

NOTICE OF MEETINGS

Meeting will be held via Video Conference

Meeting can be viewed at:
<https://regents.la.gov/live/>

Public comments can be made at:
<https://regents.la.gov/publiccomment/>



*The meeting may begin later contingent upon adjournment of previous meeting. Meetings may also convene up to 30 minutes prior to posted schedule to facilitate business

BOARD OF REGENTS

P. O. Box 3677, Baton Rouge, Louisiana 70821-3677
Phone: (225) 342-4253 and FAX: (225) 342-9318

Board of Regents
Wednesday, April 22, 2020

Event	Time	Location
Louisiana Tuition Trust Authority (LATTA)	10:00 a.m.	Meeting will be held via Video Conference Meeting can be viewed at: https://regents.la.gov/live/
<u>(Meeting as a Committee of the Whole)</u> <i>Board of Regents</i> <ul style="list-style-type: none">➤ COVID-19 Overview➤ Finance➤ Academic and Student Affairs➤ Research and Sponsored Initiatives➤ Planning, Research & Performance	10:15-11:45 a.m.	Meeting will be held via Video Conference Meeting can be viewed at: https://regents.la.gov/live/

If you plan to attend any meeting listed on this notice and need assistance at that time because you are disabled, please notify this office seven (7) days in advance and arrangements will be made to accommodate you.

INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND ON THE INTERNET AT – <https://regents.la.gov>

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education



Claudia H. Adley
Randy L. Ewing
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Phillip R. May, Jr.
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Matthew S. Jewell, Student

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AGENDA
BOARD OF REGENTS*
Meeting as a Committee of the Whole
Wednesday, April 22, 2020
10:15 a.m.

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

- I. Call to Order
- II. Roll Call
- III. Certification for Virtual Meeting
- IV. Public Comments
- V. Approval of Minutes from February 19, 2020
- VI. COVID-19 Overview
- VII. Reports and Recommendations
 - A. Finance
 - 1. Overview of Funding Formula Process and Updates
 - 2. Motion to Allow Executive Committee to Approve Formula Allocation
 - 3. CARES Act Support for Higher Education
 - B. Academic and Student Affairs
 - 1. Authorization for Existing Degree Programs to be Offered 100% Online
 - 2. Consent Agenda
 - a. Program Terminations
 - i. MEd and EdS – McNeese State University

3. Academic Programs
 - a. Program Proposals
 - i. BS Chemical Engineering – McNeese State University
 - ii. 3 Graduate Certificates (GC) Environmental Science – Louisiana State University
 - iii. GC Education Technology – Louisiana State University
 - iv. MS Sport Management – Louisiana State University
 4. Emergency CTEP Policy
- C. Research and Sponsored Initiatives
1. BoRSF Funding Recommendations, FY 2019-20
- D. Planning, Research and Performance
1. Consent Agenda
 - a. R.S. 17:1808 (Licensure)
 - i. Initial License
 - (a) Johns Hopkins University
 - ii. License Renewals
 - (a) Alliant International University
 - (b) The Chicago School of Professional Psychology
 - b. State Authorization Reciprocity Agreement (SARA)
 - i. Initial Applications
 - (a) Baton Rouge Community College
 - (b) Fletcher Technical Community College
 - (c) Louisiana Delta Community College
 - (d) South Louisiana Community College
 - (e) SOWELA Technical Community College
 - ii. Renewal Applications
 - (a) Louisiana State University Alexandria (March 2020)
 - (b) Nations University (March 2020)
 - (c) Southern University A&M (March 2020)
 - (d) University of Louisiana at Lafayette (March 2020)
 - (e) University of Louisiana at Monroe (March 2020)
 - (f) Bossier Parish Community College (April 2020)
 - (g) Grambling State University (April 2020)
 - (h) Louisiana State University Eunice (April 2020)
 - (i) Louisiana State University Shreveport (April 2020)
 - (j) Loyola University of New Orleans (April 2020)
 - (k) Tulane University (April 2020)
 - c. Proprietary Schools Advisory Commission
 - i. Initial License
 - (a) Charity Health Training Institute, LLC (Lafayette)
 - (b) Elise Phlebotomy Training Center (Gretna)
 - ii. Change of Ownership
 - (a) Southwest Dental Academy (Lafayette)
 - iii. Renewal Applications
 - (a) Baton Rouge School of Court Reporting (01/26/06)
 - (b) Becker Professional Education Online (01/09/17)
 - (c) Beso Beauty, LLC (01/09/17)
 - (d) Blue Cliff College – Lafayette (01/27/19)

Renewal Applications (continued)

- (e) Burks Medical Training, LLC (01/14/19)
- (f) Carter's Career Center, LLC (02/22/18)
- (g) Coastal College – Hammond (02/23/89)
- (h) Gonzales Medical Assistant School (01/09/17)
- (i) Griff's Marine Training, Inc. (01/27/10)
- (j) ITI Technical College (01/27/00)
- (k) Louisiana Dental Assistant School, LLC (01/27/05)
- (l) Louisiana Dental Institute, LLC (02/21/18)
- (m) Moore Career College, Inc. (01/14/19)
- (n) Professional Laser Training, LLC (01/14/19)
- (o) Rosemond School of Phlebotomy (02/22/16)
- (p) Tulsa Welding School--Jacksonville Campus (01/27/10)

2. Emergency Interim Policy for Dual Enrollment, Placement and Admissions

3. Inclusion of AP Psychology to BOR Core

4. Other Business

a. SAT/ACCUPLACER NG Update for Board Policies

VIII. Chairman's Comments

IX. Other Business

X. Adjournment

*Note: The Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:11 *et seq.*

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CERTIFICATION OF INABILITY TO OPERATE DUE TO LACK OF IN-PERSON QUORUM

I certify, in accordance with Proclamation No. JBE 2020-30, issued by Governor John Bel Edwards on March 16, 2020, that the Louisiana Board of Regents will be unable to operate – in particular it will be unable to meet its bylaw and statutory quorum requirements – and will be unable to comply with its Open Meetings Law requirements, because of the orders in Proclamation No. 33 JBE 2020, Sections 1 through 3, including the orders closing public buildings, prohibiting gatherings of ten or more people, and the general stay-at-home order.

The Board's April 22, 2020, meeting is essential for the Board of Regents to fulfill its duties and responsibilities under Louisiana Constitution Article VIII, Section 5(D), and its statutory directives, including its planning, coordinating, and budgetary duties and responsibilities for all public postsecondary education.

Pursuant to Section 4 of Proclamation No. JBE 2020-30, the Louisiana Board of Regents will provide for attendance by the public at its essential meeting on April 22, 2020, via video or teleconference.

Considering the foregoing, and in accordance with Proclamation Nos. JBE 2020-30 and 33 JBE 2020, the Louisiana Board of Regents' meeting on Wednesday, April 22, 2020, at 10:00 a.m. will be held via video conference and in a manner that allows for observation and input by members of the public, as set forth in this notice posted on April 15, 2020.

Marty J. Chabert, Chair
Louisiana Board of Regents

DRAFT
MINUTES
BOARD OF REGENTS

February 19, 2020

The Board of Regents met in session at 1:35 p.m. on Wednesday, February 19, 2020, in the Louisiana Purchase Room, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana.

Chair Marty Chabert called the meeting to order.

ROLL CALL

Board Secretary Christine Norton called the roll, and a quorum was established.

Present for the meeting were:

Marty Chabert, Chair
Blake David, Secretary
Claudia Adley
Randy Ewing (Present for Committee Meetings)
William Jewell
Robert Levy
Phillip May
Charles McDonald
Darren Mire (Present for Committee Meetings)
Wilbert Pryor
Jay Seale III
Gerald Theunissen (Present for Committee Meetings)
Felix Weill

Absent from the meeting were:

Collis Temple III, Vice Chair
Randy Ewing (Absent from Board Meeting)
Darren Mire (Absent from Board Meeting)
Sonia Pérez
Gary Solomon
Gerald Theunissen (Absent from Board Meeting)

PUBLIC COMMENTS

Chair Chabert noted that no written requests were received for public comments and asked whether the audience had any comments at the time. There were none.

GOVERNOR JOHN BEL EDWARDS

Prior to the start of the Committee meetings, Governor John Bel Edwards gave a presentation regarding the proposed executive budget and his continued support of the Master Plan and higher education in the state.

APPROVAL OF THE MINUTES OF JANUARY 9, 2020

On motion of Regent May, seconded by Regent David, the Board voted unanimously to approve the minutes of January 9, 2020.

FOCUS ON THE MASTER PLAN: ONE ACADIANA – 55 BY 25 INITIATIVE

Dr. Natalie Harder, Mr. Jim Bernard, and Dr. Anna Osland presented an overview of One Acadiana's 55 by 25 Initiative. Regent David and Dr. Reed commended One Acadiana on their excellent work, noting that this is the only region in the state with an attainment goal.

REPORTS AND RECOMMENDATIONS

Chair Chabert inquired if any member of the Board wanted to take up any of the Committee reports separately before a motion was made to accept all reports.

On motion of Regent McDonald, seconded by Regent Seale, the Board voted unanimously to approve all Committee recommendations from the February 19, 2020 Committee meetings.

FACILITIES AND PROPERTY COMMITTEE

3RD PARTY PROJECT: ULM STUDENT HUB AND DINING FACILITY

Approve the 3rd Party Project as presented.

The total project cost is estimated to be \$12.2M, with ULM contributing approximately \$5.5M and Aramark providing \$6.7M towards the development and construction of the facility.

OTHER BUSINESS

Mr. Chris Herring presented Board members with the total estimated backlog of deferred maintenance for the state, \$1.5 billion, and by system: LSU: \$953M; UL: \$361M; LCTCS: \$150M; and SU: \$76M, as of February 2020.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

CONSENT AGENDA

Approve the items on the Consent Agenda as presented.

A. Center and Institute Continued Authorization

- 1. Center for Internal Auditing – LSU A&M**
- 2. Center for Rotating Machinery – LSU A&M**
- 3. Leadership Development Institute – LSU A&M**
- 4. Chef John Folse Culinary Institute – Nicholls State University**
- 5. Small Business Risk Management Institute – UL Monroe**

B. Routine Staff Reports

- 1. Staff Approvals**
- 2. Letters of Intent / Proposals in the Queue**

ACADEMIC PROGRAMS

Approve the Letter of Intent from LSU Alexandria to develop a full proposal for a Bachelor of Science in Computer Science.

- A. Letter of Intent
 - 1. BS Computer Science – LSU Alexandria

Conditionally approve the proposed Program Proposals

- B. Program Proposals
 - 1. AS Geology – Fletcher TCC
 - 2. AS Teaching, Grades 1-5 – Southern University Shreveport
 - 3. UC Business Analytics – Northwestern State University
 - 4. UC Leadership Studies – Northwestern State University
 - 5. BA Music – UL Monroe
 - 6. BS Urban Construction Management – University of New Orleans
 - 7. PBC Facilities Management – LSU A&M

CENTERS & INSTITUTES

Approve the Feist-Weiller Cancer Center as a Center of Research Excellence at LSU Health Sciences Center – Shreveport.

- A. Center of Excellence
 - 1. Continued Designation of the Feist-Weiller Cancer Center as a Center of Research Excellence – LSU Health Sciences Center – Shreveport

LEGISLATIVE COMMITTEE

2020 EDUCATION COMMITTEE ASSIGNMENTS

Ms. Erin Cowser presented the Committee with names and photographs of leadership and members of the Senate and House Education Committees.

UPDATE ON LEGISLATIVE RESOLUTION STUDIES

Ms. Cowser presented the Committee with a report on the status of legislative study resolutions charged to Board of Regents, including those submitted, those under discussion and those to be submitted at later due dates.

GOVERNOR’S PROPOSED BUDGET

Ms. Cowser presented the Committee with an overview of Regents requests and allocations in the Governor’s Proposed Budget for 2020-21.

2020 LEGISLATIVE PRIORITIES

Ms. Cowser presented the Committee with a report of legislative instruments of interest involving the Board of Regents and Higher Education.

SPONSORED PROGRAMS COMMITTEE

CONSENT AGENDA

Approve item on the consent agenda as presented.

- A. Appointment of Endowed Chairholder without National Search: Tulane University Health Sciences Center

RENAMING OF SPONSORED PROGRAMS STANDING COMMITTEE

Approve revision of the BoR Bylaws to change the name of the Sponsored Programs Standing Committee to Research and Sponsored Initiatives. Per Section 8.2 of the Bylaws, this change will take effect on the 10th day after Board adoption.

FY 2018-19 VACANCY REPORT: BORSF FACULTY ENDOWMENT PROGRAMS

Accept the FY 2018-19 vacancy report. Requests for waiver of the vacancy rate policy shall be considered on a case-by-case basis, following submission by each affected campus of a request for exemption, including an explanation of current rate(s), plans to address, and rationale(s) for providing additional public funds before the vacancy rate for existing matched slots is lowered. Campus updates to vacancies reported will continue to be accepted and long-term vacancy rates recalculated until proposal/application deadlines have passed.

STATEWIDE PROGRAMS COMMITTEE

CONSENT AGENDA

Approve items on the Consent Agenda.

- A. Approval of Final Rulemaking – Scholarship and Grant Program
- B. Approval of TOPS Exceptions

OTHER BUSINESS

Mr. Lonnie Leger, Executive Director of the Louisiana Optical Network Initiative (LONI) provided an overview of the work of LONI and an update on current initiatives. The presentation was for informational purposes only, and no action was required. Board members commented on the importance of Louisiana's LONI investment in the mid-2000s and its continued value and significance to the state.

PLANNING, RESEARCH AND PERFORMANCE COMMITTEE

CONSENT AGENDA

Approve the Consent Agenda items as presented.

- A. State Authorization Reciprocity Agreement (SARA) Institutional Renewal
 - 1. Initial License
 - a. River Parishes Community College
 - 2. Renewals
 - a. Louisiana State University A&M
 - b. Louisiana State University Health Sciences Center – Shreveport
 - c. McNeese State University
 - d. Northwestern State University
 - e. University of Holy Cross
- B. Proprietary Schools Advisory Commission
 - 1. Initial Licenses
 - a. Hospitality Opportunity & Service Training (HOST) Program (Baton Rouge)
 - b. LifeShare Phlebotomy School (Shreveport)
 - c. Remington College, Inc. (Lafayette)
 - d. Success Prep, LLC (Monroe)
 - 2. Renewal Applications
 - a. Academy of Acadiana--Lake Charles (12/02/10)
 - b. Accelerated Dental Assisting Academy (Hammond) (12/10/15)
 - c. Advanced Welding School, LLC (12/11/17)
 - d. Alexandria Dental Assistant School (12/08/11)
 - e. Infinity College, Inc. (12/02/10)
 - f. Learning Bridge Career Institute (12/02/10)
 - g. Martin International, Inc., of Louisiana (12/16/82)
 - h. NASCAR Technical Institute (12/05/02)
 - i. National Driving Academy, Inc. (12/05/96)
 - j. New Orleans Culinary and Hospitality Institute, Inc. (12/10/15)
 - k. Southern Security School, Inc. (12/07/16)
 - l. Tulsa Welding School (12/07/06)
 - m. Unitech Training Academy--Alexandria (12/04/08)
 - n. Unitech Training Academy--New Orleans (12/08/11)

ADMISSIONS CRITERIA FRAMEWORK

Approve the updated Minimum Standards for Admission Policy with a staff report to be shared next year on the impact of the policy.

Dr. Randall Brumfield presented the revised Minimum Admissions Policy for board consideration. Dr. Brumfield went into detail explaining the revised policy highlights, its alignment with the BoR Master Plan, and the timeline of implementation.

NCHEMS/LAW SCHOOL REPORT

Receive the report and request a response and feedback from Southern University Law Center, the Caddo Commission, and all appropriate stakeholders.

Dr. Brumfield introduced Dennis Jones and Peter Ewell, National Center for Higher Education Management Systems (NCHEMS), and requested that they brief the Board on the findings of the Legal Education in the Shreveport/Bossier Region Feasibility Study. Mr. Jones and Mr. Ewell presented the Board with a summary of the methods used by NCHEMS in conducting the study, along with their findings and recommendations.

PUBLIC COMMENT

Chair Chabert invited the members of the audience to come forward to make their public comments regarding the Law Center Study. Southern University Board Chair, Mr. Domoine Rutledge, Southern University President-Chancellor, Dr. Ray Belton, Southern University Law Center Chancellor, Mr. John Pierre, Southern University Law Center graduate and former Shreveport City Council Member, Mr. Calvin Lester, Shreve Memorial Library Executive Director, Mr. John Tuggle, Caddo Parish Administrator, Dr. Woodrow Wilson, Jr., and Caddo Parish District 3 Commissioner Mr. Steven Jackson spoke and expressed interest in the continued pursuit and study of professional educational opportunities in the Shreveport/Bossier area.

OTHER BUSINESS (DUAL ENROLLMENT TASK FORCE UPDATE)

Dr. Brumfield provided the Board with a brief update on the work of the Dual Enrollment Task Force, as well as presented to the Board a draft Dual Enrollment Task Force report. Dr. Brumfield stated that the Dual Enrollment Task Force would be convening at 2:45 p.m. that day. At their meeting, the Task Force would discuss and vote to approve the report. At the March Board of Regents meeting, Dr. Brumfield will update the Board with changes that are made to the report, as well as share information concerning the next steps for the work of the Task Force.

CHAIRMAN'S COMMENTS

- The Chairman joined the Council of Student Body Presidents on their trip to Washington, D.C. in January 2020 to advocate for higher education. He expressed thanks to the staff who work with the students.
- Student Member William Jewell gave highlights of the Washington, D.C. trip and spoke of the upcoming Council of Student Body Presidents meeting at LSU in April. He commended the Board and staff on collaboration related to the Admissions Policy and the focus on the students.

- The Chairman acknowledged Southern University SGA President Donald Dunbar for his commitment to his students and campus community in giving continued updates during the Exxon Refinery fire.
- He further highlighted the following upcoming activities:
 - LUMCON's Laying of the Keel of the Research Vessel Gilbert R. Mason on March 3rd;
 - Regents hosting of the annual Trusteeship Conference on March 10th; and
 - Session starting on March 9th, with encouragement to Board members to reach out to their legislators.

REPORTS AND RECOMMENDATIONS BY DR. KIM HUNTER REED, COMMISSIONER

Commissioner Reed focused on recent meetings and events including:

- Presented the Master Plan at the One Acadiana Annual Summit, and also addressed the New Orleans Business Council with the support of Regent Solomon and Regent Mire.
- In March, Dr. Reed will speak to the Shreveport Chamber of Commerce's higher education committee and looks forward to engaging more business leaders across the state as we advance our attainment goal and vision for postsecondary education.
- She acknowledged the shift underway in many large companies who are promoting education as an employment benefit, such as Amazon, McDonald's, and Walmart.
- The Commissioner expressed thanks to Dr. Godfrey on a fantastic HBCU Communications Summit hosted by Dr. Kimbrough on the Dillard campus. The Summit included a panel of national experts from Essence Communications who focused on brand relevance and promoting the purpose and mission of HBCUs.
- Joined UL System President Jim Henderson in Monroe for his system-wide conference entitled "For our Future". Dr. Reed shared the Regents' vision for talent development in our state and how initiatives like UL's Compete Louisiana, which target adults with some college but no degree, can play a significant role in getting us to double the number of people in our state with postsecondary credentials by 2030.
- Addressed the Louisiana School Board's Association and shared with them how the Master Plan envisions blurring the lines between K-12, higher education and the workforce and how their work so closely ties to our talent development imperative.
- Over the past few weeks, during staff lunch and learns, the staff watched the PBS series "College Behind Bars" and hosted a roundtable conversation with our partners at the Department of Corrections to discuss the documentary, the inventory in program offerings here in Louisiana and how to increase attainment among our incarcerated populations in the state. In addition, Dr. Reed recently visited the Louisiana Correctional Center for Women to speak to students about opportunities for postsecondary education while serving their sentences.
- Regent Mire will serve as Zulu Mayor. Happy Mardi Gras!

OTHER BUSINESS

Chair Chabert noted that the next scheduled Board of Regents' meeting will be Wednesday, March 25, 2020 in the Claiborne Building, Baton Rouge, Louisiana.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 2:04 p.m.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

FINANCE

April 22, 2020

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

A. Finance

1. Overview of Funding Formula Process and Updates
2. Motion to Allow Executive Committee to Approve Formula Allocation
3. CARES Act Support for Higher Education

**Finance Committee
Executive Summary
April 22, 2020**

1. Overview of Funding Formula Process and Updates

The Board of Regents has constitutional authority to provide a funding formula for Louisiana institutions. Article 8, Section 5(D)(4) provides that BOR shall “formulate and make timely revision of a master plan for postsecondary education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education.”

In September 2019, the Commissioner of Higher Education met with the four system presidents to discuss the funding formula and seek their input for improvements to assure alignment to the Master Plan and to meet the BOR’s request for an earlier start to our collaborative process. Following that initial meeting, Regents’ Finance staff met with system chief financial officers (CFOs) nine times from September to February to review all aspects of the funding formula. In addition, BOR staff presented an update on the formula review to the system presidents and Commissioner in February. Systems submitted proposed changes for both the cost and outcomes portions of the formula. The funding formula updates supported by the four systems are as follows:

Two-Year Smoothing of Student Credit Hours (SCHs)

Apply a two-year average of SCH production to avoid annual shifts and increase predictability as it relates to the cost formula.

Annual Data Points Updates for Base Credit Hours

At the time of formula development for the ensuing fiscal year, some data are not always available. In order to ensure the most up-to-date data are utilized, BOR staff will update data points with the most recent available data.

Underrepresented Minority Cost Adjustment

This metric recognizes the additional support necessary to increase educational outcomes for underrepresented students by adding a cost factor to supplement the outcomes factor added last year. The calculation compares the average cost by race based on FTEs. The difference from the average cost calculation was then multiplied by the FTE counts of underrepresented minorities at each institution which had a population above the statewide institutional average.

Population Bands for Underrepresented Minority and Pell Completers

The underrepresented minority and Pell completer metrics have been expanded to award greater weights for institutions who successfully complete higher numbers of students from underrepresented minority and Pell populations. Based on the population bands, weights will be awarded for each metric as follows:

- Population less than 50% - 2.25
- Population equal to or over 50% but less than 75% - 3.25
- Population equal to or greater than 75% - 4.25

Please note the following about the changes listed above:

- **The changes affect the cost portion of the formula and only equity completers metrics within the outcomes portion.**
- **The changes to the formula do not affect research.**
- **In March, all system presidents agreed to the formula changes.**

**Finance Committee
Executive Summary
April 22, 2020**

2. Motion to Allow Executive Committee to Approve Formula Allocation

The COVID-19 emergency has led to the current suspension of the regular legislative session and created uncertainty regarding the State General Fund (SGF) forecast for FY21. As a result of these impacts, this motion will allow the Executive Committee to approve the formula methodology and the SGF distribution to the management boards for the next fiscal year with full Board ratification after-the-fact.

RECOMMENDATION:

Senior Staff recommends that the Board authorize the Executive Committee to approve the final funding distribution for FY21 and allow Board ratification of the distribution at the next meeting.

3. CARES Act and the Impact to Higher Education

On March 27th, Congress passed the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which provides relief funds of \$30B to educational entities. Currently, institutions of higher education across the United States will receive over \$13B through the Higher Education Emergency Relief Fund for institutions to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus and to provide emergency financial aid grants to students for expenses related to the disruption of campus operations. In addition to the Higher Education Emergency Relief Fund, the Governor's Emergency Education Relief Fund has a total of \$2.9B to be used at the discretion of each governor for elementary & secondary schools and postsecondary institutions.

The Higher Education Emergency Relief Fund allocation is based on two formula factors:

- 1) 75% of the funds will be awarded based on each institution's share of full-time equivalent (FTE) enrollment of Pell Grant recipients who were not enrolled exclusively in distance education prior to the coronavirus emergency; and
- 2) 25% of the funds will be awarded based on each institution's share of FTE enrollment of students who were not Pell Grant recipients and who were not enrolled exclusively in distance education prior to the coronavirus emergency.

Based on information provided by U.S. DOE on Thursday, April 9th, the institutional allocations for public, Louisiana institutions from the Higher Education Emergency Relief Fund are below. As stipulated in the Act, 50% of the funds received by an institution will be allocated to students.

**Finance Committee
Executive Summary
April 22, 2020**

Institution	DOE Allocation	Allocation to Students
Baton Rouge Community College	\$6,420,025	\$3,210,013
Bossier Parish Community College	\$3,915,911	\$1,957,956
Central Louisiana Technical Community College	\$1,462,721	\$731,361
Delgado Community College	\$11,310,381	\$5,655,191
Fletcher Technical Community College	\$1,375,120	\$687,560
Grambling State University	\$7,010,388	\$3,505,194
Louisiana Delta Community College	\$2,963,756	\$1,481,878
Louisiana State University and A & M College	\$18,882,288	\$9,441,144
Louisiana State University HSC - New Orleans	\$1,391,236	\$695,618
Louisiana State University HSC-Shreveport	\$316,992	\$158,496
Louisiana State University-Alexandria	\$1,998,555	\$999,278
Louisiana State University-Eunice	\$2,060,199	\$1,030,100
Louisiana State University-Shreveport	\$1,825,886	\$912,943
Louisiana Tech University	\$7,094,887	\$3,547,444
McNeese State University	\$5,456,361	\$2,728,181
Nicholls State University	\$5,057,520	\$2,528,760
Northshore Technical Community College	\$2,051,300	\$1,025,650
Northwest Louisiana Technical College	\$1,136,669	\$568,335
Northwestern State University of Louisiana	\$5,647,034	\$2,823,517
Nunez Community College	\$1,561,099	\$780,550
River Parishes Community College	\$963,683	\$481,842
South Central Louisiana Technical College*	\$0	\$0
South Louisiana Community College	\$5,645,949	\$2,822,975
Southeastern Louisiana University	\$10,580,284	\$5,290,142
Southern University and A & M College	\$9,396,803	\$4,698,402
Southern University at New Orleans	\$2,481,663	\$1,240,832
Southern University at Shreveport	\$2,595,115	\$1,297,558
Southern University Law Center**	\$0	\$0
SOWELA Technical Community College	\$2,493,383	\$1,246,692
University of Louisiana at Lafayette	\$12,686,007	\$6,343,004
University of Louisiana at Monroe	\$5,777,764	\$2,888,882
University of New Orleans	\$5,581,887	\$2,790,944
Grand Total	\$147,140,866	\$73,570,433
*South Central LA Technical College no longer exists and was split between Fletcher TCC, River Parishes CC, and South LA CC.		
**Southern Law Center has the same institution ID number as Southern University - BR.		

Marty J. Chabert
Chair

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BOARD OF REGENTS

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
ACADEMIC AND STUDENT AFFAIRS

April 22, 2020

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

B. Academic and Student Affairs

1. Authorization for Existing Degree Programs to be Offered 100% Online
2. Consent Agenda
 - a. Program Terminations
 - i. Med and EdS – McNeese State University
3. Academic Programs
 - a. Program Proposals
 - i. BS Chemical Engineering – McNeese State University
 - ii. 3 Graduate Certificates (GC) Environmental Science – Louisiana State University
 - iii. GC Education Technology – Louisiana State University
 - iv. MS Sport Management – Louisiana State University
4. Emergency CTEP Policy

AGENDA ITEM VII.B.1.

Authorization for Existing Degree Programs to be Offered 100% Online

In response to the COVID 19 pandemic and Governor Edwards' executive orders, Louisiana's public postsecondary institutions have moved to 100% online instruction for the remainder of the spring semester, and into the summer semesters.

According to Academic Affairs Policy 2.12 "Delivery of Degree Programs Through Distance Learning Technology," Board approval is required for existing degree programs to transition to 100% online delivery. Academic Affairs Policy 2.17 "Staff Approval of Routine Academic Requests" authorizes the Deputy or Associate Commissioner for Academic Affairs to approve, among other routine items, the delivery of "existing academic program[s] through distance learning technologies." Institutions do not require Board approval to offer individual courses online.

Retroactively effective at the beginning of the Spring 2020 semester, and effective through August 31, 2020, Regents staff have granted approval for all existing academic programs at the state's public postsecondary institutions to be offered 100% online or through distance learning technologies as deemed appropriate by each institution. Programs that wish to continue offering programs 100% online beyond August 31, 2020, must submit a request for Regents approval for each program as required by policy.

Senior Staff endorses this approval. No Board action is required.

AGENDA ITEM VII.B.2.a.i

Termination of the MEd and EdS in Educational Leadership McNeese State University

Background Information

McNeese State University requests Board of Regents' approval to terminate the Master of Education in Educational Leadership and the Education Specialist in Educational Leadership degree programs. The requested terminations were approved by the University of Louisiana System in December 2019.

Staff Summary

McNeese's MEd in Educational Leadership saw a decrease in enrollment from 35 in Fall 2014 to 9 in Fall 2019. The institution's EdS In Educational Leadership program's enrollment has decreased from 12 in Fall 2014 to 2 in Fall 2019. The enrollment decline for both programs is partly due to a change in state requirements to become an Educational Leader. In 2018, The Louisiana Board of Elementary and Secondary Education (BESE) established new state credentials for classroom teachers who serve as mentors to aspiring teachers and as curriculum experts within their schools. The credentials, Mentor Teacher and Content Leader Certificates, count toward requirements to obtain the certificate needed to become an assistant principal or principal.

Staff Analysis

McNeese's MEd and EdS in Leadership programs each saw decreases in enrollment following a change in the state requirements to become an Educational Leader. Terminating the program will allow McNeese to change the focus of its graduate work to Curriculum and Instruction while also preparing mentor teachers and content leaders to fill the role of leaders in school districts. Students interested in pursuing a Master of Education in Educational Leadership will remain able to obtain such a degree from several other public universities in Louisiana. In addition, Northwestern State University offers an Education Specialist degree in Education Leadership and Instruction. Staff support McNeese's request for termination of these two programs.

Senior Staff Recommendation

Senior Staff recommends that the Board grant approval of the termination of the Master of Education in Educational Leadership (CIP Code 13.0401) and the Education Specialist in Educational Leadership (CIP Code 13.0401) at McNeese State University.

AGENDA ITEM VII.B.3.a.i.

Proposed Bachelor of Science in Chemical Engineering (BSChE) McNeese State University

Background Information

McNeese State University has requested Board of Regents' approval to convert its Chemical Engineering concentration in the Bachelor of Science in Engineering to a stand-alone Bachelor of Science in Chemical Engineering (BSChE). Since this is a conversion of a strong existing concentration to a stand-alone degree, the Letter of Intent (LoI) was waived per Regents authorization for staff waivers in August 2019. The proposal was approved by the ULS Board of Supervisors in its December 2019 meeting and sent to the BoR for review and consideration.

Staff Summary

Engineering has been an accredited program at McNeese for decades, founded on the abundance of industry in Southwest Louisiana and the interdependence between industry and the university. During the 1993 Low-Completer Review, the program consisted of four bachelor's level engineering degrees (Chemical, Civil, Electrical, and Mechanical Engineering) and a Master of Engineering, approved in 1969; all but the BS/Electrical Engineering were flagged as low completers. The four undergraduate programs produced 27 engineering graduates in 1992-93, but only one met the viability threshold of averaging at least eight graduates each academic year. At the recommendation of an external consultant, and as a way to improve academic productivity and cost-efficiency of the engineering program, McNeese proposed the specialties be combined into a single undergraduate degree – BS/Engineering (BSE) with concentrations in Chemical, Civil, Electrical and Mechanical Engineering. This consolidation was approved by the Board of Regents in 1994. With unprecedented economic expansion in Southwest Louisiana over the last 20 years, Engineering at McNeese has really flourished and the BSE has averaged 95 graduates over the last 3 years, with 109 completers in AY2018-19. In August 2018, McNeese received BoR approval to convert its Mechanical Engineering concentration to a stand-alone BSME.

1. Value:

- a. Same or Similar In-State Programs: BSChE programs exist at the following Louisiana public institutions: ULL, LSU, LA Tech. This proposed program is duplicative because it establishes a stand-alone program for an already existing concentration. McNeese's ChE concentration enrollment has continued to grow in the past 10 years and draws approximately 67% of its students primarily from the Southwest Louisiana region.
- b. Workforce Demand and Job Opportunities: Louisiana Workforce Commission employment projections indicate demand for chemical engineers in the Southwest Louisiana region has essentially doubled over the past 10 years, from 190 positions in 2008 to 390 in 2018. Increases reflect major investments (over \$70 billion) in the chemical production and liquified natural gas industries in the region.
- c. Student Enrollment and Completion: Enrollment in the ChE concentration for Fall 2018 was 214, or 32% of the total engineering enrollment. Of the 109 BSE completers for AY 2018-19, 38 were in the ChE concentration. Based on this data, as well as workforce demand, it is projected that the proposed BSChE will maintain enrollment between 175 and 225.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	221	219	216	214	212
Prog. Graduates	34	32	31	33	33

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Accessibility:** McNeese realizes that many students complete their degrees while working full-time jobs, therefore several engineering faculty post lectures online, work with students to schedule tests at alternate times, and offer night courses when necessary.
- **Partnerships:** McNeese engineering has strong ties to local industry and has benefited from donations, guest speakers, and visiting lecturers who bring the “real world” into the classroom. The Industrial Advisory Board, a partnership between Lake Area Industries and McNeese Engineering provides safety seminars and other training to local professionals and students. The Institute for Industry and Education Collaboration provides further training for local and regional plant personnel.

Staff Analysis

McNeese has asked to develop a full proposal for an undergraduate program in Chemical Engineering, breaking out a very successful concentration in the BSE degree into a stand-alone program to better meet the interests of the students and needs of the community. Offering a degree specific to Chemical Engineering could also have a positive impact as a result of increasing access to such a program within the region, in addition to providing a direct pathway for graduates seeking a career in this field.

Senior Staff Recommendation

Senior Staff recommends that the Board conditionally approve the proposed Bachelor of Science in Chemical Engineering (CIP 14.0701) at McNeese State University, with a progress report due October 1, 2021.

AGENDA ITEM VII.B.3.a.ii.

Proposed Graduate Certificates in Environmental Sciences (3) Louisiana State University A&M

Background Information

LSU A&M requests Board of Regents' approval to establish the GC in Environmental Health Sciences, GC in Environmental Modeling and Analysis, and the GC in Environmental and Energy Policy. The LSU Board of Supervisors approved the proposed programs at its January 2020 meeting and submitted the proposals for Regents consideration.

Staff Summary

Graduate certificates provide a shortened, condensed and focused course of study that supplements an existing Bachelor's, Master's, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a specific discipline. All three proposed graduate certificates offered by the LSU College of the Coast and Environment will be fully transferrable and able to be used consecutively in a program of study for the online Master's in Environmental Sciences.

- **GC Environmental Health Sciences:** Will target professionals and students interested in understanding the relationship between the environment and human health. This GC will be directed toward those planning careers in industrial environmental analysis, state and federal regulatory agencies and/or public health.
- **GC Environmental Modeling and Analysis:** Designed to target professionals and students interested in advancing their knowledge in environmental modeling, with special emphasis on geographic information systems (GIS), water and soil contamination and related issues.
- **GC Environmental and Energy Policy:** Designed for students interested in local, state, national and international management of major environmental issues including air and water pollution, energy and climate. It is targeted towards professionals and students planning careers in government, regulatory affairs, consulting and/or environmental law.

1. Value:

- a. **Same or Similar In-state Programs:** There are currently no graduate certificate programs in environmental health sciences, environmental modeling and analysis, and environmental and energy policy available in Louisiana.
- b. **Workforce Demand and Job Opportunities:** The programs were developed as a result of direct communications with employers in the surrounding areas who are interested in professional development of their workforce. Students who earn the stackable credentials will be valuable to employers in the chemical industry, oil and gas industry, state and federal agencies and numerous environmental and engineering firms requiring these specialized skills and knowledge.
- c. **Student Enrollment and Completion:** The programs are expected to draw students from working professionals in the field and others wishing to redirect focus into the specific topic areas or environmental science professions in general.

	Year 1	Year 5
NEW Enrollment (in each program)	10	20

2. **Resources:** The programs will be administered through the College of the Coast and Environment in conjunction with the existing MS in Environmental Sciences. All required courses are currently offered as part of the MS, and existing faculty are sufficient to implement and support the program based on anticipated enrollment. LSU Online will support the online delivery.
3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan. (List only those that are addressed by program)
 - Accessibility: The program will be available completely online.
 - Affordability: The stackable nature of the credentials will allow working professionals to focus professional development needs and earn shorter credentials on the way to the masters maximizing the benefit while minimizing costs for earning the MS.

Staff Analysis

There are currently no similar graduate certificate programs offered in Louisiana. The proposed graduate certificates are a direct result of communications with employers in the surrounding areas who are interested in professional development of their workforce in the environmental science professions. Each of the three proposed GCs will not require additional resources, and have strong, clear curricula that will meet specific needs of industry and both current and returning students interested in professional development.

Senior Staff Recommendation

Senior Staff recommends that the Board conditionally approve the following Graduate Certificates at Louisiana State University A&M, with progress reports due by October 1, 2021:

GC Environmental Health Sciences (CIP 03.0104)
GC Environmental Modeling and Analysis (CIP 03.0104)
GC Environmental and Energy Policy (CIP 03.0104)

AGENDA ITEM VII.B.3.a.iii.

Graduate Certificate in Educational Technology Louisiana State University and A & M College

Background Information

LSU A&M is requesting approval to establish a Graduate Certificate in Educational Technology. The proposal was approved by the LSU Board of Supervisors at its January 2020 meeting, then submitted to the Board of Regents for consideration.

Staff Summary

The proposed Graduate Certificate in Educational Technology utilizes an existing set of course offerings from the well-established Master of Arts in Education with a Specialization in Educational Technology. The program will prepare students to effectively design, develop, integrate, implement, and assess technology-based or technology-enabled learning and programs in educational settings. Students completing the program will understand the rationale for integrating technology in various educational settings; acquire knowledge, skills, and techniques for developing multimedia instructional units; and be able to use educational technology to deliver efficient, effective, and appealing instruction in the classroom or private sector. The certificate would be available to traditional and non-traditional students who desire further training in educational technologies to inform and augment their work in education settings, community agencies, and corporate venues. Students applying to the program are subject to the same admissions standards for the Graduate School and the M.A. program. **The four proposed courses will be delivered completely online.**

1. Value:

- a. **Same or Similar In-state Programs:** There is currently no graduate certificate program in educational technology available in Louisiana, and there are limited certificate programs available online in the nation. While some online master's degree programs in Educational Technology exist in the state (such as Northwestern State University's M.Ed. program in Educational Technology Leadership), the proposed certificate program is not a direct competitor. A certificate program would be attractive to those looking for additional training but who are not ready to commit to a master's program. However, courses completed for the graduate certificate will be applicable and transferable for use towards the School of Education's Master of Arts in Education.
- b. **Workforce Demand and Job Opportunities:** According to the Bureau of Labor Statistics, information technology occupations are projected to grow 13% by 2026, and instructional coordinators are projected to experience a growth rate of 11% in the same period of time. This graduate certificate in Educational Technology will provide recipients with versatility in seeking employment and also help meet workforce demands in both education and corporate sectors. Furthermore, Educational Technology degrees conferred nationwide have increased by 9% from 2013-2017, indicating an increasing trend for employers demanding staff trained in educational technology.
- c. **Student Enrollment and Completion:** The Master of Arts in Education with a specialization in Educational Technology launched in fall 2019 with 20 students enrolled in the first online module. There is an expectation that this Graduate Certificate in Educational Technology would garner the interest of at least half that number. The School of Education has received inquiries about a certificate program from local employers who seek professional development for their corporate trainers and Human Resources personnel. Therefore, initial enrollment is projected at 10, with expectations of increasing to 46 students within five years due to the emergent need of this discipline and to the online nature of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Enrollment	10	19	28	37	46

2. **Resources:** The program will be administered by the School of Education within the College of Human Sciences and Education. No additional faculty, facilities, equipment, or library resources are required. An online coordinator will oversee administration of the program and provide academic advising for students. Faculty from the School of Education will comprise an admissions committee and deliver curriculum and assessment. Courses offered for the M.A. in Education with a Specialization in Educational Technology have the capacity to expand to allow for the admission of students in the new certificate program.

	Current	Needed	Addtl Costs
Faculty	Faculty teaching within the education technology concentration in the Master's program are adequate.	N/A	0
Physical (Facilities, Equipment, Library, & Technology)		N/A	0
Student Support		N/A	0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan. (List only those that are addressed by program)

- Accessibility: The program will be available completely online.

Staff Analysis

The proposed GC in Educational Technology at Louisiana State University A & M College utilizes existing course structure from an online Master of Arts Degree in Education with a Specialization in Educational Technology. Although LSU has had an existing program in Educational Technology for many years, the online Master of Arts in Education (with a specialization in Educational Technology) launched in fall 2019 with 20 students enrolled in the first online module. Students interested in the Graduate Certificate in Educational Technology would be those who desire further education and training in educational technology, but do not necessarily have the time or resources to commit to pursuing a Master's degree.

Senior Staff Recommendation

Senior Staff recommends that the Board conditionally approve the proposed GC in Educational Technology (CIP 14.3501) at Louisiana State University and A&M College, with a progress report due October 1, 2021.

AGENDA ITEM VII.B.3.a.iv.

Proposed Master of Science in Sport Management Louisiana State University A&M

Background Information

Louisiana State University A&M (LSU) requests Board of Regents' approval to offer a Master of Science in Sport Management. Regents approved the Letter of Intent to develop the proposal in February 2019, and the LSU Board of Supervisors approved the proposal at its December 2019 meeting. Dr. Marlene Dixon from Texas A&M conducted the external review and submitted her report in February 2020. Staff worked with the campus to address all concerns raised in the review.

Staff Summary

LSU currently offers a BS in Sport Administration, and a Concentration in Sport Management within the MS in Kinesiology, both fully accredited by the Commission on Sport Management Accreditation (COSMA). The proposed program will prepare sports managers charged with policy implementation, profit-making and oversight functions that deal with planning, organizing, leading, motivating, controlling, and coordinating in sports and sports-related organizations. Graduates of LSU's MS in Kinesiology sport management concentration have found positions in LSU's athletic department, Tiger Athletic Foundation (TAF), athletic departments at other colleges and universities, as well as at professional sports organizations. **The program will be offered both on campus and 100% online through LSU Online.**

1. Value

- a. **Same or Similar In-state Programs:** Grambling offers a MS in Sports Administration, Northwestern offers a Sport Administration concentration in its MS in Health and Human Performance, and ULL offers a Recreation & Sport Management concentration in its MS Kinesiology degree. LSU's program will be unique in its research focus, and that it will be the only program accredited by the Commission on Sport Management Accreditation (COSMA). During the statewide CAO review of the Letter of Intent, no significant concerns were raised about unnecessary duplication.
- b. **Workforce Demand and Job Opportunities:** The program is designed for students seeking employment in various areas of the sports industry, particularly on the business management side. Separating the program from the MS Kinesiology will make it easier for employers to identify LSU graduates as qualified candidates in the field. The standalone program is expected to attract those seeking professional development at the graduate level from the Louisiana High School Athletic Association, National Federation of State High Schools and National Interscholastic Athletic Administrators Association. The program will help attract top professionals to LSU Athletics as well as provide professional development opportunities for LSU Staff.
- c. **Student Enrollment and Completion:** The current concentration at LSU has approximately 70 students enrolled per year, with the online version growing in popularity over the on-campus option. Additional growth is anticipated with the distinction and marketability of the standalone program.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	70	80	85	90	90
Prog. Graduates		35	35	40	45

Resources: The current faculty supporting the Sport Management concentration will be adequate for the program for the next several years since significant growth in enrollment is not expected. The space used by

the School of Kinesiology in Huey P. Long Fieldhouse needs renovation, which is in the planning process at the institutional level and will be funded outside the scope of the program's budget.

	Current	Needed	Addtl Costs
Faculty	The four current tenure track faculty teaching in the existing MS Kinesiology concentration are adequate to operate the program for the program for the foreseeable future.	None	\$0
Physical (Facilities, Equipment, Library, & Technology)	Courses for the on-campus program are taught in the Huey P. Long Fieldhouse.	Renovations to Huey P. Long Fieldhouse are being planned for at the institutional level and would benefit multiple programs. The budget includes costs to renovate one high-tech classroom space that would benefit this program.	\$30,000
Student Support	Student support is in place for both on campus and online students and adequate for the proposed program.	None	\$0

2. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan. (List only those that are addressed by program)

- **Accessibility:** The program will be offered both on campus and online providing access to a variety of traditional and non-traditional students. Weekend and evening courses are available.
- **Affordability:** While the online version is slightly more expensive than the on-campus in-state version, it is significantly less expensive than non-resident tuition, providing access and appeal to students outside Louisiana.
- **Partnerships:** The School of Kinesiology has a close relationship with LSU Athletics providing excellent opportunities for students including internships and other learning experiences.

Staff Analysis

LSU's existing Master's degree in Kinesiology includes a successful concentration in Sport Management, but students and employers are increasingly requesting a standalone degree. The faculty and courses are in place to establish this degree program, and LSU's School of Kinesiology is well equipped to handle an expansion in programs. Based on feedback in the external review, the institution provided evidence that the curriculum included all topics needed for the degree and indicated plans for additional course content in sport marketing. Given the success of the current concentration and of its graduates, staff support establishing the proposed MS Sport Administration from the current MS Kinesiology concentration. The institution has provided verification that facility improvements are budgeted and the project underway set for completion in time for the fall 2022 semester.

Senior Staff Recommendation

Senior Staff recommends that the Board conditionally approve the proposed MS in Sport Management (CIP 31.0504) at Louisiana State University and A&M College, with a progress report due October 1, 2021.



AGENDA ITEM VII.B.4.

**Board of Regents Interim Policy Guidance:
Classroom Teacher Enrollment Program Criteria
Response to COVID-19 Pandemic**

Executive Summary

The Classroom Teacher Enrollment Program (CTEP) was created by law and has been administered by the Louisiana Board of Regents since 1993. CTEP allows public and private school teachers the opportunity to attend a public postsecondary institution tuition free (all other fees must be paid by the teacher) on a space available basis, if certain requirements are met. The law also requires that if a teacher utilizes the CTEP program for tuition exemption, the teacher is obligated to practice as a teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year.

In response to the rapidly evolving impact on secondary and postsecondary education of the current COVID-19 pandemic, the Board of Regents staff is recommending the following guidance for how to enroll teachers eligible to participate in CTEP for the remainder of the 2019-2020 academic year and the 2020-2021 academic year.

The Board of Regents recognizes that as a result of institutions transitioning to online delivery of instruction for all courses in the spring of 2020 and planning to deliver online instruction in the summer of 2020, operational aspects of this program need to change.

Board of Regents staff have consulted with staff attorneys and institution registrars in the development of this emergency policy and discussed the recommended changes with the Louisiana Department of Education staff and College of Education Deans/Directors/Chairs.

Board of Regents staff recommends three major changes to the policy: 1) allow for online delivery of instruction for courses; 2) allow for electronic signatures from the employing authority for the teacher; and 3) allow for electronic submission of the CTEP Application, if submitted using a the teacher's district issued email address.

Senior Staff Recommendation

Senior Staff recommends that the Board approve the proposed COVID-19 emergency Classroom Teacher Enrollment Program (CTEP) policy guidelines and application for the remainder of the 2019-2020 academic year and the 2020-2021 academic year.



**Board of Regents Interim Policy Guidance:
Classroom Teacher Enrollment Program Criteria
Response to COVID-19 Pandemic**

AUTHORIZATION: During the 1993 Regular Legislative Session, the Legislature passed House Bill 535, and the Governor later signed into law, Act 253 of 1993 which enacted Louisiana Revised Statutes (L.R.S.) 17:3129.3. This law creates the Louisiana Classroom Teacher Enrollment Program (CTEP), which, if several stipulations are met, allows classroom teachers to attend Louisiana's public colleges and universities tuition free (all other fees must be paid by the teacher) on a space available basis. This law was amended by Act 1213 (HB 2187) of 1995 which is now L.R.S. 17:3129.3(C)(2)(c). The law also requires that classroom teachers who participate in CTEP during any one school year shall be obligated to practice as a classroom teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year.

The CTEP program is applicable and valid only for courses offered by the main campus of the college or university where the teacher plans to attend. As a result of the COVID-19 crisis, CTEP may be used to schedule online/distance learning courses. Independent study courses, practicum courses, thesis courses, and dissertation courses are still not eligible for tuition exemption under the CTEP program. The law creating CTEP limits course enrollment to six (6) semester hours per academic year semester [four (4) semester hours per academic year quarter at Louisiana Tech University]. Course enrollment limits for summer sessions or quarters under this program are those imposed by the college or university in which the teacher enrolls.

ELIGIBILITY: The following conditions must be met to qualify for CTEP.

1. If in a discipline funded by the BESE Tuition Program for Teachers, teachers should apply for the tuition funds to be assured placement in a course with other students who have paid the tuition if they meet course and university requirements. If denied tuition funding for the course(s) s/he intended to schedule under the BESE Tuition Program for Teachers because the tuition funding has been exhausted, teachers may apply for CTEP.

OR

If all funds dedicated to the BESE Tuition Program for Teachers have been exhausted and teachers are not otherwise eligible to enroll in such course(s) pursuant to the BESE Tuition Program for Teachers, established by the State Board of Elementary and Secondary Education for the current semester, quarter, or session, teachers may apply for CTEP.

2. When applying for CTEP, the following requirements must be met.
 - a. Meet all requirements for admission to the technical college, community college, or university at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking) and have completed

the appropriate admissions process and been accepted for admission by the college or university which s/he plans to attend under CTEP.

- b. Meet all prerequisite requirements for the course(s) in which s/he intends to enroll under CTEP. The course should lead to an education degree/certification area or increase the content knowledge of the subject area currently being taught by the applicant.
- c. Not be, or have been, registered for the semester, quarter, or session in which s/he plans to participate in the CTEP program for the course(s) in which s/he intends to enroll under this program.
- d. Be employed full-time as a classroom teacher and hold a valid Louisiana Teaching Certificate, or if the application is for the summer session or quarter, have been so employed during the previous academic year.
- e. Be employed as a classroom teacher by:
 - 1) A city or parish school board; or
 - 2) A non-public school approved by the State Board of Elementary and Secondary Education (BESE).
- f. Have no outstanding financial obligation to any college or university participating in CTEP
- g. Commit to a school/district that s/he will practice his/her profession as a classroom teacher for at least the subsequent year.
- h. Classroom teachers need to be aware that submission of an application for CTEP does not guarantee admission to a course after the drop/add period. If a course is filled with students who have paid tuition, a teacher cannot use CTEP to take the course. If a required number of students do not officially pre-register/register and pay tuition to meet the minimum number of students for courses to be offered, universities drop and do not offer the courses. If that should occur, it will not be possible for a teacher who applied for CTEP to take the course, and it will be too late for them to register for a different course and pay tuition if it is after the drop/add period.

PROCEDURES:

Prior to the close of business on the last day for adding courses to student's schedules for the semester, quarter, or session for which the teacher plans to enroll under CTEP, the teacher must:

- a. Obtain a copy of the CTEP guidelines from the Board of Regents web site or from local colleges or universities. In addition, other information about procedures that may be specific to individual colleges or universities.
- b. Apply and be accepted for admission to the college or university in which s/he intends to enroll under CTEP, at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking);
- c. NOT HAVE PREREGISTERED OR REGISTERED for any of the courses in which s/he intends to enroll under CTEP.
- d. Meet all the prerequisites for the course(s) in which s/he intends to enroll under CTEP.
- e. Complete the CTEP Application Form, sign it, and have it signed electronically by the Employing Authority. A new CTEP application must be signed and submitted electronically each quarter/semester.

- d. Email the CTEP Application Form from the applicant's district issued email address to the college or university in which s/he plans to enroll under CTEP.
- e. CTEP applicants will be notified within three working days after the last day to add classes whether they are eligible or ineligible to participate in CTEP. It is important that prospective CTEP participants give accurate contact information as to how they may be contacted by the college/university during this time period.
- f. CTEP applicants must late register and must pay required fees no later than two working days after being notified that they are eligible to participate in CTEP.

DRAFT

EMERGENCY COVID-19 - APPLICATION
LOUISIANA CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP)
Summer 2020 & Academic Year 2020-2021

Note: A new application must be completed and electronically signed each quarter/semester.

1. CONTACT INFORMATION

Please list the following contact information for the teacher who will be completing the course(s).

Name of Teacher:	
Teacher Certification Type and Number:	
Grade Level or Subject Area of Current Teaching Appointment	
Home Mailing Address (Street, City, State, Zip Code):	
Applicant District E-Mail address:	
Telephone Number:	
Date Application Electronically Submitted using district issued email address:	

2. COURSES AND TIMELINES

Please list the courses that the teacher is requesting to take using CTEP.

#	Semester and Year	Course Prefix and Number	Course Title	Credit Hours
1				
2				
3				
4				

Note: A maximum of 6 credit hours may be requested a semester during the fall and spring semesters. More credit hours may be requested during the summer semester.

3. CERTIFICATION CONCERNING INFORMATION PROVIDED, INTENT TO TEACH, NEXT ACADEMIC YEAR IN LOUISIANA SCHOOLS, AND OUTSTANDING DEBT STATEMENT:

I certify that the above information is true and correct to the best of my knowledge, and *I also certify that it is my intent to teach as a classroom teacher during the next academic year in a school in Louisiana.* I further certify that I do not have any outstanding financial obligations to any higher education institutions in Louisiana.

Signature of Teacher:	
Date:	

LOUISIANA CLASSROOMTEACHER ENROLLMENT PROGRAM (CTEP) APPLICATION (CONT'D.)

4. CERTIFICATION OF EMPLOYMENT TO BE FILLED OUT BY LOCAL EMPLOYING AUTHORITY:

Name of Teacher:	
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I certify the following:

- This teacher is employed as a full-time certified classroom teacher in the school district;
- This teacher was employed during the last academic years as a full-time classroom teacher;
- This teacher has committed to practice his/her profession as a classroom teacher for at least one subsequent year;
- The school in which h/she teaches is approved by BESE;
- Documentation has been provided to indicate that the State Board of Elementary and Secondary Education tuition program funds are exhausted for the academic quarter/semester.

Name of School/School District:	
Employing Authority Typed Name:	
Employing Authority Electronic Signature:	
Date of Signature:	

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
RESEARCH AND SPONSORED INITIATIVES

April 22, 2020

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

C. Research and Sponsored Initiatives

1. BoRSF Funding Recommendations, FY 2019-20

AGENDA ITEM VII.C.1.

FY 2019-20 Board of Regents Support Fund Award Recommendations

SECTION A: INTRODUCTION

A.1 Constitutionally Prescribed Program Components

The Constitution specifies that the Board of Regents Support Fund (BoRSF) may be used to support “any or all” of the following activities:

- a. The carefully defined research efforts at public and private universities in Louisiana;
- b. The endowment of chairs for eminent scholars;
- c. The enhancement of the quality of academic, research or agricultural departments or units within a university; and
- d. The recruitment of superior graduate students.

A.2 FY 2019-20 Board of Regents Support Fund Plan and Budget

a. Projected Budget and Funds Available

On January 14, 2019, the Board of Regents adopted the FY 2019-20 Plan and Budget for the BoRSF, which was later approved by the Governor and the Legislature. Based on Revenue Estimating Conference (REC) projections, the Plan and Budget allocated \$20,000,000 across Support Fund components as follows:

FY 2019-20 Support Fund Budget As Set Forth in the Board’s Annual Plan and Budget	
Endowment of Chairs for Eminent Scholars	\$ 1,220,000
Research and Development	\$ 5,636,741
Enhancement of the Quality of Departments/Units	\$ 9,039,875
Recruitment of Superior Graduate Students	\$ 3,459,000
Board of Regents Administrative Expenses	\$ 644,384
Total Funds Budgeted	\$20,000,000

b. Actual Funds Available

Since approval of the FY 2019-20 BoRSF Plan and Budget in January 2019, the REC has issued several opinions relative to the amount of money projected to be available for higher education’s portion of the Support Fund. The most recent adopted estimate, released in April 2019, was \$22,650,000. This projection is higher than the previous guidance from REC and the Treasury, as well as projections used to derive the approved Plan and Budget; it is uncertain at this point, however, whether this higher level can be attained. Therefore, total BoRSF funds available for expenditure in FY 2019-20 are projected to remain at \$20,000,000. **In light of the current COVID-19 disruption, it is important to note that the BoRSF earns funds throughout the fiscal year before expending in April, and the receipts for the current fiscal year are sufficient to support the expenditures recommended herein.**

The recommendations below reflect the programmatic distribution of available funds across BoRSF components. Note that recommendations encompass only first-year award amounts; additional monies from FY 2019-20 were committed for multi-year projects approved by the Board in previous fiscal years, as well as federal matching obligations, professional services for proposal review, and administrative costs for the Support Fund.

SECTION B: ENDOWED CHAIRS FOR EMINENT SCHOLARS COMPONENT

B.1 Competitive Endowed Chairs

Eleven (11) proposals were submitted from five (5) campuses and deemed eligible for funding consideration this year under the Competitive subprogram. Eight (8) proposals requested \$400,000 each from the Support Fund to endow \$1 million chairs; two proposals requested \$800,000 to endow \$2 million chairs; and one (1) proposal requested \$1,200,000 to endow a \$3 million chair. All requests were to establish new chairs.

B.2 Restricted Bequest Endowed Chairs

No requests for matching of restricted bequests were submitted in FY 2019-20.

B.3 Summary of the Endowed Chairs for Eminent Scholars Program

The eleven (11) Endowed Chairs proposals requested a total of \$6,000,000 in matching funds from the Support Fund. All disciplines were eligible to apply. A team of out-of-state consultants assessed and ranked the proposals using the guidelines and scoring rubric provided in the Board's RFP and subprogram policy. (See **Appendix A** for the rank-order list of FY 2019-20 Endowed Chairs proposals and **Appendix B** for a summary of all competitive endowment proposals recommended for funding.)

It should be noted that the following stipulation in the Board's Endowed Chairs policy is relevant to proposals submitted in the Competitive subprogram: "...When requests exceed funds available, the following limitations apply relative to the amount of money that will be awarded per campus under the competitive program: (a) each public campus will be limited to \$1.2 million per fiscal year; and (b) all LAICU campuses combined will be limited to a total of \$1.2 million per fiscal year."

The \$1,220,000 projected in the FY 2019-20 Plan and Budget to be available in the Endowed Chairs for Eminent Scholars subprogram includes \$20,000 for consultants, with \$1,200,000 remaining for endowment match. This amount will enable funding for proposals ranked 1 through 2 in the Competitive subprogram.

Senior Staff Recommendation

Senior Staff recommends provision of Support Fund money at levels requested to complete the endowments for proposals ranked 1 and 2 in the Consultants' Report (i.e., proposals 007EC and 005EC). (See Appendix A.)

SECTION C: ENHANCEMENT OF THE QUALITY OF DEPARTMENTS OR UNITS COMPONENT

C.1 Recommended New Departmental Enhancement Projects

The \$9,039,875 figure cited in the FY 2019-20 Plan and Budget for Enhancement included the following distributions:

Prior Commitments	
Departmental Enhancement	\$1,369,150
Federal Matching Grants	\$1,300,000
New Awards	
Federal Matching Grants	\$ 625,000
Endowed Two-Year Workforce Scholarships	\$ 600,000
Endowed First-Generation Undergraduate Scholarships	\$ 640,000
Endowed Professorships	\$2,000,000
Departmental Enhancement, including BoR/SREB	<u>\$2,505,725</u>
TOTAL	<u>\$9,039,875</u>

The eligible disciplines in Departmental Enhancement in FY 2019-20 included Engineering B (Industrial, Materials, Mechanical, etc.), Biological Sciences, Health & Medical Sciences, Physics, Social Sciences, Humanities, Agricultural Sciences, Astronomy, and Targeted Workforce.

In the winter of 2019 and spring of 2020, nine teams of out-of-state subject-area experts reviewed, evaluated and ranked the Departmental Enhancement proposals within similar disciplines. Disciplinary assessments were then forwarded to a final panel of experts with broad academic and administrative experience, for final rating, ranking, and funding recommendations. The final panel considered all aspects of the proposals recommended for funding, but emphasized the overall impact of the investment on academic and research capacities in Louisiana, as well as alignment of proposed activities with the submitting campus's role, scope, mission and strategic priorities.

Departmental Enhancement	Number of Proposals Submitted	First-Year Funds Requested	Number of Proposals Recommended	First-Year Awards Recommended
Comprehensive-Multiyear	26	\$ 6,253,633	3	\$ 304,317
Targeted-One Year	<u>147</u>	<u>\$16,360,197</u>	<u>21</u>	<u>\$ 2,155,791</u>
TOTAL	173	\$22,613,830	24	\$2,460,108

Senior Staff Recommendations

The \$2,460,108 available and recommended for expenditure shall be awarded in the rank order, at the funding levels, and with the funding stipulations recommended by consultants:

Comprehensive-Multiyear: Ranks 1-3

Targeted-One Year: Ranks 1-21

Should the amount of money ultimately available to fund first-year activities in Departmental Enhancement projects be less than the \$2,460,108 disbursed herein, the following principles shall apply: (1) all Support Fund money shall be awarded in rank order, at funding levels and with stipulations recommended by consultants; (2) if the remaining money in the budget for a particular component is insufficient to fully fund the next recommended proposal for that component, the remaining funds shall constitute the total award for that proposal; and (3) should an institution refuse or be denied an award, that money shall be awarded to the next highest ranked unfunded proposal within that component. (See Appendix C.)

C.2 BoR/Southern Regional Education Board Doctoral Support Initiative to Promote Student and Faculty Diversity

Five (5) institutions submitted a total of five (5) proposals requesting funds for the support of 20 BoR/SREB doctoral support slots in the FY 2019-20 competitive cycle. (See **Appendix C.**) A total of \$300,000 in first-year funds was requested. The external consultant recommended support for all five (5) proposals, for a total first-year allocation of \$150,000. Funding will begin in FY 2020-21. Annual funding totals for recommended projects are:

FY 2020-21	\$150,000
FY 2021-22	\$150,000
FY 2022-23	\$150,000

Senior Staff Recommendation

Senior Staff recommends approval of funding for five (5) proposals, ranked 1-5, submitted in the FY 2019-20 cycle to the BoR/SREB Doctoral Support Initiative for the durations and at the levels recommended. (See Appendix C.)

Appendix D summarizes by campus the Priority I recommendations for new projects under Departmental Enhancement.

C.3 Endowed Professorships (including First-Generation Undergraduate Scholarships)

The BoRSF Endowed Professorships subprogram requires the submitting college or university to raise funds at prescribed levels from external sources, which are matched by Support Fund dollars to establish an endowed professorship or first-generation scholarship. In FY 2019-20, campuses had the option to submit requests for endowed professorships, first-generation undergraduate scholarships, or both. The subprogram policy guarantees a total of two matching slots of any type to each eligible campus. In November 2016, the Board of Regents approved a change in the match rate from \$40,000 for a \$60,000 non-State contribution, to \$20,000 for an \$80,000 non-State contribution. Campuses were permitted to submit requests at the previous matching level through June 30, 2017, resulting in a large number of slots needing \$40,000 in match, along with new slots at the \$20,000 match rate submitted beginning in FY 2017-18. In addition, any campus with fewer than 15 Endowed Professorships is permitted to continue to submit \$60,000 contributions for \$40,000 match until the campus reaches that threshold.

The FY 2019-20 Support Fund Plan and Budget allocates a total of \$2,000,000 to the Endowed Professorships subprogram. With all requests validated, the Board received by the March 31, 2020 deadline applications for 132 \$40,000 slots from eight campuses and 40 \$20,000 matching slots from 18 campuses, requiring a combined total of \$6,540,000 in BoRSF matching funds. Each eligible submitting campus will receive matching for a maximum of six \$40,000 matches (\$240,000), totaling \$2,000,000 (See **Appendix E**). A complete list of Endowed Professorships applications submitted for funding consideration in FY 2019-20 appears in **Appendix F**.

Senior Staff Recommendation

Senior Staff recommends approval of \$2,000,000 from the Support Fund for the Endowed Professorships subprogram, including First-Generation Undergraduate Scholarships, to match new and prior-year requests at 21 campuses. (See Appendix E.)

C.3 First-Generation Endowed Undergraduate Scholarships

The Board of Regents Support Fund First-Generation Endowed Undergraduate Scholarships subprogram requires a submitting four-year college or university to raise at least \$60,000 from external or institutional sources, which is matched by \$40,000 from the Support Fund, thus establishing an endowed scholarship valued at a minimum of \$100,000; two-year campuses must provide \$30,000, to be matched with \$20,000 from the Support Fund to establish an endowed scholarship valued at a minimum of \$50,000. The stand-alone program was suspended to new applications in July 2017; by the June 30, 2017 deadline eight campuses submitted 30 scholarships, requesting \$1,360,000 in BoRSF matching funds. The matching opportunity for scholarships supporting first-generation students was added as a component Endowed Professorships in 2019.

The FY 2019-20 Support Fund Plan and Budget allocates a total of \$640,000 to the First-Generation Endowed Undergraduate Scholarships subprogram; an additional \$40,000 was made available by a reduction in moneys needed for multi-year commitments in Enhancement, to permit matching of all fifteen (15) remaining applications, representing seventeen (17) \$40,000 slots. This action will clear the remaining backlog in the standalone First-Generation Undergraduate Scholarships subprogram; matching for new requests will take place through the Endowed Professorships subprogram. A list of applications, in descending rank order as specified by each submitting campus, appears in **Appendix G**.

Senior Staff Recommendation

Senior Staff recommends approval of \$680,000 from the Support Fund to match fifteen (15) applications submitted before the July 1, 2017 program suspension date under the First-Generation Endowed Undergraduate Scholarships subprogram. (See Appendix G.)

C.4 Endowed Two-Year Student Workforce Scholarships

The competitive Endowed Two-Year Student Workforce Scholarships subprogram provides scholarship opportunities for two-year campuses to prepare students for the Louisiana workforce in the following ways: (a) train students for immediate entrance into selected, high-demand, four- and five-star jobs, including positions in nursing and allied health; and/or (b) prepare students to become job-ready in STEM fields after completing degrees on four-year campuses. Non-State contributions combined with a BoRSF match will produce permanent endowments. This subprogram replaces the Enhancement Subprogram for Two-Year Institutions.

The FY 2019-20 Support Fund Plan and Budget allocates a total of \$600,000 to the Two-Year Student Workforce Scholarships subprogram, to be awarded on a competitive basis. With all requests validated, the Board has received applications for the matching of 29 scholarships, requesting BoRSF funding of \$730,000. Proposals were rated and ranked by an out-of-state expert using the evaluation criteria set forth in the request for proposals, and 26 proposals, totaling \$600,000, were recommended for funding with monies available. (See **Appendix H** for a rank order of recommended proposals and **Appendix B** for a summary of all competitive endowment proposals recommended for funding.)

Senior Staff Recommendation

Senior Staff recommends approval of \$600,000 from the Support Fund to match twenty-six (26) applications submitted in FY 2019-20 under the Endowed Two-Year Workforce Scholarships subprogram. (See Appendix H.)

SECTION D: RESEARCH AND DEVELOPMENT COMPONENT

D.1 Continuation of Previously Funded Research and Development (R&D) Projects and Other Prior Commitments

The \$5,636,741 cited in the FY 2019-20 Plan and Budget as being available for Research and Development (R&D) includes amounts for prior commitments to Support Fund R&D awards approved in previous years as well as approximately \$135,000 in consultants' costs for the FY 2019-20 R&D review process.

D.2 Recommended New Research and Development Projects

The R&D component of the BoRSF includes the Research Competitiveness Subprogram (RCS), the Industrial Ties Research Subprogram (ITRS) with Proof-of-Concept/Prototyping (PoC/P) component, and the Awards to Louisiana Artists and Scholars (ATLAS) subprogram. RCS solicits proposals that strengthen the research foundations and competitiveness of Louisiana colleges and universities and help to promote long-term economic development. ITRS and PoC/P target proposals that support research with significant near-term potential for development and diversification of Louisiana's economic base. ATLAS supports completion of major scholarly and artistic endeavors from the arts, humanities, and social sciences with potential for broad impact on State, regional, national and/or international levels.

Eligible disciplines in RCS for FY 2019-20 are Biological Sciences, Computer/Information Sciences, Earth & Environmental Sciences, Agricultural Sciences, Engineering A (chemical, civil, electrical, etc.), Mathematics, Physics/Astronomy, and Social Sciences. ITRS with PoC/P invites ideas for applied research projects that promote near-term economic development in the State; accordingly the five high-priority industry sectors – Advanced Manufacturing & Materials, Clean Technology & Energy, Coastal & Water Management, Digital Media & Enterprise Software, and Life Sciences & Bioengineering – are targeted for support, though other disciplines may apply provided the project can demonstrate a significant potential economic benefit to Louisiana. ATLAS accepts proposals in all arts, humanities and social sciences areas.

From November 2019 through March 2020, 39 subject-area reviewers and ten final panel members across four panels reviewed, evaluated, and ranked research proposals according to the Board's RFP guidelines and evaluation criteria. The following table summarizes consultants' recommendations across the four R&D subprograms/components (See **Appendix I**):

R&D Subprogram	Number of Proposals Submitted	First-Year Funds Requested	Number of Proposals Recommended	First-Year Awards Recommended
Research Competitiveness Subprogram	169	\$ 8,348,464	36	\$ 1,506,329
ITRS Industrial Ties	36	\$ 2,892,296	6	\$ 419,868
ITRS Proof-of-Concept/Prototyping	22	\$ 872,339	7	\$ 279,701
Awards to LA Artists and Scholars	<u>60</u>	<u>\$ 2,462,409</u>	<u>12</u>	<u>\$ 500,040</u>
TOTAL	287	\$14,575,508	61	\$2,705,938

Senior Staff Recommendations

Senior Staff recommends approval of disbursement of \$2,405,018 estimated to be available in FY 2019-20 to fund the first year of new RCS, ITRS, PoC/P, and ATLAS projects as follows:

- 1. Research Competitiveness Subprogram: \$1,344,530**
- 2. Industrial Ties Research Subprogram: \$699,569**
 - A. Industrial Ties: \$419,868**
 - B. Proof-of-Concept/Prototyping Initiative: \$279,701**
- 3. Awards to Louisiana Artists and Scholars: \$360,919**

Approved R&D proposals shall be funded at the levels and with the stipulations recommended by consultants; Support Fund money shall be awarded to fund at recommended levels the top thirty-one (31) RCS proposals, six (6) ITRS proposals, seven (7) PoC/P proposals, and nine (9) ATLAS proposals, as well as partial funding for rank 10 in ATLAS. In addition, the following principles shall apply: (1) should an institution refuse or be denied an award, or should FY 2019-20 money be returned from previously funded R&D contracts, that money shall first be used to provide full funding to rank orders partially supported with remaining funds, then offered to the next-ranked proposal which the consultants recommended for Priority I funding within the respective subprogram (ranks 32-36 in RCS and ranks 11-12 in ATLAS), subject to availability of funds; (2) if the remaining money in the budget for a particular component is insufficient to fully fund the next-ranked recommended proposal for that component, the remaining funds shall constitute the total award for that proposal; and (3) if there are no remaining Priority I proposals in a particular subprogram the money shall be awarded in descending rank order to Priority I proposal(s) in another R&D subprogram in accordance with restrictions applicable to allocation of funds for multi-year projects. Should the amount of money ultimately available to fund first-year activities in all R&D projects be less than the \$2,405,018 disbursed herein, adherence to the following principles shall be uniformly enforced: R&D Priority I proposals shall be funded in rank order at the levels and the durations and with the stipulations recommended by consultants until the funds designated for each component have been exhausted. (See Appendix I.)

Appendix J includes a summary, by campus and R&D subprogram, of new projects recommended for funding.

SECTION E: RECRUITMENT OF SUPERIOR GRADUATE STUDENTS COMPONENT

E.1 Endowed Superior Graduate Student Scholarships

The Endowed Superior Graduate Student Scholarships subprogram matches non-State contributions of at least \$60,000 with \$40,000 from the BoRSF to create endowed scholarships that may be used in support of graduate and first-professional students as well as post-doctoral fellows. Higher levels of non-State contributions, in minimum increments of \$60,000, may be matched with additional \$40,000 contributions from the Support Fund. The initial corpus of the endowment must remain intact, while income above the corpus may be used to benefit the student recipient in the form of scholarships, fellowships, and/or experiential opportunities, including internships, externships, conference travel, and field work.

It should be noted that the following stipulation in the Board's Endowed Superior Graduate Student Scholarships program policy is relevant to proposals submitted in this cycle: "...Louisiana State University and A&M College, due to its distinctive public flagship status, may receive a maximum of 50% of subprogram funds budgeted...; each submitting campus with a five-year average total graduate and first professional student enrollment of 1,000 or more may receive a maximum of 30% of subprogram funds...; and each submitting campus with a five-year average total graduate and first professional student enrollment of less than 1,000 or with post-doctoral fellow positions but no student enrollment may receive a maximum of 20%."

The FY 2019-20 Support Fund Plan and Budget allocates a total of \$685,000 to the Endowed Superior Graduate Student Scholarships subprogram, including \$5,000 for competitive review, with the remaining \$680,000 to be awarded on a competitive basis. With all requests validated, the Board has received applications from ten campuses for the matching of eighty (80) scholarships, requesting BoRSF funds of \$7,160,000. A rank-order list of applications appears in **Appendix K**. (See **Appendix B** for a summary of all competitive endowment proposals recommended for funding.)

Senior Staff Recommendation

Senior Staff recommends approval of \$680,000 from the Support Fund to match eleven (11) applications, ranked 1-10, submitted in FY 2019-20 under the Endowed Superior Graduate Student Scholarships subprogram. (See Appendix K.)

SECTION F: CONTINGENCY PLAN FOR BUDGETARY SHORTFALL

Senior Staff Recommendation

Senior Staff recommends approval of the following contingency plan for a budgetary shortfall: should the final FY 2019-20 Support Fund budget not achieve the amount cited herein, any shortfall shall be accommodated through a proportionate reduction in the amounts allocated for proposals in the competitive non-endowment Enhancement and Research and Development program components.

SECTION G: CAMPUS SUCCESS RATES

Appendix L contains a chart that summarizes – by campus and program – the number of proposals submitted to competitive Support Fund components, proposals recommended for funding, and first-year and total funding recommended for all Priority I proposals during the FY 2019-20 BoRSF competitive cycle.

APPENDIX A

**BoRSF Endowed Chairs for Eminent Scholars Program
Priority I Proposals Recommended for Funding by Out-of-State Consultants
For the FY 2019-20 Review Cycle**

Competitive Subprogram

Rank	Proposal Number	Institution	Title of Chair	BoRSF Match Recommended	Total Points (100 Points)
1	007EC-20	LSU Health Sciences Center – New Orleans	Henry A. Gremillion, DDS Chair in Oral and Maxillofacial Pain	\$400,000	92
2	005EC-20	Louisiana State University and A&M College	Douglas L. Manship, Sr. – Dori J. Maynard Chair in Race, Media & Cultural Literacy	\$800,000	91

Proposals Submitted:	11
Total Funds Requested:	\$6,000,000

APPENDIX B

Board of Regents Support Fund (BoRSF)
Competitive Endowment Subprograms Summary of Priority I Recommendations, FY 2019-20

Institution	Endowed Chairs				Endowed Graduate Scholarships				Endowed Two-Yr Workforce Scholarships				Total Proposals		
	Submitted	Recm.	Total Award		Submitted	Recm.	Total Award		Submitted	Recm.	Total Award		Submitted	Recm.	Total Award
BRCC															
BPCC									5	5	\$80,000		5	5	\$80,000
Centenary															
Central Louisiana															
Delgado									2	2	\$20,000		2	2	\$20,000
Dillard															
Grambling															
Fletcher									2	1	\$30,000		2	1	\$30,000
FMOLU															
Louisiana College	1	0	\$0										1	0	\$0
LCTCS															
Louisiana Delta									2	2	\$30,000		2	2	\$30,000
LSU - Ag Center	2	0	\$0										2	0	\$0
LSU - Alexandria															
LSU and A&M	3	1	\$800,000		42	2	\$80,000						45	3	\$880,000
LSU - Eunice									4	4	\$60,000		4	4	\$60,000
LSU - Law															
LSU - Pennington															
LSU - Shreveport															
LSU Health Sci. Ctr.-NO	2	1	\$400,000		7	1	\$160,000						9	2	\$560,000
LSU Health Sci. Ctr.-S					3	3	\$120,000						3	3	\$120,000
Louisiana Tech					6	0	\$0						6	0	\$0
Loyola															
LUMCON															
McNeese															
Nicholls															
Northshore									3	1	\$10,000		3	1	\$10,000
Northwestern					3	0	\$0						3	0	\$0
Nunez									2	2	\$20,000		2	2	\$20,000
River Parishes									1	1	\$10,000		1	1	\$10,000
St. Joseph Seminary															
South Louisiana									4	4	\$270,000		4	4	\$270,000
Southeastern Louisiana															
Southern and A&M															
Southern - New Orleans															
Southern - Shreveport															
SOWELA									4	4	\$70,000		4	4	\$70,000
Tulane															
Tulane Health Sci. Center															
University of Holy Cross					1	0	\$0						1	0	\$0
UL - Lafayette					8	3	\$200,000						8	3	\$200,000
UL - Monroe	3	0	\$0		8	2	\$120,000						11	2	\$120,000
UNO					1	0	\$0						1	0	\$0
Xavier					1	0	\$0						1	0	\$0
TOTALS	11	2	\$1,200,000		80	11	\$680,000		29	26	\$600,000		120	39	\$2,480,000

APPENDIX C

Board of Regents Support Fund Departmental Enhancement: Comprehensive FY 2019-20 Review Cycle
Priority I Proposals Recommended by Out-of-State Consultants

Rank	Proposal Number	PI Name	Institution	Project Title	Primary Category	Primary Discipline	Duration (Yrs)	Amount Recommended					Cumulative Y1
								Year 1	Year 2	Year 3	Year 4	Year 5	
1	017ENH-20	Diane Blake	Tulane University Health Sciences Center	Broadening Experiences in Scientific Training for STEM Graduate Students	Education	Health & Medical	5	\$51,347	\$46,772	\$44,400	\$45,600	\$47,040	\$51,347
2	012ENH-20	Carol Corbat	Louisiana State University at Alexandria	Enhancing the Biology Curriculum at LSUA through Undergraduate Research	Education	Biological Sciences	5	\$100,000	\$65,118	\$162,915	\$52,000	\$52,000	\$151,347
3	001ENH-20	Emily Cospers	Delgado Community College	Supporting Transformation: Developmental Reading & Writing Reform at Delgado Community College	Education	Humanities	5	\$152,970	\$129,685	\$154,210	\$149,929	\$153,475	\$304,317

Total Number of Proposals Submitted	26
Total Funds Requested for First Year	\$6,253,633.00
Total Funds Requested for Second Year	\$3,972,206.00
Total Funds Requested for Third Year	\$3,966,299.00
Total Funds Requested for Fourth Year	\$3,351,925.00
Total Funds Requested for Fifth Year	\$2,297,248.00
Total Funds Requested	\$19,841,311.00
Total Number of Proposals Recommended	3
Total Funds Recommended for First Year	\$304,317.00
Total Funds Recommended for Second Year	\$241,575.00
Total Funds Recommended for Third Year	\$361,525.00
Total Funds Recommended for Fourth Year	\$247,529.00
Total Funds Recommended for Fifth Year	\$252,515.00
Total Funds Recommended	\$1,407,461.00

Board of Regents Support Fund Departmental Enhancement: Targeted FY 2019-20 Review Cycle
Priority I Proposals Recommended by Out-of-State Consultants

Rank	Proposal Number	PI Name	Institution	Project Title	Primary Discipline	Amount Requested	Amount Recommended	Cumulative
1	063ENH-20	Alison Davis	LSU Health Sciences Center - New Orleans	Enhancement of Maternity Nursing Education Through the Use of High-Fidelity Simulation to Impact Maternal Mortality and Morbidity in Louisiana	Health & Medical	\$130,006	\$130,006	\$130,006
2	157ENH-20	Beth Stauffer	University of Louisiana at Lafayette	Enhancement of Biology Research and Teaching through Personal Flow Cytometry	Biological Sciences	\$85,554	\$85,554	\$215,560
3	158ENH-20	Harry Whitlow	University of Louisiana at Lafayette	Ultra-high BRILLIANCE multi-cusp ion source for research users at the Louisiana Accelerator Center [BRILLIANT@ LAC]	Physics	\$191,035	\$191,035	\$406,595
4	048ENH-20	Brett Wolfe	LSU Agricultural Center	Acquisition of a field spectroradiometer for rapid assessment of plant traits and performance	Agricultural Sciences	\$76,495	\$76,495	\$483,090
5	083ENH-20	Lee Sawyer	Louisiana Tech University	Targeted Enhancement: Acquisition of an X-ray Diffractometer for Enhancing Research, Education, and Training in Physics, Chemistry and Materials Sciences	Physics	\$59,105	\$59,105	\$542,195
6	124ENH-20	Harold Mellieon, Jr.	Southern University and A&M College	Journeys in Agricultural Science Developing Educational Networks [JAG'S DEN]	Agricultural Sciences	\$139,500	\$139,500	\$681,695
7	164ENH-20	Susan Lacey	University of Louisiana at Monroe	Obstetrical, Neonatal, and Gynecological Human Patient Simulators: Furthering skills and knowledge of undergraduate and nurse practitioner students, Northeast Louisiana first responders, SANE and neonatal nurses	Health & Medical	\$94,769	\$94,769	\$776,464
8	170ENH-20	Paul Herrington	University of New Orleans	Additive Manufacturing Laboratory Enhancement	Engineering B	\$141,843	\$141,843	\$918,307
9	109ENH-20	Christopher Lyles	Northwestern State University	Enhancement of analytical instrumentation for capstone laboratories and research-related activities	Biological Sciences	\$68,578	\$68,578	\$986,885
10	045ENH-20	Collins Kimbeng	LSU Agricultural Center	Capacity building of the LSU AgCenter Sugarcane Research Station's sucrose laboratory through the acquisition of a state-of-the art NIR equipment	Agricultural Sciences	\$200,000	\$200,000	\$1,186,885
11	143ENH-20	Kevin Gotham	Tulane University	City, Culture, and Community [CCC] Department Enhancement Program [DEP]	Social Sciences	\$117,865	\$117,865	\$1,304,750
12	138ENH-20	Lonnie McCray	Southern University at Shreveport	English and Math Resource Center	Humanities	\$92,778	\$92,778	\$1,397,528
13	028ENH-20	Chorondalette Moore	Baton Rouge Community College	BRCC PTEC Tool School Project	Targeted Workforce	\$146,108	\$146,108	\$1,543,636
14	032ENH-20	Chandra Pokhrel	Centenary College of Louisiana	Enhanced Laboratory for Optics/Modern Physics	Physics	\$14,443	\$14,443	\$1,558,079
15	152ENH-20	Dilip Depan	University of Louisiana at Lafayette	Acquisition of FTIR microscope for advancement in chemical, materials, and biological science research and education	Engineering B	\$85,303	\$85,303	\$1,643,382
16	116ENH-20	Amber Narro	Southeastern Louisiana University	Southeastern Student Studio	Social Sciences	\$75,460	\$75,460	\$1,718,842
17	137ENH-20	Barry Hester	Southern University at Shreveport	Fly Southern: Launching Careers in Aerospace Technology	Targeted Workforce	\$112,778	\$98,394	\$1,817,236
18	041ENH-20	Justin Langford	Louisiana College	Improvements to Lecture and Learning Environment	Humanities	\$87,330	\$87,330	\$1,904,566

Rank	Proposal Number	PI Name	Institution	Project Title	Primary Discipline	Amount Requested	Amount Recommended	Cumulative
19	079ENH-20	Jun-Ing Ker	Louisiana Tech University	Enhancement of Educational and Research Capabilities to Meet Industry 4.0 Workforce Need	Engineering B	\$52,730	\$52,730	\$1,957,296
20	145ENH-20	Jason Nesbitt	Tulane University	Modernizing Methods to Study the Ancient Past: Enhancing the Research Potential of the Center for Archaeology at Tulane University	Social Sciences	\$149,383	\$149,383	\$2,106,679
21	067ENH-20	Stephen Banks	Louisiana State University in Shreveport	High Capacity Autoclave to Enhance Teaching and Research at LSUS	Biological Sciences	\$49,112	\$49,112	\$2,155,791

Total Number of Proposals Submitted	147
Total Funds Requested	\$16,360,197
Total Number of Proposals Recommended	21
Total Funds Recommended	\$2,155,791

**Board of Regents Support Fund
BoR/SREB Doctoral Support Initiative to Promote Student and Faculty Diversity
for the FY 2019-20 Review Cycle**

Priority I Proposals Recommended for Funding by Out-of-State Consultant

Rank	Proposal#	Proposal Title	Institution	PI Name(s)	Duration (Years)	Funds Recommended	BoRSF Cumulative 1st-Year Amount
1	005SREB-20	Board of Regents/SREB Doctoral Support Initiative to Promote Diversity and Inclusion at the University of Louisiana at Lafayette	University of Louisiana at Lafayette	Mary Farmer-Kaiser	1 2 3 TOTAL	\$ 45,000 \$ 45,000 <u>\$ 45,000</u> \$135,000	\$45,000
2	001SREB-20	Board of Regents Graduate Fellow Program 2020-23	Louisiana State University and A&M College	Malcolm Richardson	1 2 3 TOTAL	\$ 30,000 \$ 30,000 <u>\$ 30,000</u> \$ 90,000	\$75,000
3	002SREB-20	Increasing Diversity in Doctoral Populations at Louisiana Tech University 2020-23	Louisiana Tech University	Bala Ramachandran	1 2 3 TOTAL	\$ 30,000 \$ 30,000 <u>\$ 30,000</u> \$ 90,000	\$105,000
4	004SREB-20	Board of Regents Doctoral Fellowships at Tulane University	Tulane University	Michael Cunningham	1 2 3 TOTAL	\$ 30,000 \$ 30,000 <u>\$ 30,000</u> \$ 90,000	\$135,000
5	003SREB-20	SUBR/Board of Regents Fellowship Program	Southern University and A&M College	Patrick Mensah	1 2 3 TOTAL	\$ 15,000 \$ 15,000 <u>\$ 15,000</u> \$ 45,000	\$150,000

**Summary of Priority I Proposals Submitted to the BoR/SREB Graduate Fellowships to Promote Diversity Program
for the FY 2019-20 Review Cycle**

Proposals Submitted	Proposals Recommended	Total First-Year Funds Requested	Total Funds Requested	Total First-Year Funds Recommended	Total Funds Recommended	Total First-Year Funds Budgeted
5	5	\$330,000	\$990,000	\$150,000	\$450,000	\$150,000

APPENDIX D

Board of Regents Support Fund (BoRSF)
Departmental Enhancement Summary of Priority I Recommendations, FY 2019-20

Institution	Dept. Enhancement: Comprehensive*				Departmental Enhancement - Targeted				BoR/SREB Doctoral Student Support*				Total Proposals			
	Submitted	Recm.	1st Yr Award	Total Award	Submitted	Recm.	1st Yr Award	Total Award	Submitted	Recm.	1st Yr Award	Total Award	Submitted	Recm.	1st Yr Award	Total Award
BRCC					4	1	\$146,108	\$146,108					4	1	\$146,108	\$146,108
BPCC					1	0	\$0	\$0					1	0	\$0	\$0
Centenary					1	1	\$14,443	\$14,443					1	1	\$14,443	\$14,443
Central Louisiana																
Delgado	1	1	\$152,970	\$740,269									1	1	\$152,970	\$740,269
Dillard					5	0	\$0	\$0					5	0	\$0	\$0
Grambling																
Fletcher																
FMOLU					1	0	\$0	\$0					1	0	\$0	\$0
Louisiana College					4	1	\$87,330	\$87,330					4	1	\$87,330	\$87,330
LCTCS																
Louisiana Delta					1	0	\$0	\$0					1	0	\$0	\$0
LSU - Ag Center	2	0	\$0	\$0	5	2	\$276,495	\$276,495					7	2	\$276,495	\$276,495
LSU - Alexandria	1	1	\$100,000	\$432,033									1	1	\$100,000	\$432,033
LSU and A&M	8	0	\$0	\$0	11	0	\$0	\$0	1	1	\$30,000	\$90,000	20	1	\$30,000	\$90,000
LSU - Eunice					2	0	\$0	\$0					2	0	\$0	\$0
LSU - Pennington					1	0	\$0	\$0					1	0	\$0	\$0
LSU - Shreveport					7	1	\$49,112	\$49,112					7	1	\$49,112	\$49,112
LSU Health Sci. Ctr.-NO	1	0	\$0	\$0	4	1	\$130,006	\$130,006					5	1	\$130,006	\$130,006
LSU Health Sci. Ctr.-S					1	0	\$0	\$0					1	0	\$0	\$0
Louisiana Tech					12	2	\$111,835	\$111,835	1	1	\$30,000	\$90,000	13	3	\$141,835	\$201,835
Loyola					2	0	\$0	\$0					2	0	\$0	\$0
LUMCON					1	0	\$0	\$0					1	0	\$0	\$0
McNeese					5	0	\$0	\$0					5	0	\$0	\$0
Nicholls	1	0	\$0	\$0	9	0	\$0	\$0					10	0	\$0	\$0
Northshore																
Northwestern					8	1	\$68,578	\$68,578					8	1	\$68,578	\$68,578
Nunez					1	0	\$0	\$0					1	0	\$0	\$0
River Parishes																
St. Joseph Seminary																
South Louisiana																
Southeastern Louisiana	1	0	\$0	\$0	9	1	\$75,460	\$75,460					10	1	\$75,460	\$75,460
Southern and A&M	1	0	\$0	\$0	5	1	\$139,500	\$139,500	1	1	\$15,000	\$45,000	7	2	\$154,500	\$184,500
Southern - New Orleans					5	0	\$0	\$0					5	0	\$0	\$0
Southern - Shreveport					8	2	\$191,172	\$191,172					8	2	\$191,172	\$191,172
SOWELA					2	0	\$0	\$0					2	0	\$0	\$0
Tulane					6	2	\$267,248	\$267,248	1	1	\$30,000	\$90,000	7	3	\$297,248	\$357,248
Tulane Health Sci. Center	2	1	\$51,347	\$235,159	4	0	\$0	\$0					6	1	\$51,347	\$235,159
University of Holy Cross																
UL - Lafayette	7	0	\$0	\$0	9	3	\$361,892	\$361,892	1	1	\$45,000	\$135,000	17	4	\$406,892	\$496,892
UL - Monroe					5	1	\$94,769	\$94,769					5	1	\$94,769	\$94,769
UNO	1	0	\$0	\$0	8	1	\$141,843	\$141,843					9	1	\$141,843	\$141,843
Xavier																
TOTALS	26	3	\$304,317	\$1,407,461	147	21	\$2,155,791	\$2,155,791	5	5	\$150,000	\$450,000	178	29	\$2,610,108	\$4,013,252

APPENDIX E

**Endowed Professorships Matching Requests: Allocation of BoRSF Funds by Campus/System*
FY 2019-20 Submissions**

	FY 2019-20 Slots Requested	FY 2019-20 Slots Recommended	FY 2019-20 Funds Recommended
Louisiana Association of Independent Colleges and Universities (LAICU)			
Loyola	4 @ \$20,000	4 @ \$20,000	\$80,000
Tulane	2 @ \$20,000	2 @ \$20,000	\$40,000
TUHSC	2 @ \$20,000	2 @ \$20,000	\$40,000
Xavier	2 @ \$20,000	2 @ \$20,000	\$40,000
System Total	10	10	\$200,000
LSU System (LSU)			
LSU Ag Center	2 @ \$20,000	2 @ \$20,000	\$40,000
LSU and A&M	80	6 @ \$40,000	\$240,000
	76 @ \$40,000		
	4 @ \$20,000		
LSUHSCNO	14	6 @ \$40,000	\$240,000
	12 @ \$40,000		
	2 @ \$20,000		
LSUHSCS	1 @ \$20,000	1	\$20,000
LSUS	2 @ \$20,000	2	\$40,000
System Total	99	17	\$580,000
Louisiana Community and Technical College System (LCTCS)			
BPCC	3 @ \$20,000	3 @ \$20,000	\$60,000
FTCC	2 @ \$40,000	2 @ \$40,000	\$80,000
Nunez	1 @ \$20,000	1 @ \$20,000	\$20,000
SLCC	2 @ \$40,000	2 @ \$40,000	\$80,000
System Total	8	8	\$240,000
Southern University System (LCTCS)			
SUSLA	2 @ \$40,000	2 @ \$40,000	\$80,000
System Total	2	2	\$80,000
University of Louisiana System (UL)			
GSU	5 @ \$20,000	5 @ \$20,000	\$100,000
LA Tech	4 @ \$20,000	4 @ \$20,000	\$80,000
McNeese	1 @ \$20,000	1 @ \$20,000	\$20,000
SLU	2 @ \$20,000	2 @ \$20,000	\$40,000
UL Lafayette	10	6 @ \$40,000	\$240,000
	9 @ \$40,000		
	1 @ \$20,000		
UL Monroe	5	5	\$180,000
	4 @ \$40,000	4 @ \$40,000	
	1 @ \$20,000	1 @ \$20,000	
UNO	16	6 @ \$40,000	\$240,000
	15 @ \$40,000		
	1 @ \$20,000		
System Total	43	29	\$900,000
STATEWIDE TOTAL	162	66	\$2,000,000

* Campus may use matching dollars per \$40,000 increment for one \$40,000 slot or two \$20,000 slots

APPENDIX F

PROFESSORSHIP REQUESTS SUBMITTED APRIL 1, 2020

Institution	BOSSIER PARISH COMMUNITY COLLEGE						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	John & Joanna Magale Endowed Scholarship for First Generation College Students I	1	S	New	1	\$30,000	\$20,000
	John & Joanna Magale Endowed Scholarship for First Generation College Students II	1	S	New	2	\$30,000	\$20,000
	John & Joanna Magale Endowed Scholarship for First Generation College Students III	1	S	New	3	\$30,000	\$20,000
Totals	3	3				\$90,000	\$60,000
Institution	FLETCHER TECHNICAL COMMUNITY COLLEGE						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Lorio Foundation Endowed Professorship in Cardiopulmonary Care Science	2	P	1	1	\$120,000	\$80,000
Totals	1	2				\$120,000	\$80,000
Institution	GRAMBLING STATE UNIVERSITY						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Dr. Adrienne and Gilonda Butler Endowed Professorship	1	P	New	1	\$80,000	\$20,000
	Lonnie B. Smith Endowed Scholarship	1	S	New	2	\$80,000	\$20,000
	Delta Sigma Theta-Delta Iota Endowment Scholarship	1	S	New	3	\$80,000	\$20,000
	Ruby Billups Standard of Excellence Scholarship	1	S	New	4	\$80,000	\$20,000
	Ruston Alumni Chapter Family of Coach James Wick's Duncan Sr. Endowed Scholarship	1	S	New	5	\$80,000	\$20,000
Totals	5	5				\$400,000	\$100,000
Institution	LSU AGRICULTURAL CENTER						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Benjamin L. Legendre, Sr. Sugar Heritage ASSCT Professorship	1	P	New	1	\$80,000	\$20,000
	Andrew Price Gay, Jr. and John Fleming Gay Professorship in Sugarcane Variety Development	1	P	New	2	\$80,000	\$20,000
Totals	2	2				\$160,000	\$40,000
Institution	LOUISIANA STATE UNIVERSITY AND A&M COLLEGE						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Ron & Dr. Mary Neal Geaux Teach Distinguished Professorship #2	3	P	2	1-3	\$180,000	\$120,000
	Neil Odenwald Distinguished Professorship in Landscape Architecture #2	1	P	2	4	\$60,000	\$40,000
	Entergy Louisiana Professorship in Power Engineering	3	P	2	5-7	\$180,000	\$120,000
	Wedon T. Smith Professorship in Civil Law #2	1	P	2	8	\$60,000	\$40,000
	Ben R. Miller, Jr. Professorship	1	P	2	9	\$60,000	\$40,000
	Lorraine and Leon August Professorship in Physics and Astronomy	3	P	2	10-12	\$180,000	\$120,000
	Professional Ethics Professorship #4	1	P	2	13	\$60,000	\$40,000
	E.J. Ourso Professorship in Consumer Behavior	10	P	2	14-23	\$600,000	\$400,000
	E.J. Ourso Professorship in Marketing Strategy	10	P	2	24-33	\$600,000	\$400,000
	E.J. Ourso Professorship in Information Systems & Decision Sciences #1	7	P	2	34-40	\$420,000	\$280,000
	E.J. Ourso Professorship in Information Systems & Decision Sciences #2	7	P	2	41-47	\$420,000	\$280,000
	E.J. Ourso Professorship in Information Systems & Decision Sciences #3	6	P	2	48-53	\$360,000	\$240,000
	Dr. Robert T. "Bob" Justis/T.J. Moran Distinguished Professorship	3	P	2	54-56	\$180,000	\$120,000
	James R. Dupuy Professorship	1	P	2	57	\$60,000	\$40,000
	Sybil F. Boizelle Professorship	3	P	2	58-60	\$180,000	\$120,000
	William Boizelle Professorship	3	P	2	61-63	\$180,000	\$120,000
	U.J. LeGrange Professorship in Accounting #10	1	P	2	64	\$60,000	\$40,000
	Neil Odenwald Distinguished Professorship in Landscape Architecture #3	1	P	2	65	\$60,000	\$40,000
	Cheney C. Joseph Endowed Professorship	3	P	2	66-68	\$180,000	\$120,000
	Joan Pender McManus Distinguished Professorship	5	P	2	69-73	\$300,000	\$200,000
	Dr. William R. Lee Professorship in Genetics	3	P	PR	74-76	\$240,000	\$60,000
	U.J. LeGrange Endowed Professorship in Accounting #11	1	P	2	77	\$60,000	\$40,000
	Robey H. Clark Distinguished Professorship #3	1	P	PR	78	\$80,000	\$20,000

	Professional Ethics Professorship #5	1	P	New	79	\$60,000	\$40,000
	Professional Ethics Professorship #6	1	P	New	80	\$60,000	\$40,000
Totals	25	80				\$4,880,000	\$3,120,000
Institution	LOUISIANA STATE UNIVERSITY SHREVEPORT						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Louisiana State University Shreveport Alumni Association First Generation Endowed Scholarship	1	S	New	1	\$80,000	\$20,000
	Yancey Strain Endowed Professorship for the Spring St. Museum	1	S	New	2	\$80,000	\$20,000
Totals	2	2				\$160,000	\$40,000
Institution	LSU HEALTH SCIENCES CENTER - NEW ORLEANS						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Duna Penn Professorship of Neonatal Perinatal Medicine	1	P	New	1	\$80,000	\$20,000
	George Bishop Endowed Professorship in Psychiatry	1	P	PR	2	\$80,000	\$20,000
	The Jim Lowenstein Professorship of Medicine	1	P	2	3	\$60,000	\$40,000
	Margie Villere Professorship for Childhood Development in Psychiatry	1	P	2	4	\$60,000	\$40,000
	Horatio Reilly Professorship in Urology	1	P	2	5	\$60,000	\$40,000
	Emeril J. Lagasse, III Professorship of Child and Adolescent Psychiatry	2	P	2	6	\$120,000	\$80,000
	Anderson/Searle Professorship in Psychiatry	1	P	2	7	\$60,000	\$40,000
	The Richard M. Paddison, MD Professorship of Neurology	1	P	2	8	\$60,000	\$40,000
	The Marie LaHasky Professorship of Family Medicine	3	P	2	9	\$180,000	\$120,000
	Howard Buechner, MD Professorship of Medicine	1	P	2	10	\$60,000	\$40,000
	The Harry E. Dascomb, MD Professorship of Medicine	1	P	2	11	\$60,000	\$40,000
Totals	11	14				\$880,000	\$520,000
Institution	LSU HEALTH SCIENCES CENTER - SHREVEPORT						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	David N. Cole Endowed Professorship for Community Health Initiatives in the School of Allied Health Professions	1	P	New	1	\$80,000	\$20,000
Totals	1	1				\$80,000	\$20,000
Institution	LOUISIANA TECH UNIVERSITY						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Ray and Dorothy Young Endowed Professorship in AgScience	1	P	New	1	\$80,000	\$20,000
	Delbert and Shelia Chumley Endowed Professorship in COB	1	P	New	2	\$80,000	\$20,000
	Ray and Dorothy Young Family Endowed Professorship in AgScience	1	P	New	3	\$80,000	\$20,000
	Rick and Lisa Shirley Endowed Professorship (Presidential Professorship)	1	P	New	4	\$80,000	\$20,000
Totals	4	4				\$320,000	\$80,000
Institution	LOYOLA UNIVERSITY NEW ORLEANS						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Ranney and Emel Songu Mize Professorship in Opera	1	P	New	1	\$80,000	\$20,000
	Robert David Professorship in Medical Malpractice and Healthcare Law	1	P	New	2	\$80,000	\$20,000
	Kathryn Venturatos Lorio Professorship in Civil Law	1	P	New	3	\$80,000	\$20,000
	Patricia Carlin O'Keefe Distinguished Professorship in History	1	P	New	4	\$80,000	\$20,000
Totals	4	4				\$320,000	\$80,000
Institution	MCNEESE STATE UNIVERSITY						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	CITGO Petroleum Professorship in Engineering #10	1	P	New	1	\$80,000	\$20,000
Totals	1	1				\$80,000	\$20,000
Institution	NUNEZ COMMUNITY COLLEGE						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Lorio Foundation Endowed Professorship in Cardiopulmonary Care Science	1	S	New	1	\$30,000	\$20,000
Totals	1	1				\$30,000	\$20,000

Institution	SOUTH LOUISIANA COMMUNITY COLLEGE						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	LHC Group/Myers Family Foundation Endowed Professorship I in Nursing and Home Health	1	P	1	1	\$60,000	\$40,000
	LHC Group/Myers Family Foundation Endowed Professorship II in Nursing and Home Health	1	P	1	2	\$60,000	\$40,000
Totals	2	2				\$120,000	\$80,000
Institution	SOUTHEASTERN LOUISIANA UNIVERSITY						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Peggy Jacob/First Presbyterian Church First Generation Endowed Scholarship	1	S	New	1	\$80,000	\$20,000
	Edgar R. Smith, III Endowed Professorship in Business	1	P	New	2	\$80,000	\$20,000
Totals	2	2				\$160,000	\$40,000
Institution	SOUTHERN UNIVERSITY SHREVEPORT						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Dr. Shelby B. Sanders Endowed First-Generation Scholarship	1	S	New	1	\$60,000	\$40,000
	David Raines Community Health Center (DRCHC) Endowed First-Generation Scholarship	1	S	New	2	\$60,000	\$40,000
Totals	2	2				\$120,000	\$80,000
Institution	TULANE UNIVERSITY						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Diana and Mark Tipton Professorship I	1	P	New	1	\$80,000	\$20,000
	Cochran Family Professorship in Earth and Environmental Sciences IV	1	P	New	2	\$80,000	\$20,000
Totals	2	2				\$160,000	\$40,000
Institution	TULANE UNIVERSITY HEALTH SCIENCES CENTER						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Dean Baker Ellithorpe, M.D. Professorship XI	1	P	New	1	\$80,000	\$20,000
	Dean Baker Ellithorpe, M.D. Professorship XII	1	P	New	2	\$80,000	\$20,000
Totals	2	2				\$160,000	\$40,000
Institution	UNIVERSITY OF LOUISIANA AT LAFAYETTE						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Leonder & Louizette Labby-Sy & Laura Arceneaux/BORSF Professorship in Education	1	P	2	1	\$60,000	\$40,000
	Drs. Roderick & Tina Clark/BoRSF Endowed Professorship In Sciences	1	P	New	2	\$60,000	\$40,000
	Francis Patrick Clark/BoRSF Prof In Comp & Informatics V	1	P	2	3	\$60,000	\$40,000
	Francis Patrick Clark/BoRSF Prof In Comp & Informatics VI	1	P	2	4	\$60,000	\$40,000
	Sen. Edgar "Sonny" Mouton/BoRSF Endowed Prof in Liberal Arts	1	P	2	5	\$60,000	\$40,000
	Francis Patrick Clark/BoRSF Prof In Comp & Informatics VII	1	P	2	6	\$60,000	\$40,000
	Francis Patrick Clark/BoRSF Professorship In Computing & Informatics VIII	1	P	2	7	\$60,000	\$40,000
	Chris Gambel/BoRSF Professorship In Finance	1	P	New	8	\$80,000	\$20,000
	Francis Patrick Clark/BoRSF Professorship In Computing & Informatics IX	1	P	2	9	\$60,000	\$40,000
	Francis Patrick Clark/BoRSF Professorship In Computing & Informatics X	1	P	2	10	\$60,000	\$40,000
Totals	10	10				\$620,000	\$380,000
Institution	UNIVERSITY OF LOUISIANA AT MONROE						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Willis-Knighton Endowed Professorship for Nursing	1	P	2	1	\$60,000	\$40,000
	John & Tasha Gardner Professorship in Marketing Analytics	1	P	2	2	\$60,000	\$40,000
	Henry A. Little, CPA, Professorship in Accounting	1	P	2	3	\$60,000	\$40,000
	Lawson & Sharon Swearingen Professorship in Political Science	1	P	2	4	\$60,000	\$40,000
	Charles Allen Endowed Professorship in Biology	1	P	New	5	\$80,000	\$20,000
Totals	5	5				\$320,000.00	\$180,000.00
Institution	UNIVERSITY OF NEW ORLEANS						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	Charles J. O'Connor, Ph.D. Endowed Professorship in Chemistry	1	P	New	1	\$60,000	\$40,000
	Whitney Bank Endowed Professorship in Finance I	1	P	2	2	\$60,000	\$40,000
	Whitney Bank Endowed Professorship in Economics II	1	P	2	3	\$60,000	\$40,000

	Whitney Bank Endowed Professorship in Economics III	2	P	2	4	\$120,000	\$80,000
	Peter L. Hilber, Sr. Endowed Professorship in Mechanical Engineering	5	P	2	5	\$300,000	\$200,000
	Energy Accounting and Technology Conference Endowed Professorship	2	P	2	6	\$120,000	\$80,000
	Eurofins Endowed Professorship in Molecular Biology	1	P	2	7	\$60,000	\$40,000
	Ivan Miestchovich Endowed Professorship in Real Estate and Economic Development	2	P	2	8	\$120,000	\$80,000
	University of New Orleans International Alumni Association 2018 First Generation Scholarship	1	S	PR	9	\$80,000	\$20,000
Totals		9				\$980,000	\$620,000
Institution	XAVIER UNIVERSITY OF LOUISIANA						
	Name of Professorship	Slots	Type	P/Y Request	Priority	Donation	Match Sought
	The Melba Fortune' Martinez '43 Endowed Professorship in the Division of Social and Behavioral Sciences	1	P	New	1	\$80,000	\$20,000
	The Melba Fortune' Martinez '43 Endowed Professorship in the Division of Education and Counseling	1	P	New	2	\$80,000	\$20,000
Totals		2				\$160,000	\$40,000

TOTAL FIGURES FOR ENDOWED FIRST-GENERATION SCHOLARSHIPS AND ENDOWED PROFESSORSHIPS REQUESTED, FY 2019-2020	Endowed First-Generation Scholarships	Endowed Professorships (New)	Endowed Professorships (Previously Requested)	All Endowed First-Generation Scholarships and Professorships
Count	14	25	55	94
Slots	14	25	121	160
Donations	\$880,000	\$1,920,000	\$7,360,000	\$10,160,000
Match Requested	\$320,000	\$580,000	\$4,740,000	\$5,640,000

Request Type Key	
First-Generation Scholarship	S
Professorship	P
P/Y Type Key	
New Request	New
Previously Requested (80/20)	PR
Institution eligible for 60/40 under Professorship cap (60/40)	1
Donation Agreement in place prior to ratio change (60/40)	2

APPENDIX G

**Endowed First-Generation Scholarships Matching Requests: Allocation of BoRSF Funds by Campus/System
FY 2019-20 Slots Awaiting Match (Program Suspended to New Applications)**

	FY 2019-20 Slots Requested	FY 2019-20 Slots Recommended	FY 2019-20 Funds Recommended
UL SYSTEM			
Northwestern	13	13	\$520,000
UL Monroe	4	4	<u>\$160,000</u>
System Total	17	17	\$680,000
STATEWIDE TOTAL	17	17	\$680,000

2019-20 FIRST-GENERATION SCHOLARSHIPS BACKLOGGED REQUESTS

Fiscal Year Submitted	Institution	Name of Scholarship	Slots	Donation	Match Sought
2016-2017	Northwestern	Rose Landry Long Louisiana Senate First Generation Endowed Scholarship	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship #2	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship #3	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship #4	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship #5	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship #6	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship #7	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship #8	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship #9	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	David and Sherry Morgan First Generation Endowed Scholarship #10	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	Ludlow and Bless McNeely First Generation Endowed Scholarship	1	\$ 60,000.00	\$ 40,000.00
2016-2017	Northwestern	John and Angelina Manno First Generation Endowed Scholarship	1	\$ 60,000.00	\$ 40,000.00
2016-2017	ULM	Paul and Mary Fink Super First Generation Scholarship	2	\$ 120,000.00	\$ 80,000.00
2016-2017	ULM	Oscar Cahn and Kurt & Irmgard Fisher Super First Generation Scholarship	2	\$ 120,000.00	\$ 80,000.00
	TOTAL	15	17	\$ 1,020,000.00	\$ 680,000.00

APPENDIX H

BoRSF Endowed Two-Year Workforce Scholarships
Priority I Proposals Recommended for Funding by Out-of-State Consultants
for the FY 2019-20 Review Cycle

Rank	Proposal #	Campus	Scholarship Name	Match Requested	Total Points (100 Points Max.)	Funds Recommended
1	010EWS-20	Louisiana Delta Community College	LDCC Allied Health Endowed Scholarship in Registered Nursing	\$20,000	99	\$20,000
2	022EWS-20	South Louisiana Community College	St. Landry Healthcare II Endowed Scholarship in Nursing	\$20,000	98	\$20,000
2	023EWS-20	South Louisiana Community College	Rhett Flash Memorial Endowed Scholarship in Nursing	\$10,000	98	\$10,000
2	024EWS-20	South Louisiana Community College	Acadiana Healthcare III Endowed Scholarship in Nursing	\$40,000	98	\$40,000
2	025EWS-20	South Louisiana Community College	LHC Group/Myers Family Foundation Endowed Scholarship in Nursing and Home Health	\$200,000	98	\$200,000
6	014EWS-20	Louisiana State University Eunice	Diana Lynn Labbe Memorial Endowed Scholarship	\$10,000	97	\$10,000
7	012EWS-20	Louisiana State University Eunice	Lafayette Surgical Specialty Endowed Scholarship	\$20,000	95	\$20,000
8	005EWS-20	Bossier Parish Community College	Jayma LeeAnn Ware Memorial Endowed Two-Year Workforce Scholarship in Allied Health (EMT/Paramedic) (Curt Eysink Memorial)	\$10,000	93	\$10,000
8	006EWS-20	Delgado Community College	Delgado - Leissner Workforce and Nursing Scholarship	\$10,000	93	\$10,000
10	003EWS-20	Bossier Parish Community College	BPCC Foundation Endowed Two-Year Workforce Scholarship in Engineering (STEM Transfer) (Curt Eysink Memorial)	\$20,000	92	\$20,000

BoRSF Endowed Two-Year Workforce Scholarships
Priority I Proposals Recommended for Funding by Out-of-State Consultants
for the FY 2019-20 Review Cycle

11	007EWS-20	Delgado Community College	Delgado - Eysink Scholarship in Cloud Computing	\$10,000	90	\$10,000
11	020EWS-20	Nunez Community College	Domino Sugar Endowed Two Year Workforce Scholarship in Process Technology- NUNEZ	\$10,000	90	\$10,000
13	001EWS-20	Bossier Parish Community College	Bossier Volunteer Guild Endowed Two-Year Workforce Scholarship in Allied Health (Curt Eysink Memorial)	\$10,000	89	\$10,000
13	002EWS-20	Bossier Parish Community College	WoodmenLife Chapter 54 of Louisiana Endowed Two-Year Workforce Scholarship in Allied Health (Curt Eysink Memorial)	\$30,000	89	\$30,000
13	021EWS-20	River Parishes Community College	Supplemental TIC Workforce Scholarship in Allied Health	\$10,000	89	\$10,000
13	026EWS-20	SOWELA Technical Community College	Greater Lake Charles Rotary Club Endowed Two-Year Workforce Scholarship	\$10,000	89	\$10,000
13	028EWS-20	SOWELA Technical Community College	Mary Jean Turvey Two-Year Workforce Endowed Scholarship	\$40,000	89	\$40,000
13	029EWS-20	SOWELA Technical Community College	Charles C. Harris Two-Year Workforce Endowed Scholarship	\$10,000	89	\$10,000
19	015EWS-20	Louisiana State University Eunice	Dr. John L. Couvillion Memorial Endowed Scholarship	\$20,000	88	\$20,000
19	019EWS-20	Nunez Community College	Nunez Foundation Endowed Two Year Workforce Scholarship in Nursing- NUNEZ	\$10,000	88	\$10,000
19	013EWS-20	Louisiana State University Eunice	Rotary Club of Crowley Endowed Scholarship	\$10,000	88	\$10,000

**BoRSF Endowed Two-Year Workforce Scholarships
Priority I Proposals Recommended for Funding by Out-of-State Consultants
for the FY 2019-20 Review Cycle**

22	004EWS-20	Bossier Parish Community College	WoodmenLife Chapter 54 of Louisiana Endowed Two-Year Workforce Scholarship in Business (Curt Eysink Memorial)	\$10,000	83	\$10,000
23	027EWS-20	SOWELA Technical Community College	Rotary Club of Oakdale Two-Year Workforce Endowed Scholarship	\$10,000	82	\$10,000
24	017EWS-20	Northshore Technical Community College	Stuart R. Carlson Memorial Two-Year Student Workforce Scholarship in Nursing/STEM Transfer	\$10,000	80	\$10,000
25	011EWS-20	Louisiana Delta Community College	Graphic Packaging International Endowed Scholarship	\$10,000	77	\$10,000
26	008EWS-20	Fletcher Technical Community College	Burguieres Family Endowed Two-Year Workforce Scholarship in Nursing	\$30,000	70	\$30,000

Proposals Submitted: 29

Total Funds Requested: \$730,000

APPENDIX I

Board of Regents Support Fund Research and Development Program Research Competitiveness Subprogram (RCS) for FY 2019-20 Review Cycle
Priority I Proposals Recommended for Funding by Out-of-State Consultants

Rank	Proposal #	PI Name	Institution	Project Title	Amount Requested						
					Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Cumulative Year 1
1	068A-20	Dr. Kaushallya Adhikari	Louisiana Tech University	Adaptive Algorithms for Sonar Systems that Employ Sparse Sensor Arrays	\$49,080.00	\$46,830.00	\$45,830.00	\$43,330	\$43,330	\$43,330	\$43,330
1	079A-20	Prof. Andrew Peters	Louisiana Tech University	Precise Arrangement of Nanoparticles via Block Copolymer Grafts	\$43,420.00	\$43,020.00	\$43,020.00	\$43,320	\$42,920	\$42,920	\$86,650
1	153A-20	Dr. Kelly Boyle	University of New Orleans	Anthropogenic noise impacts on acoustic communication of sound producing fishes of the northern Gulf of Mexico	\$71,476.00	\$68,396.00	\$43,500.00	\$65,226	\$56,396	\$32,500	\$151,876
1	137A-20	Dr. M. Hassan Najafi	University of Louisiana at Lafayette	Deterministic Bit-Stream Processing for Energy-Efficient Machine Learning Systems	\$48,310.00	\$46,912.00	\$45,545.00	\$48,226	\$46,828	\$45,461	\$200,102
1	041A-20	Dr. Heather Lucas	Louisiana State University and A & M College	Neural dynamics of the interplay between memory and information sampling across the adult lifespan	\$76,525.00	\$72,459.00	\$44,915.00	\$49,315	\$49,315	\$40,780	\$249,417
1	059A-20	Dr. Shaomian Yao	Louisiana State University and A & M College	Molecular base of loss of osteogenic differentiation capability in human tissue-derived stem cells	\$19,875.00	\$0.00	\$0.00	\$18,875	\$0	\$0	\$268,292
1	141A-20	Prof. Karen Smith	University of Louisiana at Lafayette	The Endogenous Opioid System in Self Injury	\$15,288	\$0	\$0	\$15,288	\$0	\$0	\$283,580
1	168A-20	Phoebe Zito	University of New Orleans	Interactions and physiochemical processes of nanoparticles in aquatic environments	\$50,500	\$50,500	\$49,250	\$50,189	\$50,189	\$49,250	\$333,769
1	128A-20	Dr. Hayriye Gulbudak	University of Louisiana at Lafayette	Modeling across-scale feedbacks of pathogen virulence, host immunity, and disease control	\$53,367.00	\$50,549.00	\$50,435.00	\$44,418	\$44,418	\$44,418	\$378,187
1	132A-20	Dr. Seonhee Jang	University of Louisiana at Lafayette	Dielectric failure and recovery mechanisms in flexible electronics	\$50,208.00	\$49,953.00	\$49,014.00	\$49,808	\$49,203	\$48,614	\$427,995
1	070A-20	Dr. Pradeep Chowriappa	Louisiana Tech University	A Situationally Aware Tailored Health Communications System for Mobile Health Interventions.	\$44,245.00	\$44,245.00	\$44,245.00	\$44,245	\$44,245	\$44,245	\$472,240
1	008A-20	Dr. Danyi Qi	LSU Agricultural Center	Nudges to encourage healthy and sustainable dietary behaviors: Using Louisiana as a case study to reduce consumer food waste and obesity	\$19,960.00	\$0.00	\$0.00	\$18,365	\$0	\$0	\$490,605
1	033A-20	Dr. Daniel Holstein	Louisiana State University and A & M College	Deep coral reef refuges in the contexts of emergent disease and reproductive capacity	\$61,701.00	\$60,701.00	\$59,701.00	\$61,701	\$60,701	\$59,701	\$552,306

Board of Regents Support Fund Research and Development Program Research Competitiveness Subprogram (RCS) for FY 2019-20 Review Cycle
Priority I Proposals Recommended for Funding by Out-of-State Consultants

Rank	Proposal #	PI Name	Institution	Project Title	Amount Requested						
					Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Cumulative Year 1
1	125A-20	Dilip Depan	University of Louisiana at Lafayette	Single cell resolution level relationship between extra-cellular matrix stiffness and tumor regrowth	\$56,398.00	\$55,690.00	\$55,515.00	\$56,398	\$55,690	\$55,515	\$608,704
15	065A-20	Dr. Yunfeng Zhao	LSU Health Sciences Center - Shreveport	The Role of UCP2 in Wnt Signaling	\$16,000.00	\$0.00	\$0.00	\$16,000	\$0	\$0	\$624,704
16	050A-20	Prof. Matthew Penny	Louisiana State University and A & M College	Measuring the impact of alpha-element abundances on giant planet occurrence rates	\$59,445.00	\$48,201.00	\$41,125.00	\$59,445	\$47,451	\$39,625	\$684,149
17	040A-20	Dr. Andrew Lewin	Louisiana State University and A & M College	Utilizing the bovine ocular microbiome to detect therapeutic targets for infectious keratoconjunctivitis	\$66,713.00	\$65,069.00	\$63,238.00	\$52,325	\$50,681	\$48,850	\$736,474
18	148A-20	Dr. Catherine Newman	University of Louisiana at Monroe	Phylogenetics and genome evolution of woodland salamanders [genus Plethodon] in the US Coastal Plain	\$20,000.00	\$0.00	\$0.00	\$17,200	\$0	\$0	\$753,674
19	037A-20	Prof. Jimmy Lawrence	Louisiana State University and A & M College	Multifunctional Precision Polymers for Metal-Free Magnetic Resonance Imaging and Sensing	\$67,350.00	\$64,850.00	\$62,850.00	\$63,600	\$60,600	\$58,100	\$817,274
20	136A-20	Dr. Robert Miller	University of Louisiana at Lafayette	Modeling the Effects of Regional Flood Mitigation on Water Quality Dynamics in Tidal Watersheds	\$54,032.00	\$44,138.00	\$43,359.00	\$50,292	\$40,052	\$40,052	\$867,566
21	029A-20	Dr. Beibei Guo	Louisiana State University and A & M College	A Bayesian Phase II Design for Immunotherapy by Jointly Modeling the Longitudinal Immune Response and Time-to-event Efficacy	\$20,000.00	\$0.00	\$0.00	\$20,000	\$0	\$0	\$887,566
22	066A-20	Dr. Tauhidul Alam	Louisiana State University Shreveport	Assessment and Monitoring Critical Port Infrastructure through Heterogeneous Human-Autonomous Systems Teams	\$18,819.00	\$0.00	\$0.00	\$18,819	\$0	\$0	\$906,385
23	030A-20	Dr. Eileen Haebig	Louisiana State University and A & M College	Word Knowledge in Young Children with Autism Spectrum Disorders: The Developing Lexicon	\$62,004.00	\$61,954.00	\$58,635.00	\$41,858	\$41,808	\$39,908	\$948,243
24	073A-20	Prof. Elisabeth Maria Fatila	Louisiana Tech University	The Investigation of Sustainable Methods for the Synthesis and Processing of Rare Earth Materials	\$47,341.00	\$44,841.00	\$43,841.00	\$47,341	\$44,841	\$43,841	\$995,584
25	016A-20	Dr. Adam Bohnert	Louisiana State University and A & M College	Transgenerational control of mitochondrial health and homeostasis	\$59,825.00	\$50,825.00	\$46,825.00	\$49,825	\$49,825	\$44,825	\$1,045,409
26	086A-20	Dr. Timothy Clay	Nicholls State University	Population demographics of diamondback terrapins and the influence of the blue crab fishery in Louisiana	\$54,568.00	\$53,162.00	\$50,763.00	\$51,686	\$50,280	\$47,715	\$1,097,095

Board of Regents Support Fund Research and Development Program Research Competitiveness Subprogram (RCS) for FY 2019-20 Review Cycle
Priority I Proposals Recommended for Funding by Out-of-State Consultants

Rank	Proposal #	PI Name	Institution	Project Title	Amount Requested						
					Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Cumulative Year 1
27	006A-20	Prof. Yongchan Kwon	LSU Agricultural Center	In vitro reprogramming of monolignol biosynthesis	\$60,771.00	\$59,771.00	\$58,771.00	\$58,271	\$57,271	\$56,271	\$1,155,366
28	057A-20	Prof. Chen Wang	Louisiana State University and A & M College	Smart Anti-visual-hacking Methods to Protect Mobile Device Screen Privacy	\$60,250.00	\$58,250.00	\$56,250.00	\$57,250	\$55,250	\$55,250	\$1,212,616
29	142A-20	Dr. Amy Veprauskas	University of Louisiana at Lafayette	Understanding species persistence under reoccurring environmental disturbances	\$47,296.00	\$44,899.00	\$42,730.00	\$47,296	\$44,899	\$42,730	\$1,259,912
30	133A-20	Prof. Tolga Karsili	University of Louisiana at Lafayette	Modelling the Thermal and Photophysical Decay of Criegee Intermediates	\$57,339.00	\$42,920.00	\$42,920.00	\$48,919	\$34,500	\$34,500	\$1,308,831
31	081A-20	Dr. Allyn Schoeffler	Loyola University New Orleans	Molecular determinants of specialization in bacterial topoisomerases from extreme environments	\$35,699.00	\$27,981.00	\$25,744.00	\$35,699	\$27,981	\$25,744	\$1,344,530
32	123A-20	Prof. Michalis Charilaou	University of Louisiana at Lafayette	Modeling of topological defects and emergent magnetic states in nanostructures	\$47,151.00	\$46,964.00	\$45,269.00	\$40,371	\$40,371	\$40,371	\$1,384,901
33	005A-20	Dr. Joan King	LSU Agricultural Center	Prebiotics and Probiotics to Control Antibiotic Resistance in Food	\$20,000.00	\$0.00	\$0.00	\$20,000	\$0	\$0	\$1,404,901
34	014A-20	Dr. Nichole Bauer	Louisiana State University and A & M College	Feminizing Political Institutions: Does increasing the number of women in politics change how citizens stereotype political institutions?	\$62,750.00	\$55,659.00	\$42,659.00	\$44,770	\$28,080	\$28,080	\$1,449,671
35	146A-20	Dr. Georgios Matthaiolampakis	University of Louisiana at Monroe	Pathway and efficacy analysis of novel miR-based therapeutics	\$55,000.00	\$47,500.00	\$36,000.00	\$37,000	\$37,000	\$34,000	\$1,486,671
36	076A-20	Prof. Don Liu	Louisiana Tech University	Numerical Studies of Pain-free Microneedles for Transdermal Drug Delivery	\$19,658.00	\$0.00	\$0.00	\$19,658	\$0	\$0	\$1,506,329

Number of Proposals Submitted	169
Total Funds Requested for First Year	\$8,348,464
Total Funds Requested for Second Year	\$7,151,777
Total Funds Requested for Third Year	\$5,648,182
Total Funds Requested	\$21,148,423
Number of Proposals Recommended	36
Total First-Year Funds Recommended	\$1,506,329
Total Second-Year Funds Recommended	\$1,254,125
Total Third-Year Funds Recommended	\$1,186,596

Board of Regents Support Fund Research and Development Program Industrial Ties Research Subprogram (ITRS) for FY 2019-20 Review Cycle
Priority I Proposals Recommended for Funding by Out-of-State Consultants

Rank	Proposal #	PI Name	Institution	Project Title	Amount Requested			Amount Recommended			
					Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Cumulative year 1
1	025B-20	Ramalingam Subramaniam	McNeese State University	Development of a Novel and Compact Wastewater Treatment Process	\$75,316	\$67,279	\$56,913	\$72,500	\$66,579	\$56,213	\$72,500
1	005B-20	Qinglin Wu	LSU Agricultural Center	Sugarcane Fiber Derived Lignocellulose Nanomaterial for Advanced Fluids and Composite Fiber Applications	\$69,500	\$70,500	\$70,500	\$69,500	\$69,500	\$69,500	\$142,000
1	012B-20	Kidong Park	Louisiana State University and A&M College	Rolled Scaffold Bioreactor for Biopharmaceutical Production	\$61,000	\$60,000	\$0	\$59,000	\$59,000	\$0	\$201,000
1	035B-20	Viktor Poltavets	University of New Orleans	Low Temperature High Voltage Sodium/Immiscible Salts Battery for Grid-Scale Electrical Energy Storage	\$64,783	\$61,535	\$60,076	\$61,783	\$58,535	\$57,076	\$262,783
5	013B-20	Dandina Rao	Louisiana State University and A&M College	Development of Gas-Assisted Gravity Drainage [GAGD] Process for Improving Oil Recovery from Tuscaloosa Marine Shale [TMS] Resource in Louisiana	\$89,031	\$86,031	\$83,531	\$89,031	\$86,031	\$83,531	\$351,814
6	004B-20	Chandra Theegala	LSU Agricultural Center	Biomass-Bioplastic Blended Pellet as Media for Total Nitrogen Treatment of Wastewater	\$74,054	\$72,225	\$72,445	\$68,054	\$68,054	\$68,054	\$419,868

Total Number of Proposals Submitted	36
Total Funds Requested for First Year	\$2,892,296
Total Funds Requested for Second Year	\$2,636,446
Total Funds Requested for Third Year	\$2,317,053
Total Funds Requested	\$7,845,795
Total Funds Recommended for First Year	\$419,868
Total Funds Recommended for Second Year	\$407,699
Total Funds Recommended for Third Year	\$334,374
Total Funds Recommended	\$1,161,941

Board of Regents Support Fund Research and Development Proof-of-Concept/Prototyping Initiative (PoC/P) FY 2019-20 Review Cycle
Priority I Proposals Recommended for Funding by Out-of-State Consultants

Rank	Proposal #	PI Name	Project Title	Institution	Funds Recommended	Cumulative Funds Recommended
1	014D-20	Michele Maasberg	Counterfeit Detection and Provenance of Additive Manufacturing with Cybersecurity Techniques	Louisiana Tech University	\$40,000	\$40,000
2	015D-20	John Matthews	Development of an Alkali-Activated Inorganic Protective Coating for Corrosion Prevention of Metallic and Concrete Piping	Louisiana Tech University	\$39,985	\$79,985
3	001D-20	Bhuvnesh Bharti	Ecofriendly and Cost-Effective Alternative for Oil Spill Cleanup	Louisiana State University and A&M College	\$39,975	\$119,960
4	013D-20	Yuri Lvov	Nanoclay Coating for Textile Fibers	Louisiana Tech University	\$39,800	\$159,760
5	009D-20	Jian Xu	Design a Proof-of-Concept Non-Ionizing-Radiation Imaging Scheme to Aid the Diagnosis of Critical Dental Diseases that Cannot be Detected by the Prevalent Dental X-ray/CT	Louisiana State University and A&M College	\$40,000	\$199,760
6	017D-20	Noshir Pesika	Dispersed Carbon Microspheres as an Aqueous-Based Lubricant	Tulane University	\$40,000	\$239,760
7	018D-20	Ling Fei	Development of High-Performance Anode Materials for Lithium Ion Batteries	University of Louisiana at Lafayette	\$39,941	\$279,701

Number of Proposals Submitted	22
Total Money Requested	\$872,339
Number of Proposals Recommended	7
Total Money Recommended	\$279,701

Board of Regents Support Fund Research and Development Awards to Louisiana Artists and Scholars (ATLAS) FY 2019-20 Review Cycle
Priority I Proposals Recommended by Out-of-State Consultants

Rank	Proposal #	PI Name	Project Title	Institution	Funds Recommended	Cumulative Funds Recommended
1	011ATL-20	Anna Gunderson	Why Do States Privatize their Prisons? The Unintended Consequences of Inmate Litigation	Louisiana State University and A&M College	\$48,000	\$48,000
1	022ATL-20	Irina Shport	Louisiana Heritage Englishes in the 21st Century: Southern Black, White, and Cajun	Louisiana State University and A&M College	\$25,197	\$25,197
1	043ATL-20	Yuri Herrera Gutierrez	Benito Juarez in New Orleans	Tulane University	\$49,720	\$47,720
1	045ATL-20	Z'étoile Imma	Our Queer Mandela: Simon Nkoli, the Archive, and the Uses of an African Queer Icon	Tulane University	\$48,148	\$48,148
5	054ATL-20	Will Rogers	Haunted Chaucer: Trauma and Narrative in The Canterbury Tales	University of Louisiana at Monroe	\$36,750	\$36,750
6	009ATL-20	Mara Gibson	Escher Keys	Louisiana State University and A&M College	\$32,300	\$32,300
7	035ATL-20	Janet Allured	Southern Methodist Women, 1940-1990: Agents of Progressive Change	McNeese State University	\$28,185	\$28,185
8	059ATL-20	Justin Maxwell	Palimpsests of Agrippina Minor	University of New Orleans	\$38,740	\$38,740
9	031ATL-20	Wei Zhao	Home Beyond the House: Life and Vernacular Environments in Chinese Villages	Louisiana Tech University	\$49,978	\$49,978
10	051ATL-20	David Smilde	Venezuela's Failed Transition to Socialism, Vol. 1: Hugo Chávez and the Push for Hegemony, 2007-2012	Tulane University	\$50,000	\$50,000
11	038ATL-20	Michael Brumbaugh	Plato and the Guaraní Republic of Colonial Paraguay	Tulane University	\$45,080	\$45,080
12	040ATL-20	AnnieLaurie Erickson	Slow Light: Afterimaging in Louisiana's Cancer Alley	Tulane University	\$49,942	\$49,942

Number of Proposals	60
Total Money Requested	\$2,462,409
Total Money Recommended	\$500,040

APPENDIX J

Board of Regents Support Fund (BoRSF)
Research & Development Summary of Priority I Recommendations, FY 2019-20

Institution	Research Competitiveness Subprogram*				Industrial Ties Research Subprogram w/ PoC/P*				Awards to Louisiana Artists & Scholars Subprogram				Total Proposals			
	Submitted	Recm.	1st Yr Award	Total Award	Submitted	Recm.	1st Yr Award	Total Award	Submitted	Recm.	1st Yr Award	Total Award	Submitted	Recm.	1st Yr Award	Total Award
BRCC																
BPCC									1	0	\$0	\$0	1	0	\$0	\$0
Centenary																
Central Louisiana																
Delgado																
Dillard																
Grambling																
Fletcher																
FMOLU																
Louisiana College																
LCTCS																
Louisiana Delta																
LSU - Ag Center	11	3	\$96,636	\$210,178	5	2	\$137,554	\$412,662					16	5	\$234,190	\$622,840
LSU - Alexandria	1	0	\$0	\$0									1	0	\$0	\$0
LSU and A&M	50	11	\$518,964	\$1,377,794	23	4	\$228,006	\$456,568	29	3	\$105,497	\$105,497	102	18	\$852,467	\$1,939,859
LSU - Eunice																
LSU - Pennington																
LSU - Shreveport	2	1	\$18,819	\$18,819									2	1	\$18,819	\$18,819
LSU Health Sci. Ctr.-NO					1	0	\$0	\$0					1	0	\$0	\$0
LSU Health Sci. Ctr.-S	3	1	\$16,000	\$16,000									3	1	\$16,000	\$16,000
Louisiana Tech	13	5	\$197,894	\$547,566	11	3	\$119,785	\$119,785	1	1	\$49,978	\$49,978	25	9	\$367,657	\$717,329
Loyola	1	1	\$35,699	\$89,424					3	0	\$0	\$0	4	1	\$35,699	\$89,424
LUMCON																
McNeese	4	0	\$0	\$0	1	1	\$72,500	\$195,292	1	1	\$28,185	\$28,185	6	2	\$100,685	\$223,477
Nicholls	6	1	\$51,686	\$149,681									6	1	\$51,686	\$149,681
Northshore																
Northwestern	2	0	\$0	\$0									2	0	\$0	\$0
Nunez																
River Parishes																
St. Joseph Seminary																
South Louisiana																
Southeastern Louisiana	9	0	\$0	\$0									9	0	\$0	\$0
Southern and A&M	7	0	\$0	\$0									7	0	\$0	\$0
Southern - New Orleans																
Southern - Shreveport																
SOWELA																
Tulane	8	0	\$0	\$0	3	1	\$40,000	\$40,000	16	5	\$240,890	\$240,890	27	6	\$280,890	\$280,890
Tulane Health Sci. Center	5	0	\$0	\$0									5	0	\$0	\$0
University of Holy Cross																
UL - Lafayette	23	9	\$401,016	\$1,108,638	9	1	\$39,941	\$39,941	2	0	\$0	\$0	34	10	\$440,957	\$1,148,579
UL - Monroe	4	2	\$54,200	\$125,200					1	1	\$36,750	\$36,750	5	3	\$90,950	\$161,950
UNO	19	2	\$115,415	\$303,750	5	1	\$61,783	\$177,394	6	1	\$38,740	\$38,740	30	4	\$215,938	\$519,884
Xavier	1	0	\$0	\$0									1	0	\$0	\$0
TOTALS	169	36	\$1,506,329	\$3,947,050	58	13	\$699,569	\$1,441,642	60	12	\$500,040	\$500,040	287	61	\$2,705,938	\$5,888,732

APPENDIX K

**BoRSF Endowed Superior Graduate Student Scholarships
Priority I Proposals Recommended for Funding by Out-of-State Consultants
for the FY 2019-20 Review Cycle**

Rank	Proposal #	Campus	Scholarship Name	Match Requested	Total Points (100 Points Max.)	Funds Recommended
1	051EGS-20	Louisiana State University Health Sciences Center - Shreveport	Lester Wayne Johnson Family Scholarship for Medical Students	\$40,000	98	\$40,000
2	045EGS-20	Louisiana State University Health Sciences Center - New Orleans	Carl and Beulah Baldrige Rural Scholars Track Scholarship	\$160,000	97	\$160,000
3	050EGS-20	Louisiana State University Health Sciences Center - Shreveport	Sandra and Jerry Martin Endowed Scholarship for Medical Students-2	\$40,000	96	\$40,000
3	052EGS-20	Louisiana State University Health Sciences Center - Shreveport	Tommy Brown, MD Memorial Scholarship for Medical Students	\$40,000	96	\$40,000
3	072EGS-20	University of Louisiana at Monroe	Elsie Webb Superior Graduate Student Scholarship Endowment in Education	\$80,000	96	\$80,000
6	063EGS-20	University of Louisiana at Lafayette	J. C. Moss Board of Regents Support Fund Endowed Superior Graduate Student Scholarship in Business Administration	\$40,000	94	\$40,000
6	066EGS-20	University of Louisiana at Lafayette	Fannie Edith Winn Educational Trust / Board of Regents Support Fund Endowed Superior Graduate Student Scholarships in Earth and Energy Sciences I-III	\$120,000	94	\$120,000
6	070EGS-20	University of Louisiana at Lafayette	John W. and Bonnie Sarver and Julie S. Boucher BoRSF Endowed Superior Graduate Student Scholarship in Business Administration	\$40,000	94	\$40,000
6	031EGS-20	Louisiana State University and A & M College	Edwards Superior Graduate Scholarship in French Studies #2	\$40,000	94	\$40,000
10	036EGS-20	Louisiana State University and A & M College	Robert B. Lank, DVM Memorial Scholarship	\$40,000	93	\$40,000
10	073EGS-20	University of Louisiana at Monroe	Lawrence Alton and Elizabeth Ann Robinson Healthcare Endowed Superior Graduate Scholarship	\$40,000	93	\$40,000

Proposals Submitted: 80

Total Funds Requested: \$7,160,000

APPENDIX L

**BOARD OF REGENTS SUPPORT FUND
COMPETITIVE* PROGRAMS, BY COMPONENT
SUMMARY OF PRIORITY I RECOMMENDATIONS, FY 2019-20**

		Enhancement*			Research & Development*				Competitive Endowments			ALL PRIORITY I RECOMMENDATIONS			
Institution	Submitted	Rec.	1st year \$	Total \$ Rec.	Submitted	Rec.	1st year \$	Total \$ Rec.	Submitted	Rec.	Total \$ Rec.	Submitted	Rec.	1st Year \$ Rec.	Total \$ Rec.
BRCC	4	1	\$146,108	\$146,108								4	1	\$146,108	\$146,108
BPCC	1	0	\$0	\$0	1	0	\$0	\$0	5	5	\$80,000	7	5	\$80,000	\$80,000
Centenary	1	1	\$14,443	\$14,443								1	1	\$14,443	\$14,443
Central Louisiana															
Delgado	1	1	\$152,970	\$740,269					2	2	\$20,000	3	3	\$172,970	\$760,269
Dillard	5	0	\$0	\$0								5	0	\$0	\$0
Grambling															
Fletcher									2	1	\$30,000	2	1	\$30,000	\$30,000
FMOLU	1	0	\$0	\$0								1	0	\$0	\$0
Louisiana College	4	1	\$87,330	\$87,330					1	0	\$0	5	1	\$87,330	\$87,330
LCTCS															
LA Delta	1	0	\$0	\$0					2	2	\$30,000	3	2	\$30,000	\$30,000
LSU-AG	7	2	\$276,495	\$276,495	16	5	\$234,190	\$622,840	2	0	\$0	25	7	\$510,685	\$899,335
LSU - Alexandria	1	1	\$100,000	\$432,033	1	0	\$0	\$0				2	1	\$100,000	\$432,033
LSU and A&M	20	1	\$30,000	\$90,000	102	18	\$852,467	\$1,939,859	45	3	\$880,000	167	22	\$1,762,467	\$2,909,859
LSU - Eunice	2	0	\$0	\$0					4	4	\$60,000	6	4	\$60,000	\$60,000
LSU - Pennington	1	0	\$0	\$0								1	0	\$0	\$0
LSU - Shreveport	7	1	\$49,112	\$49,112	2	1	\$18,819	\$18,819				9	2	\$67,931	\$67,931
LSUHSC-NO	5	1	\$130,006	\$130,006	1	0	\$0	\$0	9	2	\$560,000	15	3	\$690,006	\$690,006
LSUHSC-S	1	0	\$0	\$0	3	1	\$16,000	\$16,000	3	3	\$120,000	7	4	\$136,000	\$136,000
Louisiana Tech	13	3	\$141,835	\$201,835	25	9	\$367,657	\$717,329	6	0	\$0	44	12	\$509,492	\$919,164
Loyola University	2	0	\$0	\$0	4	1	\$35,699	\$89,424				6	1	\$35,699	\$89,424
LUMCON	1	0	\$0	\$0								1	0	\$0	\$0
McNeese	5	0	\$0	\$0	6	2	\$100,685	\$223,477				11	2	\$100,685	\$223,477
Nicholls	10	0	\$0	\$0	6	1	\$51,686	\$149,681				16	1	\$51,686	\$149,681
Northshore									3	1	\$10,000	3	1	\$10,000	\$10,000
Northwestern	8	1	\$68,578	\$68,578	2	0	\$0	\$0	3	0	\$0	13	1	\$68,578	\$68,578
Nunez	1	0	\$0	\$0					2	2	\$20,000	3	2	\$20,000	\$20,000
RPCC									1	1	\$10,000	1	1	\$10,000	\$10,000
St. Joseph															
SLCC									4	4	\$270,000	4	4	\$270,000	\$270,000
Southeastern	10	1	\$75,460	\$75,460	9	0	\$0	\$0				19	1	\$75,460	\$75,460
Southern and A&M	7	2	\$154,500	\$184,500	7	0	\$0	\$0				14	2	\$154,500	\$184,500
Southern-NO	5	0	\$0	\$0								5	0	\$0	\$0
Southern-Shreveport	8	2	\$191,172	\$191,172								8	2	\$191,172	\$191,172
SOWELA	2	0	\$0	\$0					4	4	\$70,000	6	4	\$70,000	\$70,000
Tulane	7	3	\$297,248	\$357,248	27	6	\$280,890	\$280,890				34	9	\$578,138	\$638,138
Tulane HSC	6	1	\$51,347	\$235,159	5	0	\$0	\$0				11	1	\$51,347	\$235,159
U Holy Cross									1	0	\$0	1	0	\$0	\$0
UL - Lafayette	17	4	\$406,892	\$496,892	34	10	\$440,957	\$1,148,579	8	3	\$200,000	59	17	\$1,047,849	\$1,845,471
UL - Monroe	5	1	\$94,769	\$94,769	5	3	\$90,950	\$161,950	11	2	\$120,000	21	6	\$305,719	\$376,719
UNO	9	1	\$141,843	\$141,843	30	4	\$215,938	\$519,884	1	0	\$0	40	5	\$357,781	\$661,727
Xavier					1	0	\$0	\$0	1	0	\$0	2	0	\$0	\$0
TOTALS	178	29	\$2,610,108	\$4,013,252	287	61	\$2,705,938	\$5,888,732	120	39	\$2,480,000	585	129	\$7,796,046	\$12,381,984

* Programs include multi-year awards; first column is funds for the first year of awards (FY 2019-20); second column is total award (all years)

** Table represents competitive program recommendations only; does not include Endowed Professorships and First-Generation Endowed Undergraduate Scholarships

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
PLANNING, RESEARCH and PERFORMANCE
April 22, 2020

Meeting will be held via Video Conference
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

D. Planning, Research and Performance

1. Consent Agenda

- a. R.S. 17:1808 (Licensure)
 - i. Initial License
 - (a) Johns Hopkins University
 - ii. License Renewals
 - (a) Alliant International University
 - (b) The Chicago School of Professional Psychology
- b. State Authorization Reciprocity Agreement (SARA)
 - i. Initial Applications
 - (a) Baton Rouge Community College
 - (b) Fletcher Technical Community College
 - (c) Louisiana Delta Community College
 - (d) South Louisiana Community College
 - (e) SOWELA Technical Community College
 - ii. Renewal Applications
 - (a) Louisiana State University Alexandria (March 2020)
 - (b) Nations University (March 2020)
 - (c) Southern University A&M (March 2020)
 - (d) University of Louisiana at Lafayette (March 2020)
 - (e) University of Louisiana at Monroe (March 2020)
 - (f) Bossier Parish Community College (April 2020)
 - (g) Grambling State University (April 2020)
 - (h) Louisiana State University Eunice (April 2020)
 - (i) Louisiana State University Shreveport (April 2020)
 - (j) Loyola University of New Orleans (April 2020)
 - (k) Tulane University (April 2020)

- c. Proprietary Schools Advisory Commission
 - i. Initial License
 - (a) Charity Health Training Institute, LLC (Lafayette)
 - (b) Elise Phlebotomy Training Center (Gretna)
 - ii. Change of Ownership
 - (a) Southwest Dental Academy (Lafayette)
 - iii. Renewal Applications
 - (a) Baton Rouge School of Court Reporting (01/26/06)
 - (b) Becker Professional Education Online (01/09/17)
 - (c) Beso Beauty, LLC (01/09/17)
 - (d) Blue Cliff College – Lafayette (01/27/19)
 - (e) Burks Medical Training, LLC (01/14/19)
 - (f) Carter’s Career Center, LLC (02/22/18)
 - (g) Coastal College – Hammond (02/23/89)
 - (h) Gonzales Medical Assistant School (01/09/17)
 - (i) Griff’s Marine Training, Inc. (01/27/10)
 - (j) ITI Technical College (01/27/00)
 - (k) Louisiana Dental Assistant School, LLC (01/27/05)
 - (l) Louisiana Dental Institute, LLC (02/21/18)
 - (m) Moore Career College, Inc. (01/14/19)
 - (n) Professional Laser Training, LLC (01/14/19)
 - (o) Rosemond School of Phlebotomy (02/22/16)
 - (p) Tulsa Welding School--Jacksonville Campus (01/27/10)
- 2. Emergency Interim Policy for Dual Enrollment, Placement and Admissions
- 3. Inclusion of AP Psychology to BOR Core
- 4. Other Business
 - a. SAT/ACCUPLACER NG Update for Board Policies

AGENDA ITEMS VII.D.1.a.i.(a).

**Johns Hopkins University
Whiting School of Engineering
Baltimore, MD**

**Host Facility: Bossier Parish Community College
Bossier City, LA**

BACKGROUND

Johns Hopkins University (JHU) is not incorporated in the State of Louisiana. Engineering Innovation (EI) is a summer course offered to high school students by the Whiting School of Engineering by JHU. EI is designed to give students a significant understanding of engineering, allowing them to make informed college and career decisions. EI is administered through the Center for Educational Outreach at JHU. The mission of the Center is to increase the number of youth pursuing STEM education and careers. Colleges and universities have hosted 15 Engineering Innovation courses since 2014. These host states/districts are: AZ, CA, CO, MD, OH, PA, and DC. Johns Hopkins University is accredited by the Middle States Commission on Higher Education with continuous accreditation since 1921.

ACADEMIC PROGRAM

Johns Hopkins University, Engineering Innovation is a college-level, four- or five-week summer program for high school students with an aptitude in mathematics and science and an interest in (or curiosity about) engineering. This program has been available to high school students since 2006. In the program, students learn to think and problem-solve like engineers and can earn Johns Hopkins University (JHU) credit.

FACULTY

JHU, Engineering Innovation will hire one instructor and one Teaching Fellow to support its program. The instructor will receive an appointment from the Dean of the Johns Hopkins Whiting School of Engineering to teach the course.

FACILITIES

There are no physical facilities in Louisiana; however, Bossier Parish Community College (BPCC) has expressed interest in hosting the course. BPCC and JHU negotiated and agreed to terms in a Memorandum of Understanding (MOU).

Senior Staff Recommendation

Given the credentials of its faculty, the college's accreditation, and the general oversight by the home campus, Senior Staff recommends the Board of Regents issue an initial operating license to Johns Hopkins University (JHU), Whiting School of Engineering.

AGENDA ITEM VII.D.1.a.ii.(a).

Alliant International University

San Diego, CA

BACKGROUND

Alliant International University is a private, for-profit benefit corporation, not incorporated in the State of Louisiana. Alliant International University offers programs in Psychology, Education, Business, and Law. The institution is accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC).

ACADEMIC PROGRAM

Alliant International University offers online instruction to Louisiana residents. The institution is seeking authorization to continue online instruction to students in Louisiana.

FACULTY

Alliant International University has 66 faculty. This includes 18 full-time and 48 part-time instructors.

FACILITIES

The institution does not offer classroom instruction in Louisiana.

Senior Staff Recommendation

Given the limited scope of the program, the credentials of its faculty, the institution's campus and program accreditation, and the general oversight provided by the home campus, Senior Staff recommends the Board of Regents approve the application for license renewal from Alliant International University, headquartered in San Diego, CA.

AGENDA ITEM VII.D.1.a.ii.(b).

The Chicago School of Professional Psychology

Los Angeles, CA

Host Institution: Xavier University, New Orleans, LA

BACKGROUND

The Chicago School of Professional Psychology is a private college with its main campus in Chicago. The institution is not incorporated in the State of Louisiana. The Chicago School of Professional Psychology is accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC) and the American Psychological Association (APA).

ACADEMIC PROGRAM

The Chicago School of Professional Psychology offers online and classroom lecture to Louisiana residents at 1 Drexel Drive, New Orleans, LA. The institution is seeking authorization to have practicum and internship offerings at clinical sites for students in the following online programs: Master of Arts in Clinical Mental Health Counseling, Master of Science in Applied Behavior Analysis, PhD in Applied Behavior Analysis, and Graduate Certificate in Applied Behavior Analysis.

FACULTY

The Chicago School of Professional Psychology has 70 faculty. This includes 57 full-time and 13 part-time instructors. Four faculty members at Xavier University are hired specifically to support the operations for the PsyD program at Xavier University, which hosts programs delivered by the Chicago School of Professional Psychology.

FACILITIES

The Chicago School of Professional Psychology is hosted by Xavier University in New Orleans.

Senior Staff Recommendation

Given the limited scope of the program, the credentials of its faculty, the institution's campus and program accreditation, the general oversight by the home campus, the Senior Staff recommends that the Board of Regents approve the application for license renewal from The Chicago School of Professional Psychology, headquartered in Los Angeles, CA.

Agenda Item VII.D.1.b.i.

**State Authorization Reciprocity Agreement (SARA)
Initial Applications**

BRCC, FTCC, LDCC, SLCC and SOWELA TCC

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions on an annual basis for SARA participation. Once approved, SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014.

To date, the Board of Regents has approved applications for institutional participation in SARA from twenty-six institutions. In March 2019, Baton Rouge Community College, Fletcher Technical Community College, Louisiana Delta Community College South Louisiana Community College and SOWELA Technical Community College submitted applications for Regents' consideration. Regents' staff have reviewed and determined that they meet all requirements for initial membership in SARA.

Senior Staff Recommendation

Senior Staff recommends approval of the Initial Applications for Institutional Participation in SARA for Baton Rouge Community College, Fletcher Technical Community College, Louisiana Delta Community College, South Louisiana Community College and SOWELA Technical Community College and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership.

Agenda Item VII.D.1.b.ii.

State Authorization Reciprocity Agreement (SARA) Renewal Applications

**LSUA, Nations University, SU A&M, ULL and ULM (March 2020)
BPCC, GSU, LSUE, LSUS, Loyola and Tulane (April 2020)**

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA membership makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions and renews their membership annually. Approved SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 26 Louisiana institutions have joined SARA. Institutions must renew with NC-SARA annually in order to maintain their membership.

Eleven institutions have submitted SARA renewal applications. (Louisiana State University of Alexandria, Nations University, Southern University A&M, University of Louisiana at Lafayette and University of Louisiana at Monroe: all effective March 2020) and (Bossier Parish Community College, Grambling State University, Louisiana State University Eunice, Louisiana State University Shreveport, Loyola University of New Orleans and Tulane University: all effective April 2020)

Regents' staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

Senior Staff Recommendation

Senior Staff recommends approval of the Renewal Applications for Institutional Participation in SARA for Louisiana State University of Alexandria, Nations University, Southern University A&M, University of Louisiana at Lafayette and University of Louisiana at Monroe, Bossier Parish Community College, Grambling State University, Louisiana State University Eunice, Louisiana State University Shreveport, Loyola University of New Orleans and Tulane University and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership renewal.

*Marty J. Chabert
Chair*

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Minutes Board of Regents' Proprietary Schools Advisory Commission March 10, 2020

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, March 10, 2020, at 10:06 a.m., in Room 1-190 of the Claiborne Building, Baton Rouge. Chair Fontenot called the meeting to order and the roll was called.

Commission Members Present

Sherrie Despino
James Dorris
James Fontenot, Chair
Jada Lewis
Carmen Million
Mary Lou Potter

Staff Members Present

Chandra Cheatham
Dr. Susannah Craig
Kristi Kron
Carol Marabella

Commission Members Absent

Melanie Amrhein, Vice-Chair
Raymond Lalonde

Guests Present

(See Appendix A.)

The first item of business was the approval of the minutes from its meeting of January 14, 2020.

On motion of Ms. Despino, seconded by Ms. Potter, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the January 14, 2020 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was two initial license applications, the first from Charity Health Training Institute, LLC, located in Lafayette, Louisiana, and represented by the school's owner, Ms. Lindsay E. Woods. Ms. Kron reviewed the materials of this limited liability company for the Commission members, informing them that this institution was proposing to offer one program of study, Certified Nursing Assistant (CNA), which is a two-week, 80.0 clock hour program (inclusive of both classroom and clinical experience). The program has received the required approval from the Department of Health, Health Standards Section. Charity Health Training Institute, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the owner's professional background and reason for opening a proprietary school, the requirement for liability insurance at the clinical site, the minimum age requirement for an individual to be employed as a CNA, the potential for a CNA to advance educationally in the nursing profession, and marketing strategies,

On motion of Ms. Despino, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Charity Health Training Institute, LLC, located in Lafayette, Louisiana.

The second initial license application considered by the Commission was from Elise Phlebotomy Training Center, located in Gretna, Louisiana, and represented by the school's owner, Ms. Candace E. McKinnies. Ms. Marabella reviewed the materials for this limited liability company for the Commission, informing it that this institution would be offering two programs of study, EKG Technician, which is a 48.0 clock hour program with an anticipated completion time of six weeks, and Phlebotomy Technician, which is a 87.0 clock hour program with an anticipated completion time of seven weeks. Elise Phlebotomy Training Center had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the owner's professional background and motivation for opening a proprietary school, employment opportunities for Phlebotomy and EKG Technicians, the availability of tuition payment plans, recruitment and marketing strategies, and the owner's plans to remain financially solvent,

On motion of Ms. Potter, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Elise Phlebotomy Training Center, located in Gretna, Louisiana.

The next agenda item considered by the Commission involved a change of ownership license application from Southwest Dental Academy, a limited liability company that is located in Lafayette, Louisiana, and was represented by the institution's owner/director/instructor, Ms. Malanie S. Cothorn. This school has been licensed by the Board of Regents since January 25, 2012. Ms. Marabella reminded the Commission that the Proprietary Schools Law requires that a change of ownership be treated no differently than an initial license application. Under the

change of ownership at Southwest Dental Academy, the new owner is continuing to offer the Dental Assistant program which is 170.0 clock hours in length with an estimated completion time of nine weeks. Southwest Dental Academy had met all the legal and administrative requirements to be approved for a change of ownership license.

Following further discussion regarding the owner's professional background and reason for purchasing the school, the need for Dental Assistants, competition within the geographical area, and the average class size,

On motion of Ms. Despino, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve the change of ownership license application for Southwest Dental Academy, located in Lafayette, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were sixteen (16) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Ms. Million, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses).

**Baton Rouge School of Court Reporting (01/26/06)
Becker Professional Education Online (01/09/17)
Beso Beauty, LLC (01/09/17)
Blue Cliff College--Lafayette (01/27/00)
Burks Medical Training, LLC (01/14/19)
Carter's Career Center, LLC (02/22/18)
Coastal College--Hammond (02/23/89)**

Gonzales Medical Assistant School (01/09/17)
Griff's Marine Training, Inc. (01/27/10)
ITI Technical College (01/27/00)
Louisiana Dental Assistant School, LLC (01/27/05)
Louisiana Dental Institute, LLC (02/21/18)
Moore Career College, Inc. (01/14/19)
Professional Laser Training, LLC (01/14/19)
Rosemond School of Phlebotomy (02/22/16)
Tulsa Welding School--Jacksonville Campus (01/27/10)

Ms. Marabella informed the Commission that there were three institutions that did not renew their licenses this renewal cycle: Dryades YMCA School of Commerce (02/27/97), Feliciana Medical Training Academy (02/23/15), and Peach Tree School of Dental Assisting (01/19/17). Staff will follow through to secure the student records from each school for safekeeping.

The next item on the agenda was an update on program approvals. Chair Fontenot reminded the Commission that staff approved these updates administratively and course approvals were being shared for informational purposes only.

Under Report from Staff, Ms. Marabella shared with the Commission that staff would be conducting its biannual "Orientation for New Licensees" on March 26, 2020. Future plans would include an orientation delivered via video conference.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, May 12, 2020, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 10:53 a.m.

APPENDIX A
GUESTS

Malanie Cothorn

Southwest Dental Academy

Candace McKinnies

Elise Phlebotomy Training Center

Lindsay Woods

Charity Health Training Institute

Agenda Item VII.D.2.
Board of Regents Emergency Policy: Dual Enrollment, Placement and Admissions Criteria
Response to COVID-19 Pandemic

Executive Summary

In response to the rapidly evolving impact on secondary and postsecondary education of the current COVID-19 pandemic, the Board of Regents offers the following guidance due to the cancellation or postponement of standardized tests whose scores are used in determining student eligibility for the following programs: dual enrollment, placement and admissions.

Board of Regents recognizes that as a result of these and other interruptions related to COVID- 19, students may not have been able to complete the standardized testing requirements necessary to demonstrate college readiness and meet minimum admissions eligibility criteria as currently defined in Academic Affairs Policies 2.18 (Placement), 2.22 (Dual Enrollment) and Minimum Admissions Criteria for First-Time Freshmen.

This emergency policy, developed in close consultation with the Louisiana Department of Education, system chief academic officers and LOSFA, provides guidance for students currently enrolled in dual enrollment as well as those seeking to enroll next academic year. It also addresses alternative criteria for placement into college courses and admission to postsecondary institutions. The emergency policy addresses the Board of Regents commitment to mitigate academic barriers caused by this pandemic, which has resulted in disruption of classes and postponement or cancellation of standardized testing and placement assessments. It is our goal to support students through these course disruptions and assist in their transition to or continuation in Louisiana's colleges or universities.

In light of this emergency policy to address disruption related to COVID-19 issues, students meeting these minimum admissions requirements for the Fall 2020 cohort may be admitted as regular admits, and, those who do not meet these requirements will be admitted by exception to Board of Regents policy.

Senior Staff Recommendation

Senior Staff recommends approval of this Emergency Policy.



Board of Regents Emergency Policy: Dual Enrollment, Placement and Admissions Criteria Response to COVID-19 Pandemic

In response to the rapidly evolving impact on secondary and postsecondary education of the current COVID-19 pandemic, the Board of Regents offers the following guidance due to the cancellation or postponement of standardized tests whose scores are used in determining student eligibility for the following programs: dual enrollment, placement and admissions.

Board of Regents recognizes that as a result of these and other interruptions related to COVID-19, students may not have been able to complete the standardized testing requirements necessary to demonstrate college readiness and meet minimum admissions eligibility criteria as currently defined in Academic Affairs Policies 2.18 (Placement), 2.22 (Dual Enrollment) and Minimum Admissions Criteria for First-Time Freshmen.

DUAL ENROLLMENT

Effective immediately, this interim dual enrollment policy guidance on academic options (number one below) will apply for the Spring 2020 while the remainder of the policy will apply through the 2020-21 academic year.

- 1) All students currently enrolled in one or more dual enrollment courses may choose one of the following three options for Spring 2020 relative to the college credit portion of each course:
 - Complete the college coursework online during the Spring semester 2020 with a final grade; **OR**
 - Transition the course status to “in-progress”/“incomplete” and complete by August 31, 2020 (if “in- progress” or “incomplete” is selected, the course will end in a final grade; if the student does not complete the course, this may result in a failing grade and negatively impact TOPS scholarship eligibility and college GPA); **OR**
 - Withdraw from the college course via an “Administrative Withdrawal” (no grades are posted to the student’s college transcript/record). Note: The administrative withdrawal date is determined by the postsecondary institution. Also, if a high school student chooses to withdraw from the high school portion of the course and the course is needed to complete the TOPS Core curriculum, the student will need to retake the course.

PROSPECTIVE DUAL ENROLLMENT FOR 2020-21 ACADEMIC YEAR

- 2) Students wishing to initiate or continue their participation in dual enrollment for the 2020-21 academic year may be eligible to enroll in academic courses on the Master Articulation Matrix if they meet the following criteria:

- A minimum 2.5 cumulative high school GPA, as determined by the high school, including any GPA adjustments made due to Spring 2020 disruptions in learning;
AND
- Subject-specific demonstration of readiness in Mathematics (for mathematics and science courses) or English (for English, foreign language, history, social science, humanities, or arts survey courses) through either:

1.) Subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.22 (listed below):

	ENGLISH	MATHEMATICS*
ACCUPLACER	86 Sent Structure	65 (Elem Alg.) 40 (Col-Level Math)*
ACCUPLACER NG	250 Writing	250 QRAS
<i>*For College Algebra: ≥ 70 Accuplacer College-Level Math; ≥ 263 Accuplacer NG (QRAS) or ≥ 250 (AAF) are recommended.</i>		
ASPIRE	433	431
MAP	245	265
Pre-ACT	18	19
Pre-SAT	25WL	500
EOC	English II: 740	Algebra I: 760, or Geometry: 750
LEAP 2025	English II: Mastery or above	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math) Geometry: Mastery or above <u>and</u> completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math

OR

- 2.) Counselor recommendation based on overall student performance and grade trends in the subject (see table below).

While the Board of Regents encourages all institutions to follow this policy, we recognize that minimum requirements may be increased for particular courses.

PLACEMENT AND MINIMUM ADMISSION STANDARDS FOR FIRST-TIME FRESHMEN INTO FOUR-YEAR INSTITUTIONS

This policy works in conjunction with existing Regents policies for Placement (Ac. Af. 2.18) and Minimum Admissions Standards. Should a student not have ACT or SAT test scores on file, or in the event students do not achieve minimum placement test scores, Regents Core and GPA must still be used to admit students.

- **Institutions note that eligibility for TOPS Scholarships by law requires specific standardized test scores. Admission via this interim policy of applicants who do not have or do not achieve the test scores required for TOPS will not be eligible for these scholarships.**

Institutions may consider the following Interim Policy Guidelines for admission to the summer or fall 2020 semester only.

- 1) Students who have met the Regents Core and GPA (Flagship: 3.0; Statewide: 2.5 and Regional: 2.0) requirements for admission, but have no ACT or SAT score on file to demonstrate proficiency in English (ACT:18 or SAT: ERW 500) and Math (ACT:19 or SAT: MATH 510) may meet subscore admissions or placement criteria by:
 - a. Successfully completing postsecondary departmental exams and/or placement assessments at the institution where they plan to enroll, (see table below); **OR**
 - b. Successfully completing placement assessments offered by community colleges and submitting scores to the institution where they plan to enroll (see table below); **OR**
 - c. In keeping with Regents' Minimum Admissions Criteria policy, institutions can still evaluate for other factors in addition to minimum admissions requirements. Institutions with applicants who have not met the minimum test score requirements, or have no scores available as required by the Board of Regents Minimum Admissions Criteria for First-Time Freshmen, may rely on other factors, such as trends in academic performance, rigor of coursework, challenging high school curriculum, class rank, special talents or quality of extracurricular activities, to determine final admission (see table below); **OR**
 - d. Enrolling in co-requisite support in course(s) where the student is deficient
- 2) Incoming students from non-English speaking countries who do not have access to the TOEFL or IELTS English proficiency exams (per Academic Affairs 2.18) due to disruptions caused by COVID19, may meet English proficiency requirements through the Duolingo English exam if accepted by the institution. Scores on the Duolingo English exam must be concurred and comparable to the current TOEFL and IELTS minimum scores needed to indicate proficiency.

This interim policy for placement and minimum admission standards for first-time freshmen is in effect for the summer and fall 2020 cohorts and may be amended by the Board of Regents as circumstances require.

SSPS Data Entry Guidance

Dual Enrollment Reporting: Courses transitioned to “In Progress” or “Incomplete” status will be reported as “IP” as the course grade for SSPS file submission. For Administrative Withdrawal, the course grade will be reported as “AW” and will not be included in GPA calculations nor appear on a college student transcript.

In addition to the placement test types listed below, a new code designated as “Z” for “Counselor Recommendation” has been added and should be reported in the English/Math placement test type field for preparatory students (dual enrollment) only.

Admissions Reporting: Students who have met the Regents Core and GPA requirements for admission but have no ACT or SAT score on file will have a “G” reported for the admission test type field.

<u>English Placement Test Type</u>	<u>Code</u>	<u>Math Placement Test Type</u>	<u>Code</u>
Accuplacer Sentence Skills	C	Accuplacer Arithmetic	B
Accuplacer Next Generation - Writing	H	Accuplacer College-Level Math	C
ACT	A	Accuplacer Elem Algebra	D
ASPIRE	Q	Accuplacer Next Generation – Arithmetic	J
ASSET Writing Skills	9	Accuplacer Next Generation – QAS	K
COMPASS-Writing	8	Accuplacer Next Generation – AAF	L
ELS 112 – Intensive English	U	ACT	A
EOC (End of Course)	4	ASSET Elem. Algebra	9
International English Language Testing System (IELTS)	E	ASPIRE	Q
LEAP 2025	5	COMPASS-Algebra	8
MAP	V	EOC (End of Course)	4
Postsecondary Departmental Exam	G	Postsecondary Departmental Exam	G
Michigan Test of English Language Proficiency (MTELP)	F	LEAP 2025	5
Pre-ACT	W	MAP	V
Pre-SAT	Y	Pre-ACT	W
SAT (2016) – Writing & Language Test	R	Pre-SAT	Y
SAT (Pre-March 2016)	S	SAT (2016) – Math Section	R
Test of English as a Foreign Language (TOEFL – Paper)	T	SAT (Pre-March 2016)	S
Test of English as a Foreign Language (TOEFL – Computer)	X	Recently passed a qualifying developmental or co-requisite Math course with grade \geq “C”	M
Test of English as a Foreign Language (TOEFL – Internet)	I	Counselor Recommendation (for preparatory students only)	Z
Test of English as a Foreign Language (Duolingo)	L	No Score Available	N
Recently passed a qualifying developmental or co-requisite English course with grade \geq “C”	P		
Counselor Recommendation (for preparatory students only)	Z		
No Score Available	N		

Agenda Item VII.D.3.

Executive Summary

Louisiana Revised Statute 17:3048.1 revises the Taylor Opportunity Program for Students (TOPS) core curriculum to align coursework with college expectations, to allow more courses to generate TOPS credit, and to incentivize advanced coursework. The weighted grade point average (GPA) matrix was implemented for incoming freshmen in 2014-2015 and beyond. A weighted GPA calculation is used for identified Advanced Placement courses in the calculation of the TOPS GPA. Proposed revisions amend the matrix to include **AP Psychology**.

The Louisiana Department of Education and the Board of Elementary and Secondary Education Board (BESE) approved the above action on March 10, 2020 and request that BoR review and approve this addition to the Board core course social science requirements.

Pre-college credit programs such as dual enrollment, Advanced Placement (AP) and International Baccalaureate (IB) have been found to augment student's secondary educational experience and provide a head start on college coursework. Expanding the current AP offerings to include Psychology will provide yet another avenue where Louisiana high school students can expand their learning opportunities while meeting core requirements for both TOPS and BoR cores.

Senior Staff Recommendation

Senior Staff recommends approval of the inclusion of AP Psychology to the BoR Core as well as inclusion of this course in the calculation which provides increased weight for AP courses for the BoR core, beginning with incoming high school freshmen in 2014-2015 (the year weighted GPA matrix was implemented) and beyond.

TOPS Core, 2019: Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

ENGLISH = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ENGLISH I – 1 unit						Common Course Code	Common Course Name
ENGLISH II – 1 unit							
1 Unit from the following:							
ENGLISH III – 1 unit	AP English Language and Composition	IB Literature IB Language & Literature IB Literature and Performance	English Language Part 1: Cambridge AICE - AS Level or Literature in English Part 1: Cambridge AICE- AS Level	English III	English III	CENL 1013 CENL 1023 CENL 2153 CENL 2163 CENL 2173	English Composition I English Composition II American Literature I American Literature II Major American Writers
1 Unit from the following:							
ENGLISH IV – 1 unit	AP English Literature and Composition	IB Literature IB Language & Literature IB Literature & Performance	English Language Part 2: Cambridge AICE - AS Level or Literature in English Part 2: Cambridge AICE - AS Level	English IV	English IV	CENL 1013 CENL 1023 CENL2103 CENL 2113 CENL 2123 CENL 2203 CENL 2213 CENL 2223 CENL2303 CENL 2323 CENL 2313	English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Introduction to Literature Intro to Poetry and/or Drama

MATHEMATICS = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ALGEBRA I – 1 unit	<i>* Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III, including the Cambridge Integrated Mathematics sequence, may be substituted for the Algebra 1, Geometry, and Algebra II sequence.</i>					Common Course Code	Common Course Name
GEOMETRY – 1 unit							
ALGEBRA II – 1 unit							
1 Unit from the following:							
ALGEBRA III						CMAT 1213	College Algebra
ADV MATH- PRE CALC		IB Math Studies (Math Methods)				CMAT 1223	Trigonometry
PRE- CALCULUS		IB Math Studies (Math Methods)	Math 1 (Pure Math): Cambridge AICE - AS Level	Pre-Calculus	Pre-Calculus	CMAT 1233 or CMAT 1213 & 1223	Algebra & Trigonometry
ADV MATH - FUNCTIONS & STATISTICS						CMAT 1303	Introductory Statistics
PROB & STATISTICS	AP Statistics		Math 1 (Probability and Statistics): Cambridge AICE		Probability & Statistics	CMAT 1303	Introductory Statistics
CALCULUS	AP Calculus AB AP Calculus BC	IB Mathematics SL IB Mathematics HL	Math 2 (Part 1): Cambridge AICE - A Level Math 2 (Part 2): Cambridge AICE - A Level	Calculus I Calculus II	Calculus	CMAT 2103 CMAT 2113–5 CMAT 2123–5	Applied Calculus Calculus I Calculus II
AP COMPUTER SCIENCE A	AP Computer Science A						

SCIENCE = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
BIOLOGY I – 1 unit						CBIO 1013 CBIO 1033	General Biology I Gen Biology I (Sci Majors)
CHEMISTRY I – 1 unit				Chemistry I	Chemistry I	CCEM 1013 CCEM 1103 CCEM 1123	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)
2 Units from the following:							
BIOLOGY II OR HUMAN ANATOMY & PHYSIOLOGY	AP Biology	IB Biology I IB Biology II	Biology II: Cambridge AICE - AS Level	Biology II	Biology II	CBIO 1013 CBIO 1033 CBIO 1023 CBIO 1043 CBIO 2213 CBIO 2214 CBIO 2223 CBIO 2224 CBIO 2103	General Biology I Gen Biology I (Sci Majors) General Biology II Gen Biology II (Sci Majors) Human Anatomy & Physiology I Human Anatomy & Physiology I (Lec/Lab) Human Anatomy & Physiology II Human Anatomy & Physiology II (Lec/Lab) Microbiology
EARTH SCIENCE						CGEO 1103 CGEO 1113	Physical Geology Historical Geology
ENVIRONMENTAL SCIENCE	AP Environmental Science	IB Environmental Systems		Environmental Science	Environmental Science	CEVS 1103	Environmental Science
PHYSICAL SCIENCE						CPHY 1023	Physical Science
CHEMISTRY II	AP Chemistry	IB Chemistry I IB Chemistry II	Chemistry II: Cambridge AICE - AS Level	Chemistry II	Chemistry II	CCEM 1003 CCEM 1013 CCEM 1103 CCEM 1123 CCEM 1113 CCEM 113 CCEM 2213	General, Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors) Chemistry II Chemistry II (Sci Majors) Organic Chemistry
PHYSICS I	AP Physics I: Algebra Based	IB Physics I IB Physics II	Physics II: Cambridge AICE - AS Level	Physics	Physics	CPHY 2113 CPHY 2114 CPHY 2133	Physics I (Algebra/Trig Based) Physics I (Lec & Lab) Physics I (Calculus Based)
AGRISCIENCE I & II (completion of both courses is required for 1 unit of credit)							

SOCIAL STUDIES = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
US HISTORY - 1 unit	AP U.S. History	IB History of the Americas I		U.S. History	U.S. History	CHIS 2013/2023	American History I or II
1 Unit from the following:							
US GOVT or CIVICS	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States			Government	Government	CPOL 2013 CPOL 2113 CPOL 2213	Intro to American Government Intro to State & Local Government Intro to Comparative Government
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics		Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
2 Units from the following:							
WESTERN CIVILIZATION						CHIS 1013/1023	Western Civilization I or II
EUROPEAN HISTORY	AP European History		History (European): Cambridge AICE - AS Level	European History			
WORLD GEOGRAPHY	AP Human Geography	IB Geography	Geography: Cambridge AICE - AS Level	World/Human Geography		CGRG 2113	World Regional Geography
WORLD HISTORY	AP World History	IB History of the Americas II	History (International): Cambridge AICE - AS Level		World History	CHIS 1113/1123	World Civilization I or II
HIST OF RELIGION (nonpublics only)						CPHL 2213	World Religions
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics	Economics: Cambridge AICE - AS Level	Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
PSYCHOLOGY	AP Psychology						

FOREIGN LANGUAGE = 2 Units, same lang	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
ARABIC		IB Language ab initio: Arabic IB Language B: Arabic	Arabic: Cambridge AICE - AS (Honors)			CARB 1013/1014 CARB 1023/1024	Elem Arabic I Elem Arabic II
FRENCH	AP French Language & Culture	IB Language ab initio: French IB Language B: French IB French IV IB French V	French: Cambridge AICE - AS (Honors)	French III French IV		CFRN 1013/1014 CFRN 1023/1024 CFRN 2013/2014 CFRN 2023	Elem French I Elem French II Intermediate French I Intermediate French II
GERMAN	AP German Lang & Culture	IB Language ab initio: German IB Language B: German	German: Cambridge AICE - AS (Honors)	German III German IV		CGRM 1013/1014 CGRM 1023/1024 CGRM 2013 CGRM 2023	Elem German I Elem German II Intermediate German I Intermediate German II
LATIN	AP Latin	IB Classical Language		Latin III Latin IV		CLTN 1013/1014 CLTN 1023/1024 CLTN 2013 CLTN 2023	Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II
SPANISH	AP Spanish Lang & Culture	IB Language ab initio: Spanish IB Language B: Spanish IB Spanish IV IB Spanish V	Spanish: Cambridge AICE - AS (Honors) or Spanish Literature: Cambridge AICE - AS (Honors)	Spanish III Spanish IV		CSPN 1013/1014 CSPN 1023/1024 CSPN 2013/2014 CSPN 2023	Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II
CHINESE	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese: Cambridge AICE - AS (Honors)	Chinese III Chinese IV			
ITALIAN	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian		Italian III Italian IV			
JAPANESE	AP Japanese Lang & Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese: Cambridge AICE - AS (Honors)	Japanese III Japanese IV			

ART = 1 Unit	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
MUSIC (Performance)		IB Music		Talented Music I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced			
FINE ARTS SURVEY	AP Music Theory					CART 1013 CART 1023 CDNC 1013 CMUS 1013	Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation
ART	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing	IB Visual Arts		Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV		CART 2103/2113 CART 1113 CART 2203	Art History I or II Art Structure/2-D Design Beginning Drawing
THEATRE (Performance)		IB Film Study IB Theatre IB Dance		Introduction to Film Studies Talented Theater I, II, III, IV		CTHE 2103/2113 CTHE 1013	Acting I or II Introduction to Theatre



Agenda Item Details

Meeting	Mar 10, 2020 - Academic Goals and Instructional Improvement Committee
Category	3. Standing Items - Initiatives to Improve Academic Performance and Close the Achievement Gap
Subject	3.1 Consideration of revisions to the Taylor Opportunity Program for Students (TOPS) weighted grade point average (GPA) matrix
Type	Action

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2019

Contact Person(s): Ken Bradford

Email Address: Ken.Bradford@la.gov

Office: Student Opportunities

Title: Consideration of revisions to the Taylor Opportunity Program for Students (TOPS) weighted grade point average (GPA) matrix

Recommendation: Approve

Summary of recommendation or proposed changes:

Louisiana Revised Statute 17:3048.1 revises the Taylor Opportunity Program for Students (TOPS) core curriculum to align coursework with college expectations, to allow more courses to generate TOPS credit, and to incentivize advanced coursework. The weighted grade point average (GPA) matrix was implemented for incoming freshmen in 2014-2015 and beyond. A weighted GPA calculation is used for identified Advanced Placement courses in the calculation of the TOPS GPA. Proposed revisions amend the matrix to include **AP Psychology**.

A calculation of the minimum cumulative GPA specified shall utilize a five-point scale for grades earned in Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, Honors, and Cambridge International courses as approved by the Board of Regents (BOR) and the Board of Elementary and Secondary Education (BESE).

Approved courses result in students earning a cumulative GPA that may exceed 4.00 in calculation of the TOPS GPA beginning with students entering ninth grade in 2014-2015. For such courses, five quality points shall be assigned to a letter grade of "A", four quality points shall be assigned to a letter grade of "B", three quality points shall be assigned to a letter grade of "C", two quality points shall be assigned to a letter grade of "D", and zero quality points shall be assigned to a letter grade of "F".

The LDE recommendation is to approve the inclusion of AP Psychology to the matrix previously approved by BESE/BOR for weighted GPA in Advanced Placement courses in the calculation of the TOPS GPA beginning with incoming freshmen in 2014-2015 and beyond.

Notice of Intent for Bulletin: _____

Notice of Intent for BESE Code and Code Reference: _____

[AGII_3.1_TOPSWeightedGPAGrid_0320.pdf \(117 KB\)](#)

Agenda Item VII.D.4.a.

Executive Summary

Researchers at ACT and College Board utilize Concordance Tables. This assists admissions and placement professionals develop a relationship between scores on assessments that measure similar (but not identical) constructs. The Concordance Tables provide a tool for finding comparable scores. A variety of stakeholders use concordance tables to compare scores to inform policies, processes, and decisions.

These Concordance Tables established by both ACT and College Board are considered a national standard and their use in the postsecondary admissions process a national practice. The update to test protocol or methodology usually results in an adjustment of scores that consequently leads to an update of the Concordance Tables. The Concordance Tables are included in Academic Affairs Policy 2.18 (Minimum Placement Requirements for Entry-Level, College Level Mathematics) and English, and Academic Affairs 2.22 (Minimum Requirements for Dual Enrollment).

Senior Staff Recommendation

Senior Staff recommends that the Board of Regents authorize staff to update policies to reflect the most current Concordance Tables and communicate to institutions when they occur.