

Richard A. Lipsey
Chair

Edward D. Markle
Vice Chair

Marty J. Chabert
Secretary

Joseph C. Rallo, Ph.D.
Commissioner of
Higher Education



BOARD OF REGENTS
P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

Claudia H. Adley
Blake R. David
Thomas G. Henning
Robert W. Levy
Roy O. Martin III
Charles R. McDonald
Darren G. Mire
Sonia A. Pérez
Wilbert D. Pryor
T. Jay Seale III
Collis B. Temple III
Jacqueline V. Wyatt
Adarian D. Williams, Student

AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

January 8, 2018 • 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. Letters of Intent
 - 1. MS / Cyber Technology – LA Tech
- B. Academic Proposals
 - 1. BA / Screen Arts – LSU
 - 2. GC / Archival Studies – LSU
 - 3. GC / Cyber Technology – LA Tech
 - 4. GC / Geographic Information Systems – UNO
 - 5. GC / Historic & Cultural Preservation – UNO

IV. Consent Agenda

- A. Authorization of a New Center: Center for Collaborative Knowledge -- LSU
- B. Reauthorization of Previously Approved Centers & Institutes
 - 1. Advanced Materials Research Institute (AMRI) – UNO
 - 2. Environmental Education & Research Center – ULM
- C. Routine Staff Reports
 - 1. Staff Approvals
 - 2. Progress Reports for Conditionally Approved Programs/Units
 - 3. Letters of Intent/Proposals in the Queue

V. Other Business

VI. Adjournment

Committee Members: *Thomas Henning, Chair; Robert Levy, Vice Chair; Claudia Adley; Marty Chabert; Collis Temple III; Adarian Williams, Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.*

AGENDA ITEM III A 1
LETTER of INTENT
LOUISIANA TECH UNIVERSITY
MASTER of SCIENCE in CYBER TECHNOLOGY

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Cyber Technology. The Board of Supervisors of the University of Louisiana System approved the Letter of Intent in October 2017; the BoR received and circulated it to statewide Chief Academic Officers for review and feedback.

STAFF SUMMARY

1. Description and Need

LA Tech seeks to further develop its comprehensive cyber education pipeline through a graduate degree that would uniquely address training needs in cyber technology (foundations in information technology, cyber investigations, and forensics) and appeal, particularly, to non-traditional student populations with experience in cyber-related fields. The intended program will provide comprehensive knowledge of concepts in cybersecurity as well as cyber forensics training. Built around a 15-credit hour core, the 33-hour program would culminate with a 6-credit hour *Live Intrusion Analysis* practicum course through which students would apply their core knowledge and abilities to demonstrate practicable knowledge through a course-long project. All but two of the 11 core and elective courses are currently in place and listed in the University catalog.

Though LA Tech is one of five public institutions in Louisiana that offer a Master's degree in computer science, the intended Cyber Technology degree will be distinguished by its focus on a broad selection of technology applications to provide primary and comprehensive education in the topical area. The intended degree will provide specific applications in cyber security and cyber forensic investigations. Graduates will have a thorough understanding of the threat landscape in cyber and the techniques needed to keep government or business cyber operations secure and reliable.

2. Students

Cybersecurity remains a priority at CSRA and CenturyLink, just two of the large local companies seeking cyber-technology education to support their growing workforce. In addition, there is a high demand for cyber-related education to support the new USAF Nuclear Command, Control and Communications Center recently activated at Barksdale AFB. The intended program will provide active service members, civilian employees, and veterans access to high quality cyber education to expand their training and prepare for future careers. By leveraging online offerings, existing educational sites on the AFB, and LA Tech's new location on the National Cyber Research Park in Bossier City, the intended degree would provide career development opportunities for the area DoD community.

In addition to graduates from the three closely related feeder programs—176 graduates over the last three years from the BS/Computer Science (63), BS/Cyber Engineering (28), and BS/Computer Information Systems (85)—one aim of this program would be to reach the local DoD and technology communities to offer a path for career development in the regional cyber workforce, to strengthen the existing workforce and better equip individuals for job performance. A master's as a terminal degree for the field of cyber would expand the cyber education path for traditional students in the postsecondary system, providing sufficient qualification for them to launch a career and compete for cyber jobs. Further, once established, the online offerings will allow DoD and employees of technology partner companies across the country to access the same quality education.

3. Faculty, Resources & Budget

Since the intended program builds upon existing faculty, courses, and equipment that contribute to current program offerings at LA Tech, there would be no need for additional faculty or improvement to infrastructure; the University does not anticipate additional costs to offer the program.

STAFF ANALYSIS

The intended MS in Cyber Technology will complement a strong and broadly developed set of STEM offerings within the computing disciplines at LA Tech, including: BS degrees in Computer Science, Cyber Engineering, and Computer Information Systems; a GC in Information Assurance; an MS in Computer Science; and a PhD in Computational Analysis and Modeling. The degree will be designed to be paired with an embedded Graduate Certificate in Cyber Technology (also in this month's agenda) so that students could complete the first three core courses without the time commitment of a full graduate degree.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Master's of Science in Cyber Technology at the Louisiana Tech University.

AGENDA ITEM III B 1
PROPOSED NEW ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY
BACHELOR OF ARTS in SCREEN ARTS

BACKGROUND INFORMATION

Louisiana State University requests Board of Regents' approval to offer a Bachelor of Arts (BA) in Screen Arts. The Letter of Intent was approved by the Board of Regents in June 2017; the program proposal was received in October 2017 and the campus worked with Regents' staff to work through questions raised.

STAFF SUMMARY

1. Description

Screen Arts, as an academic discipline, combines analytical, creative and practical production skills as both a foundation and springboard into the film, television and allied screen industries. LSU's proposed undergraduate degree integrates multiple, interrelated and interdisciplinary elements of Screen Arts to provide a unified experience and enable graduates to grasp the extensive range of their chosen field of study while pursuing an area of concentration in greater depth. The intended result will be graduates with a particularly rich experience in the art and the industry that is essential to the viability of both.

The heart of the 120-credit hour program will be a robust, 28-hour core curriculum that combines film and digital media theory, history, and production, leading into a choice of three 18-credit hour areas of concentration: history/theory/criticism; screenwriting; or production. In addition to the campus courses that make up the program, majors will have internship and independent study opportunities with various non-profit and for-profit organizations to provide a full complement of intellectual and applied study and work. Graduates will have completed a true Liberal Arts degree, with classes in areas as wide-ranging as Art, Art History, Communication Studies, Computer Science, English, Philosophy, Screen Arts, Theater, and Women & Gender Studies, as well as the general education core and at least 14-credit hours in a foreign language. Internship and classroom experiences will be integrated and pulled together in the Capstone/Portfolio course which is required for all majors.

2. Need

This degree program was developed in an effort to ensure that Louisiana can provide local professionals with a skill set conducive to the creation of an indigenous film industry that can become a self-sustaining component of both the cultural and industrial economy of the State. Foundational expertise and infrastructure already exist in multiple locations. The industry is in a good position to foster its own growth by drawing support from research hubs and strong university programs while, at the same time, creating robust co-curricular experiences for students through paid internships, classroom workshops, studio employment, continuing education, and other collaborative efforts. The proposed BA/Screen Arts degree will provide preparation for a large variety of employment opportunities within the film and television industry. All majors will be taught to think creatively and critically about film and television, for which they may focus on the technical aspects of production (editors, animators, graphic designers, cinematographers, camera team members, and/or sound editors and mixers) or the business and administrative aspect of the entertainment industry.

Two related undergraduate programs have been authorized by the BoR: the BA/Moving Image Arts at ULL, and the BA/Film & Theatre Arts at UNO. The proposed BA/Screen Arts program, with its comprehensive, intercollegiate core and concentration choices, is both broader and more specific in its strong theoretical background and areas of specialization. The proposed degree includes room for students who are interested in animation and digital arts, as well as acting for the camera and directing actors for film. A student could easily complete two concentrations (e.g., film production and film writing), thus being more prepared and competitive in the field upon graduation.

3. Students

Students choosing to pursue the proposed degree are likely to have interests in a variety of components within the field, including screen arts theory, history, or writing and production, as well as the animation and entertainment industry in general. The proposed degree program will likely foster and increase the number of students who pursue double majors and minors, as it is implemented. A concentration and a minor in Film & Media Arts (FMA) have been part of the existing BA/Liberal Arts for several years, averaging 77 students in the concentration and 53 in the minor, and graduating 52 students with the FMA concentration over the last three years. FMA courses are being changed to the "SABA" (Screen Arts) rubric and the concentration will be terminated once the BA/Screen Arts is approved. Students currently pursuing the FMA concentration will be allowed to finish their degree, if they wish, but no new students would be admitted.

4. Faculty, Resources & Budget

No new faculty will be needed for the first three years, though an additional Professional in Residence may be needed in year four or once projected enrollments (105-135 majors) are reached. If approved, the program will be housed in the College of Humanities & Social Sciences. The campus currently has multiple film and equipment resources to which Screen Arts students will have immediate access. Well-established partnerships with local companies such as the Celtic Media Center, the Manship Theatre, Louisiana Public Broadcasting, and Côte Blanche Productions will ensure that students are provided intellectual and applied internship opportunities to prepare for the entertainment industry. No additional costs to implement the program will be necessary.

STAFF ANALYSIS

LSU's proposed BA/Screen Arts will help facilitate the growth of an indigenous film culture based around the passions and visions of Louisiana-based content creators. In addition to training in specific areas, all majors in the intended program would be taught to think creatively and critically about the film and television industry. The interdisciplinary nature of the proposed program has strengthened collaborative relationships among units on the campus, which will benefit the students as they pursue a liberal arts education focusing on the screen arts.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the proposed Bachelor of Arts in Screen Arts (CIP 50.0699) at Louisiana State University. A progress report shall be due by 2 January 2020.

AGENDA ITEM III B 2
PROPOSED NEW ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY
GRADUATE CERTIFICATE in ARCHIVAL STUDIES
BACKGROUND INFORMATION

LSU requests approval to offer a Graduate Certificate (GC) in Archival Studies. The proposal concept was approved by the LSU Board of Supervisors in June 2017. The campus has been working with Regents' staff to address questions raised.

STAFF SUMMARY

1. Description & Need

Archivists systematically identify, select, protect, organize, describe, preserve, and make available to users archival materials – that is, society's records and documents broadly defined, regardless of form or medium. Archivists preserve and transmit our cultural and social heritage, protect the legal rights of individuals and institutions, and aid citizens in holding their governments and other organizations accountable. LSU is proposing to establish a 15-credit hour graduate certificate in Archival Studies that is designed to give students a solid grounding in the core knowledge of the archives and records management profession. The curriculum falls within the guidelines set by the Society of American Archivists (SAA) Guidelines for a Graduate Program in Archival Studies (GPAS), ensuring that students will be competitive for jobs in a range of institutions possessing archival collections. Specifically, graduates will meet the following learning objectives:

- Demonstrate an understanding of archival theory, practice, methodology, history and scholarship.
- Demonstrate critical thinking and decision-making skills related to all forms of records in the context of business, government, public needs, scientific research, or the protection of cultural heritage.
- Understand the ethical and legal dimensions of archival work, including professional and social responsibilities for serving diverse groups and the public good.
- Ability to manage and preserve authentic and trustworthy records, as well as relevant materials, regardless of format.

Presently, no other program exists for archival preparation in Louisiana, outside of the Masters in Library & Information Science (MLIS); therefore, Louisiana students who are interested in furthering their education in this area without pursuing a library science degree would have to enroll in an out-of-state program. If approved, the proposed certificate would be offered entirely online.

2. Students

Admission to the certificate program will require a graduate degree or concurrent enrollment in a graduate degree program. To become an Academy of Certified Archivists (ACA) *Certified Archivist*, one must have a master's degree that includes, or is supplemented by, at least 9 hours of graduate study in archival administration, plus at least a year of qualifying professional archival experience. Holders of the proposed certificate and a master's degree will be qualified to take the ACA's Archival Certification Exam for full or provisional certification.

LSU's School of Library and Information Science (SLIS) has offered an Archival Studies specialization as part of the MLIS for more than 15 years. Based on the number of MLIS students currently interested in the certificate, recruitment from graduate programs in the humanities, and the online accessibility of the program, the University anticipates 10 to 15 students in the first year, increasing to 30 or more by Y5.

3. Faculty, Administration, and Budget

The proposed GC will be offered by the College of Human Sciences and Education, under the direction of Dr. Edward Benoit III, Associate Professor of Library & Information Science, making use of existing faculty who will teach both new and existing coursework. No additional personnel, facilities, equipment, or library resources are required.

STAFF ANALYSIS

The proposed Graduate Certificate is designed around the official guidelines of the Society of American Archivists (SAA) for graduate archival studies programs. Upon graduation, students will have a thorough grounding in the core knowledge of the profession and be prepared for the Academy of Certified Archivists exam to become provisionally certified. It costs the University nothing to make it available and could possibly make use of excess capacity in existing courses in the area.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Graduate Certificate in Archival Studies (CIP 25.0103) at Louisiana State University, with a progress report due by 1 June 2019.

AGENDA ITEM III B 3
PROPOSED NEW ACADEMIC PROGRAM
LOUISIANA TECH UNIVERSITY
GRADUATE CERTIFICATE in CYBER TECHNOLOGY

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) requests Board of Regents' approval to offer a Graduate Certificate (GC) in Cyber Technology. The Board of Supervisors of the University of Louisiana System approved the request in October 2017 for BoR consideration.

STAFF SUMMARY

1. Description and Need

LA Tech seeks authorization to offer a 12-credit hour Graduate Certificate in Cyber Technology to provide foundational graduate education in information technology, cyber investigations, and forensics. The GC would further develop the University's comprehensive cyber education pipeline through recognition of the completion of a core of graduate work in cyber technology. The GC will consist of three courses: 12 credit-hours of the intended core of a Master of Science (MS) in Cyber Technology, currently under consideration as a Letter of Intent. It will be embedded within the MS so that students could learn the foundations of cyber technology without the time commitment of the full degree. Its purpose is to attract students with DoD or career experience in information technology and an interest in cyber who are looking to further their skills and career through education. The program would consist of the following courses:

- CYTC 505, Foundations of Cyber Forensics (3 cr)
- CYTC 506, Intrusion Analysis & Advanced Cyber Forensics (6 cr)
- CYTC 507, Advanced Log Analysis (3 cr)

Courses will primarily be offered on a hybrid basis, with both a physical learning site and online offerings, but it will also be available for completion fully online to serve non-traditional students through distance learning. LA Tech currently offers two somewhat related GCs in the business arena: a GC/Analytics, and a GC/Information Assurance which deal with the domain of big data and with systems and network security. The proposed GC incorporates elements of criminal forensics within the cyber domain and would have government as well as business applications.

2. Students

The proposed GC/Cyber Technology will appeal to both traditional and non-traditional students, and its availability online would expand the student base to best serve local and national IT professionals and DoD personnel through professional development of cyber skillsets. It should be particularly attractive to technical partners of the University, including Barksdale AFB and CSRA's Integrated Technology Center in Bossier City (which currently employs 500 individuals and is slotted to fill 300 additional cyber jobs by June 2018). The GC would also appeal to those seeking to further their career opportunities with advanced skill development.

3. Faculty, Resources & Budget

Since the intended program builds upon existing faculty, courses, and equipment that contribute to current program offerings at LA Tech, there would be no need for additional faculty or improvement to infrastructure; the University does not anticipate additional costs to offer the program.

STAFF ANALYSIS

Staff supports the proposed, embedded GC in Cyber Technology that will allow students to complete the first three core courses of the Master's degree and gain a strong cyber security foundation without having to make the time commitment of a full graduate degree.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the Graduate Certificate in Cyber Technology (CIP 11.9999) at the Louisiana Tech University, with a progress report due by 1 June 2019.

AGENDA ITEM III B 4
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY of NEW ORLEANS
GRADUATE CERTIFICATE in GEOGRAPHIC INFORMATION SYSTEMS

BACKGROUND INFORMATION

UNO requests approval to offer a Graduate Certificate (GC) in Geographic Information Systems. The proposal was approved by the UL Board of Supervisors in October 2017 for BoR consideration.

STAFF SUMMARY

1. Description & Need

A geographic information system is a system designed to capture, store, manipulate, analyze, manage, and present all types of geographical data. The 21st century is increasingly defined by the incorporation of spatial technologies into everyday life. Geographic information has become one of the linchpins of the Information Age, whether through mapping, mobile and fixed platforms for reporting locational information, or, most crucially, the increasing interest in computational and analytical tools focused on this information (thus, Geographic Information Systems [GIS]). While geographic information is increasingly integrated into the fabric of everyday life, the explosion in interest in GIS is fueling demand for well-trained professional practitioners. Recognizing this need, the University of New Orleans is proposing to offer a graduate certificate that will advance the skills of individuals who are already familiar with GIS and Remote Sensing, and introduce the skill set to those unfamiliar with the systems, thereby increasing their productivity in the workplace. The proposed 12-credit hour curriculum will provide students with core GIS concepts and competencies in mapping, remote sensing, digital image processing and analysis, and GIS theories and concepts. While there is no program accreditation, the University intends to work with the American Planning Association (APA), Urban and Regional Information Systems Association (URISA), and the Construction Management Association of America (CMAA) to ensure that the courses meet their organizational continuing education requirements. The certificate will be particularly valuable to those in careers in urban and regional planning, policy, construction management, surveying, cartography, geography, or mapping.

2. Students

Enrollment in the BS/Urban Studies and Planning (averaging 12 graduates per year), MS/Urban Studies (averaging 11 graduates per year), and PhD/Urban Studies (averaging 4 graduates per year) programs suggests that there will be a sizable interest among current UNO students for the graduate certificate. The University projects an initial enrollment of 46 students, increasing to 70 students by the fifth year.

3. Faculty, Administration, and Budget

If approved, the proposed certificate program will be housed in the Department of Planning and Urban Studies. No additional faculty, facilities or library resources will be required. However the University intends to update its computer labs used for required courses as enrollment increases and software advances. The proposed program cost will be minimal and will be offset by tuition and fees.

STAFF ANALYSIS

The proposed Graduate Certificate in Geographic Information Systems will focus on advanced geospatial information sciences and their related technologies. Given the strong demand for GIS professionals and the lack of adequate supply in the local area, UNO has the opportunity to meet a need that exists immediately.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Graduate Certificate in Geographic Information Systems (CIP 45.0702) at the University of New Orleans, with a progress report due by 1 June 2019.

AGENDA ITEM III B 5
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY of NEW ORLEANS
GRADUATE CERTIFICATE in HISTORIC & CULTURAL PRESERVATION
BACKGROUND INFORMATION

UNO requests approval to offer a Graduate Certificate (GC) in Historic and Cultural Preservation. The proposal was approved by the UL Board of Supervisors in October 2017 for BoR consideration.

STAFF SUMMARY

1. Description & Need

An academic program in Historic and Cultural Preservation considers the maintenance of the residential, social, commercial, institutional, and industrial structures comprising the built environment of communities along with the open spaces that connect them. Preservation has grown increasingly important, both nationally and internationally, in defining a civic sense of place, buttressing sustainable communities, conserving urban neighborhoods, protecting rural and scenic areas, and enriching public understanding of social, cultural, and architectural history. UNO's proposed GC in Historic and Cultural Preservation provides the opportunity for graduate students to develop the skills and expertise of the preservation practitioner within their own discipline, while at the same time studying the breadth of preservation work in related fields. The proposed 15-credit hour curriculum consists of a four-course core, including: Cultural Resource Management Archeology & Historic Preservation; Introduction to Historic Preservation; Historic Preservation Law; and Gentrification in Historic Districts. In addition to the four required courses, students will choose one elective from a designated list of seven choices. All courses are currently offered on-site, and if this program is approved, the University plans to continue with this mode of delivery. The intended program concept is strengthened by the University's geographic location in New Orleans, which contains a large number of National Register Historic Districts and protected historic buildings. Additionally, the proposed GC/Historic and Cultural Preservation is a natural extension of programs that are currently offered by UNO's Departments of Planning and Urban Studies (PLUS) and Anthropology and Sociology.

2. Students

Admission to the certificate program would require at least a bachelor's degree. Enrollments in the BS in Urban Studies and Planning (averaging 12 graduates per year), MS in Urban Studies (averaging 11 graduates per year), and PhD in Urban Studies (averaging 4 graduates per year) program suggest that there will be a sizable interest among current UNO students for the graduate certificate.

3. Faculty, Administration, and Budget

The proposed GC will be offered by the Department of Planning and Urban Studies. Since existing courses, faculty, and facilities are sufficient for implementation, the proposed programs can be offered at little cost to the University.

STAFF ANALYSIS

The proposed GC/Historic and Cultural Preservation integrates historic preservation techniques with a spectrum of related planning and design approaches for cultivating local history and cultural distinctiveness. If approved the proposed certificate will potentially appeal to students with varied backgrounds who are interested in the history and preservation of their city.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend conditional approval of the Graduate Certificate in Historic and Cultural Preservation (CIP 30.1201) at the University of New Orleans, with a progress report due by 1 June 2019.

AGENDA ITEM IV A
REQUEST for ONE-YEAR CONDITIONAL APPROVAL
LOUISIANA STATE UNIVERSITY
CENTER for COLLABORATIVE KNOWLEDGE

BACKGROUND INFORMATION

LSU A&M requests one-year conditional approval to establish the Center for Collaborative Knowledge (CCK). The request was approved by the LSU Board of Supervisors at their December 2017 meeting for BoR consideration.

STAFF SUMMARY

1. Description and Need

The proposed Center for Collaborative Knowledge, one of ten initiatives in LSU's 2025 Strategic Plan, will have as its primary mission the reinvigoration of the University's central function as a place where ideas, expertise, and wisdom arise and flourish through conversations across colleges and between generations. Its goal will be to enhance the creative and collaborative power of students and faculty by building bridges between disciplines and sharing ideas across colleges. In a time of increasing specialization, this initiative will refocus attention on the entire landscape and the idea that education, in its broadest sense, entails shaping students to be curious and creative live-long learners. While LSU has several centers dedicated to specialized research and targeted economic development, the CCK will be a creative, coordinating center to take on the challenges of curricular innovation and the initiation of productive, collaborative conversations to advance the University's educational mission. As its work will primarily be devoted to serving LSU faculty and students to enhance teaching and learning, it is supported (funded) by the University, itself, at least in the first year.

2. Initiatives and Objectives

The goals of the proposed CCK are consistent with the role, scope, and mission of LSU.

- As a coordinating center, it will sponsor the creation of undergraduate and graduate courses or programs which span disciplinary divides and promotes deeper understandings.
- The CCK will offer cutting-edge, cross-college seminars, conferences, grant-writing workshops, reading groups, and exhibitions to inspire students and faculty to take leadership roles in preserving and developing knowledge.
- The Center will take on three major projects every 3-5 years—collaborative endeavors led by distinguished scholars who will pursue outside funding to sustain their efforts. The three project topics planned for the first years include: (1) Sustainable Cities; (2) Materials & Art Through History; and (3) Aristotelian Inventory.
- CCK organizers hope to create a *Student Academy*, through which undergraduate students will be encouraged to present and share their own research, reading, and ideas.

3. Resources and Administration

The proposed center will reside in the Office of Academic Affairs, report directly to the Provost, and be supported by a cross-campus advisory board of senior scholars including two Boyd Professors, two Deans, two associate deans, and representatives from six colleges. A faculty director will be chosen to serve a three-year term.

4. Budget

The projected expenses of the Center activities would primarily be dedicated to web development and a conference, in the first year, after which salaries for an administrative assistant and director would be added. For the initial year of approval, the proposed center has received seed money (\$50K) from the Strategic Plan Initiative and pledges from the Colleges of Business and Honors (\$2K each). Its plan is to seek external funding from outside partners and proponents of collaborative learning, as well as from the

University itself through allocations from the University Planning Committee, but options were described in case requested funding does not materialize.

STAFF ANALYSIS

The establishment of the Center for Collaborative Knowledge will reaffirm LSU's commitment, in its 1876 charter, to serving as "an institution of learning, in the broadest and highest sense." With a high-powered campus advisory board and a challenge to inspire and expand conversations beyond traditional college and disciplinary lines, it seeks recognition of its purpose and title so that it may begin its work. Start-up costs are minimal and will be funded through LSU's Office of Academic Affairs, but the Center should be able to demonstrate its ability to secure external support in order to continue its operations. Further details on the Center's activities, budget and expenditures, and an update on external funding will be provided in the one-year report and request for continued approval.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend one-year conditional approval of the Center for Collaborative Knowledge at LSU A&M, with a progress report and request for continued authorization due by 1 February 2019.

AGENDA ITEM IV B 1

REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT

UNIVERSITY of NEW ORLEANS ADVANCED MATERIALS RESEARCH INSTITUTE

BACKGROUND INFORMATION

UNO requests reauthorization of the Advanced Materials Research Institute (AMRI). The Institute was originally approved in December 1997 and has been successfully operating for 20 years, with its last reauthorization granted in December 2012. BoR staff received the reauthorization request and report from the University of Louisiana System on December 12, 2017.

STAFF SUMMARY

1. Description and Need

Established as a BoR-recognized institute in 1997, the Advanced Materials Research Institute (AMRI) is a multidisciplinary institute that provides a unique environment integrating academic, private, and government sectors in the conception and development of novel research programs. AMRI's research staff is comprised of professors, postdoctoral researchers, graduate and undergraduate students, and visiting scientists with experience and training in world-renowned research institutions from the United States and many countries abroad. AMRI has extensive collaborations with other academic institutions and industry groups from Louisiana and nationwide, as well as several active international partnerships. The general focus of AMRI researchers is on Materials Science and Nanotechnology. Some current focus areas include nanofabrication, composites, catalysis development, magnetism, solar conversion, and thermal and electrical transport properties. In support of its research programs, AMRI provides state of the art laboratories and equipment facilities in the Science Building of the University of New Orleans Lakefront Campus.

AMRI was established to meet the research needs of UNO in the area of Materials Science. As part of its core mission, AMRI will continue work to impact economic and technological development in the metro region and the State. Through attraction of federal funding, the formation of industrial partnerships, and the establishment of startups based on AMRI technologies, the Institute can emphasize the development and growth of scientific/technological enterprise through public and private ownership.

2. Activities

In AMRI's 20 year history, the Institute has established strong programs in a number of areas, including research, education, technological/industrial development, and faculty development.

Research

The Institute has secured over \$60 million in external funding from a variety of sources, including Defense Advanced Research Projects Agency (DARPA), the National Science Foundation (NSF), the Department of Threat Reduction Agency (DTRA), and the Louisiana Board of Regents (BOR). The Institute's Research programs/projects vary, but all have been related to different aspects of Materials Science. Most recent efforts have focused on the development of new materials that exhibit important properties in the areas of magnetism, electronic transport, superconductivity, sensing, thermoelectricity, catalysis, rechargeable batteries and photovoltaics. It is not surprising that AMRI researchers are recognized internationally with publications in top journals including *Nature*, *Advanced Materials*, *Angewandte Chemie*, *Journal of the American Chemical Society*, etc.

Education

The Institute has been a major force in furthering the impact of materials science not only at UNO, but also in the region. AMRI's programs, while focused on graduate research, have also worked to develop undergraduate students and high school students and teachers. AMRI has provided research experiences for undergraduate and graduate students; provided outreach programs for high school teachers and mentoring programs for high risk high school students; and trained postdoctoral fellows.

Technological and Industrial Development

The Institute has also had some success in the development of important viable technologies. This can be highlighted by the number of patents and patent disclosures and licensing agreements: there have been nine disclosures, six patents, and currently there is one license in place. Further, there have been an extensive number of subcontracts to and from a number of companies as well as small business grants and various industrial co-adventures over the years.

3. Resources, Administration, and Budget

Currently, AMRI has nine faculty members and an extensive number of associate members. In terms of the AMRI faculty, of the nine members, four are from Chemistry, two from Physics, two from Mechanical Engineering, and one associate only with the Institute. AMRI has a number of associate members, with some being from UNO Engineering and others being from a number of institutions including Tulane, LSU, LSU CAMD, LA Tech, and Xavier. The administration of AMRI has not changed since inception. Such a structure involves two advisory boards (Campus Advisory Board and Technical Advisory Board) with leadership provided by a Director who reports to the Dean of the College of Sciences. AMRI has established a research consortium which includes academic, government and industrial participants and their research laboratories.

AMRI operates on funds generated from federal, state and private grants and contracts. Although AMRI has received grants through state sources, it receives no unrestricted state funding for operations. Sufficient funding is in place for the next five years to support the initiatives of the Institute.

STAFF ANALYSIS

AMRI has and will continue to impact economic and technological development in the metro region and the State. Through its attraction of federal funding, the formation of industrial partnerships, and the establishment of startups based on AMRI technologies, the Institute is well-positioned to make significant contributions to the scientific/technological enterprise.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend full reauthorization for the Advanced Materials Research Institute at the University of New Orleans for a period of five years, with a report and request for reauthorization due by 8 January 2023.

AGENDA ITEM IV B 2
REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED
RESEARCH UNIT

UNIVERSITY OF LOUISIANA at MONROE
ENVIRONMENTAL EDUCATION AND RESEARCH CENTER

BACKGROUND INFORMATION

University of Louisiana at Monroe (ULM) is requesting continued authorization of the Environmental Education and Research Center. Originally approved by the BoR in December, 2016, the progress report and reauthorization request was forwarded by the ULS in December 2017.

STAFF SUMMARY

1. Description and Need

Nonpoint Source (NPS) Pollution, or pollution that does not come from a single point or location, is one of the major categories that need to be addressed in order to improve water quality within the State. The Louisiana Department of Environmental Quality (LDEQ) Water Quality data indicates that one-half to three-quarters of Louisiana's rivers, lakes, and other water bodies are affected in some way by NPS. NPS is the result of suspended sediments, nutrients, and organic matter (sewage) that enter waterbodies during rain events.

ULM's Center for Environmental Education and Research Center (EERC), comprised of a multi-disciplinary education and research team, holds as its primary objectives:

- (1) Establish onsite research into clean water technology using Louisiana's natural wetlands;
- (2) Develop an interest in STEM careers among students living in Ouachita Parish; and
- (3) Promote economic development with Ouachita Parish.

The Center is located at the Chennault Golf Course and Recreational Park (east of Monroe, LA). The 900-acre research site includes ponds, forests, forested wetlands, agricultural fields, power line rights-of-way, and small bayous. Adjacent land use includes the Chennault Golf Course and Recreation Park and the Monroe Regional Airport. A portion of the study site receives non-point source pollution runoff from urban areas, the golf course, airport and agricultural fields.

2. Initiatives and Objectives

The Center's faculty and staff are in the initial phases of establishing the center and defining its work, with the ultimate goal of developing a Wetland Enhancement plan to reduce local pollution. Some of those initial discussions and examinations include:

- In the Spring and Summer of 2017, numerous water samples were taken and important water quality parameters (nutrient and bacteria levels) were analyzed to characterize nonpoint source pollution impacting the study site.
- A preliminary habitat assessment of Chennault wetlands was conducted as well as mapping a potential pond that could be enhanced for pollutant remediation. Future activities will involve Unmanned Aircraft Systems to map vegetation patterns and surface hydrology.
- In collaboration with one of ULM-EERC's partners, US Fish & Wildlife Service funding was secured (\$10,000) to preserve and improve habitat for potential listed or at-risk species in Louisiana. Funds will be used to create a butterfly garden/pollinator/grassland habitat.
- ULM-EERC faculty have reached out to area schools, teachers, and school superintendents for support and guidance in developing the environmental education activities at Chennault.

3. Resources and Administration and Budget

The ULM-EERC was originally located at the former LSU AgCenter Calhoun Research Station, east of Calhoun in Ouachita Parish, Louisiana. However, due to lease conditions, the long-term development of the ULM-EERC at Calhoun was considered to be in jeopardy. Therefore, a decision was made by the

Advisory Board to seek a new site with long-term stability. The current site is now located at the Chennault Golf Course and Recreational Park east of Monroe, Louisiana. The 900-acre research site includes ponds, forests, forested wetlands, agricultural fields, power line rights-of-way, and small bayous. Adjacent land use includes the Chennault Golf Course and Recreation Park and the Monroe Regional Airport. No budget was included in the request for reauthorization. Funding has largely been provided through a reserve account of ULM's Office of Academic Affairs. The Center has also secured an external grant for \$10K. Staff recommend that the Center continue to identify and secure external funding.

STAFF ANALYSIS

Although the Center projects are still in their preliminary stages, the Environmental Education and Research Center has potential to provide many benefits toward natural resources conservation, education, community involvement, and public health and well-being for the people of the northeast region and the state of Louisiana. Staff recommend that the Institute be granted conditional approval for another year while it continues to identify and pursue opportunities for collaboration external support.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend one-year conditional approval of the Environmental Education and Research Center at University of Louisiana at Monroe, with a progress report and request for continued authorization due by 1 January 2019.

AGENDA ITEM IV C 1
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
LSU	Request to change the name of the BS/Human Resource Education to <u>BS/Leadership & Human Resource Development</u> (CIP 13.1201), which more accurately reflects the degree content and will match the recently renamed School that offers it – <u>Approved.</u>
LSUA	Request to change the name of the AS/Clinical Laboratory Science (CIP 51.1004) to <u>AS/Medical Laboratory Science</u> , to reflect evolving nomenclature in the profession – <u>Approved.</u>
ULL	Request to offer an accelerated, <u>100% online</u> version of the <u>MS/Computer Science</u> (CIP 11.0701), starting with the <i>Coursework</i> option – <u>Approved.</u>

AGENDA ITEM IV C 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
05.2008	<p>SUNO BS, Mathematics (27.0101) Conditional approval was granted on 05.22.2008 with a progress report requested each year; the most recent report was received on 12.05.17.</p>	<p>The campus reported that there were 54 declared majors in Spring 2016. With the exception of AY14-15, the number of completers has remained fairly stable: AY16-17: 7, AY15-16: 10, AY14-15: 2, AY13-14: 8. Based on the enrollment and completion patterns, the campus anticipates (an average of 8 graduates annually), the program has demonstrated viability.</p>	<p>Receive and accept the progress report; <u>no additional reporting is required.</u></p>
12.2013	<p>University of Louisiana at Lafayette MS, Systems Technology (15.0503) The program was granted conditional approval in December 2013 with a progress report requested each year; the most recent report was received on 12.12.17.</p>	<p>Total enrollment has been steady: AY 16-17: 50, AY 16-15: 50. Two students graduated in Spring 2016 and three graduated in Fall 2016. The program saw its first graduates in 2016; its most recent graduating class (Fall 2017) had four students complete the program.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2019</p>
02.2016	<p>Baton Rouge Community College (47.0613). AAS, Diesel Heavy Truck Technician The program was granted conditional approval in February 2016 with a progress report requested each year, with a progress report due by 01.01.18.</p>	<p>Although the program was approved in February 2016. The courses offerings were contingent upon delivery of the remaining training equipment. BRCC received all its equipment in November 2017 and will start offering courses in Spring 2018. Students are being admitted to the program and the campus anticipates an enrollment of 15 students by Fall 2018.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2019.</p>
10.2012	<p>McNeese State University Education Specialist, Educational Leadership (13.0401) Reinstatement of the Education Specialist was granted conditional approval in October 2012. A progress report requested each year; the most recent report was received in 12.2017</p>	<p>The program was eliminated due to low completers in May 2011, but reinstated in January 2013. Because a number of students were waiting for reinstatement, there was an influx of 12 completers that year. Since then, the number of enrollments and completers has declined. The campus reported that the program was approved to be delivered 100% online in Fall 2014, in the hopes of attracting additional students.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2019.</p>
06.2016	<p>Northwestern State University Applied Microbiology (26.0502) The program was granted conditional approval in June 2016 with a progress report requested each year; the last one was due by 01.01.18.</p>	<p>Though approved in June 2016; the program was not implemented until Spring 2017. Presently, only lower-level courses are offered. Several of the upper-level courses will be offered in the Spring 2018. Enrollment in the program is slightly lower than the campus anticipated, with six declared majors in Fall 2017. The campus will continue to examine active recruitment strategies to increase enrollment.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2019.</p>

AGENDA ITEM IV C 3
LETTERS of INTENT/PROPOSALS in the QUEUE
Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	ULL	MAT – Elem Ed	03.01.17	April 2017 - forwarded to LDoE for review and approval (certification path); <u>held in LDoE pending certification policy changes.</u>
	SUBR & GSU	PhD – Criminal Justice; PhD – Criminology & Justice Adm	07.31.17 & 08.25.17	08.02.17 advised SUS and ULS provosts of two LOIs for PhD/CJ; 09.12.17 teleconf with SUS, ULS, GSU & SUBR reps; req joint resp differentiating the LOIs, w/ argument for 2 new prgms. Further discussion needed; discussion planned for January.
	NSU	MS – Computer Info Systems	08.25.17	08.29.17 circulated to CAOs, with input requested by 09.29.17; 10.17.17 questions sent to campus about program concept and design; resp received 11.02 via email; 12.15.17 additional questions sent; discussion scheduled in January.
	UNO	MS – Systems Engineering	12.04.17	12.13.17 circulated to the CAOs, with input requested by 01.16.18.
	ULM	OTD – Occupational Therapy	12.04.17	12.13.17 circulated to the CAOs, with input requested by 01.16.18.
	NSU	BFA – Dance	12.04.17	12.13.17 circulated to the CAOs, with input requested by 01.16.18.