic Officer	Date
Management Board/System Office	Date

AGENDA ITEM V A
PROPOSED NEW RESEARCH UNIT
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
TRANSFORMATIONAL TECHNOLOGIES AND CYBER RESEARCH CENTER

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) is requesting one-year conditional approval of a new Transformational Technologies and Cyber Research Center (TTCRC). Approval of this request was granted by the LSU Board of Supervisors in February 2015.

STAFF SUMMARY

1. Description and Need

The proposed TTCRC is a new research unit that will build LSU's research and funding portfolio in the fields of intelligence, defense, and cyber research. The objectives of the TTCRC are to:

- Advance science and develop technologies with potential commercial applications, thereby attracting highly qualified faculty and students to LSU;
- Engage in federal, academic, and private partnerships, leveraging the resources of LSU, LSU's Stephenson Disaster Management Institute (SDMI), and TTCRC through effective and efficient use of personnel, facilities, financial resources, and technological expertise;
- Assemble a high-performance team composed of currently successful researchers, business development professionals, and grant performers; and
- Enhance LSU's financial and academic resources, create a fertile ground for establishing and expanding private businesses, and create well-paid new jobs for Louisiana residents.

LSU desires to have greater success in securing grants and contracts in applied technology fields as well as transforming basic discoveries into products and services. Funders are increasingly interested in a corporeal return on their investments. More specifically, federal agencies have demonstrated a desire to fund applied research that provides tools and decision-support systems to the end users. TTCRC will address this need by serving as a focal point to attract new research and grant funding sources that utilize LSU capabilities, organize highly qualified faculty, and build federal, academic and private partnerships. The proposed Center will leverage university expertise to provide real solutions for today's problems and tomorrow's challenges.

2. Resources and Administration

The new research unit has been functionally implemented via a Cooperative Endeavor Agreement (CEA) executed by the Louisiana Commissioner of Administration, Louisiana Economic Development (LED) and the LSU President & Chancellor. The new unit will officially be implemented upon approval by the Board of Regents.

TTCRC will be led by a Director who will report directly to the Vice Chancellor for Research & Economic Development through the Associate Vice Chancellor for Research & Economic Development representing STEM disciplines. An Internal Advisory Board, chaired by the Director of SDMI, will ensure that the goals and objectives of the TTRCR are being met and offer support and guidance as needed. Plans are in place to hire an administrative assistant, grant writer and three research associates. Research teams will be assembled from faculty across the LSU campus. The proposed unit will not significantly affect the present academic organizational structure of the campus.

TTCRC will initially utilize space in the Office of Research and Economic Development (ORED) and SDMI.

3. Budget

Initial costs have been provided by LSU's ORED, SDM and the Office of Academic Affairs in order to facilitate the Center's launch and to bridge the funding gap between the start of the Center activities and the initial payment to be provided by LED upon approval of the COE by the Louisiana Office of Contractual Review (OCR). Upon OCR approval of the CEA, LED will provide an initial payment to support center activities. TTCRC will actively seek and secure funding through grants and contracts supported by federal agencies such as the Department of Defense, Department of Homeland Security, and similar entities.

STAFF ANALYSIS

The proposed Center has been designed to initiate and expand research and creative activities of the University in the fields of intelligence, defense, and cyber research. It will create interdisciplinary teams to create solutions to significant research problems, and increase partnerships with industry to develop intellectual property and foster commercial applications. The partnership between TTCRC and the State of Louisiana will result in broader engagement with the private sector, which will stimulate economic development in applied technology sectors and, in turn, present tremendous growth potential. Sufficient funding is in place to support the Center's goals and objectives.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant one-year conditional approval of the Transformational Technologies and Cyber Research Center at LSU, effective immediately. A request for full authorization shall be due by April 1, 2016.

AGENDA ITEM V B 1
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
LSU	Request to offer the existing Master of Science in Kinesiology with a specialization in Sport Management (131314) via distance learning technologies – <u>Approved</u> .
McNeese	Request to offer the existing Educational Specialist in Educational Leadership with concentrations in Educational Leadership and Educational Technology Leadership (13.0401) via distance learning technologies – <u>Approved</u> .
ULM	Request to offer the following existing PBC programs via distance learning (100%): PBC/Accounting (520301), 27 hours; PBC/Computer Information Systems (521201), 18 hours; PBC/Occupational Health, Safety & Toxicology (512206), 30 hours – <u>Approved</u> .
UNO	Request to create a School of the Arts, consisting of the following areas: Music, Fine Arts (Visual Arts), Theatre, Film and Arts Administration. The School will be directed by one individual, supported by five program coordinators. Three department chair positions will be discontinued. The proposed School will provide an organizational umbrella for existing arts programs offered by the institution which will result in better continuity and collaboration. - <u>Approved</u> .

AGENDA ITEM V B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
08.2009	<p>Central LA Technical Community College</p> <p>AAS - Drafting and Design Technology (15.1301) and AAS - Industrial Electronics Technology (47.0105)</p> <p>Conditional approval was granted to both programs with annual reporting requested until programmatic accreditation was achieved. The institution supplied reports in September 2011, August 2012 and February 2014. A subsequent report was requested by January 1, 2015.</p>	<p>The progress reports were received by staff in late February 2015. Seven (7) students were reported as enrolled in the Drafting and Design AAS and four (4) in the Industrial Electronics AAS. Both programs completed four students each in 2012-13. The report noted that the institution is undergoing a restructuring process due to the transition from a technical college to a technical and community college. Programs are being reviewed to determine their relevance toward the mission of the institution, compliance with SACSCOC requirements, and budget constraints. Therefore, individual program accreditation processes are on hold until the internal review process is complete.</p>	<p>Receive and accept the 2014 progress report. A subsequent report is requested by January 1, 2016.</p>
12.2013	<p>Central LA Technical Community College</p> <p>AAS – Technical Studies (47.9999)</p> <p>The program was granted conditional approval in December 2013 with a request for an update on program implementation by July 1, 2014.</p>	<p>The progress report was received by staff in late February 2015. It was conveyed that the institution is still in the planning stage. Approval of the program by the Council on Occupational Education (COE) is currently in process. The College anticipates a favorable decision from the accrediting commission in spring 2015 and is scheduling a new program start-up time frame for fall 2015.</p>	<p>Receive and accept the 2014 progress report. A subsequent report is requested by January 1, 2016.</p>
12.2011	<p>Southern University and A&M College</p> <p>Doctor of Nursing Practice (51.3818)</p> <p>The DNP was granted conditional approval in December 2011. The institution was asked to submit an update on program implementation by January 1, 2013. Such a report was submitted as well as a second progress report in January 2014. A subsequent report was requested by January 1, 2015.</p>	<p>An update on the program was provided to staff in mid-February 2015. The institution reported six graduates to date; three (3) for AY 2013-14 and three (3) for AY 2014-15.</p>	<p>Receive and accept the 2014 progress report. A subsequent report is requested by January 1, 2016.</p>
06.2010	<p>LSU Health Sciences Center – New Orleans</p> <p>Master of Physician Assistant Studies - MPAS (51.0912)</p> <p>Conditional approval was granted to the MPAS in June 2010 with a request for annual reporting until programmatic accreditation was achieved. LSUHSCNO submitted progress reports</p>	<p>Staff received a progress report in mid-March 2015. Information relevant to staffing of the program was provided. It was noted that the level of interest in the MPAS program continues to grow. For the inaugural class of January 2013 there were 200 applicants for the 30 positions. The number of applicants has grown to 300 for the 2014 and 2015. The first cohort is scheduled to graduate in May 2015. The program is scheduled to receive the next accreditation site visit in April 2015 as part</p>	<p>Receive and accept the 2014 progress report. A subsequent report is requested by January 1, 2016.</p>

	as requested with the last one received and accepted in February 2014. A subsequent report was requested by January 1, 2015.	of the application process for initial accreditation with the Commission on Education for the Physician Assistant (ARC-PA).	
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AGENDA ITEM V B 3
PAST DUE REPORTS FOR APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Listed below are reports that have yet to be received for various academic programs and research units.

Past Due:			
Due Date	Institution	Program / Unit	Summary
01.31.2014	ULL	Health Informatics Center of Acadiana	The Center was granted initial approval in February 1999 with continued approval granted in January 2009. A request for reauthorization of center status was requested by January 31, 2014.
01.01.2015	SUBR	BS and MS – Mathematics and Physics	Conditional approval was granted to the programs in September 2012 with the stipulation that a progress report on program implementation be provided by October 1, 2013. Such a report was submitted in January 2014 at which time a subsequent report was requested by January 1, 2015.

AGENDA ITEM V B 4

LETTERS of INTENT/PROPOSALS in the QUEUE Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	<i>None</i>			
Proposed Programs	SLCC	AAS – Helicopter Aviation	06.16.14	Questions to campus 06.23.14; status update from SLCC on 11.19.14 – campus working on response.
	SLCC	AS – Accounting	06.16.14	07.11.14 requested additional documentation from campus; status update on 11.19.14 – campus working on response.
	SUNO	DSW	08.28.14	09.09.14 proposal sent to external reviewer. Report received 10.09.14 and evaluated by staff. List of issues submitted to campus 10.15.14. Staff met with campus representatives (11.06.14) to discuss proposal. 12.02.14 campus submitted response to issues; under staff review while awaiting updated licensure exam pass rates.
	SUSLA	AAS – Process Technology	10.21.14	10.28.14 questions sent to campus. 11.20.14 staff discussed with campus. Response recv'd 11.25.14. Additional questions sent to campus 12.17.14; response received 01.13.15. 01.29.15 additional questions sent to campus; awaiting response.
	BRCC	AAS – Industrial Technology	12.02.14	03.12.15 Proposal withdrawn by campus, to be resubmitted at a later date.
	BRCC	AS – Surgical Technology	12.16.14	Proposal reviewed by staff. 02.05.15 questions sent to campus; response received 03.05.15. Under staff review.
	RPCC	AAS – Industrial Technology	12.29.14	03.12.15 03.12.15 Proposal withdrawn by campus, to be resubmitted at a later date.
	LSU	Master of Digital Media Arts & Engineering	01.28.15	01.28.15 requested list of potential external reviewers from campus; list provided 02.18.15. External reviewer secured with report due by 04.01.15.
	LSU	Graduate Certificates in the following: School Librarianship and Mathematics in Advanced Secondary Instruction	02.02.15	Under review by BoR & DoE staff. Per campus request, a meeting has been scheduled to discuss the GCs.

Designation as Center of Excellence

CWE	Nicholls	Petroleum Technology & Safety Management	08.12.14	Questions to campus 08.29.14; awaiting response.
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