

**THE MASTER PLAN FOR  
HIGHER EDUCATION IN LOUISIANA:  
A SECOND PROGRESS REPORT**

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**BOARD OF REGENTS**

**STATE OF LOUISIANA**

**MAY, 1982**

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# The Master Plan for Higher Education in Louisiana:

## A Second Progress Report



Board of Regents

State of Louisiana

May 1982



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## INTRODUCTION

The Board of Regents is constitutionally mandated "to formulate and make timely revision of a master plan for higher education." Following two and one-half years of continuous development and review, the Board of Regents adopted The Master Plan for Higher Education in Louisiana in December, 1977. Realizing that planning is a dynamic process, the Regents committed themselves to review the Plan on a regular basis and report to the citizens of Louisiana biennially on the progress of implementing the Plan.

In February, 1980, the Board published The Master Plan for Higher Education in Louisiana: A Progress Report. The progress report reviewed, evaluated and supplemented the original Plan. The Board addressed four issues of continuing concern in the report: (1) stabilizing and declining enrollments, (2) the preparedness of entering students, (3) program quality, and (4) financing higher education. Additionally, the Progress Report identified issues which would receive greater attention from higher education planners throughout the decade of the eighties. These issues included new alliances within higher education as well as between higher education, government, business, and industry.

The purposes of the second progress report are threefold. First, Chapter One reviews the progress in implementing selected recommendations contained in the 1977 Plan. Chapter Two reexamines selected issues for the eighties as identified in the first Progress Report. Chapter Three outlines the background and requirements of the Consent Decree filed in settlement of Louisiana's higher education desegregation lawsuit.

The tables in Appendix C provide a statistical profile of Louisiana public higher education over the past decade.

## CHAPTER ONE

### PROGRESS IN IMPLEMENTATION OF SELECTED MASTER PLAN RECOMMENDATIONS

The Master Plan for Higher Education in Louisiana, published in April, 1978, contained over forty recommendations. Those recommendations represented the Board of Regents' best judgment relative to the appropriate future direction for higher education in Louisiana. The successful implementation of the Plan's recommendations was the responsibility of various boards and agencies in both the public and private sector.

The Progress Report published in February, 1980, reviewed the implementation status of selected recommendations. Of the thirty-five recommendations examined in February, 1980, seventeen (48.6%) had been implemented, fifteen (42.9%) were judged to have a strong likelihood of being implemented and only three (8.5%) were judged as unlikely to be successfully implemented. The results of this examination indicated that the Plan was serving Louisiana higher education well.

This chapter reviews and updates the progress in implementing six selected recommendations from the 1978 Plan. These recommendations address: (1) progress in continuing the academic program review process; (2) developmental education in Louisiana higher education; (3) higher education's efforts in matching in full the State Student Incentive Grant (SSIG) Program subsidized by the federal government; (4) selective admissions at certain institutions; (5) progress made towards a final report of the Board of Regents Allied Health Task Force in charting the future course of allied health education in Louisiana public higher education; and (6) the dangers of becoming "tenured in" and the progress towards stabilizing and/or reducing tenure rates.

## **ACADEMIC PROGRAM REVIEW**

In addition to broad responsibilities pertaining to higher education, the Louisiana Constitution of 1974 delegated to the Board of Regents the following specific responsibility in the area of academic programmatic review: "to revise or eliminate an existing degree program, department of instruction, division, or similar subdivision." To fulfill this mandate, the Board has developed policies and procedures for the systematic review of existing academic programs.

The Board of Regents initiated the review process for existing academic programs at the doctoral level in 1975. It is worthy to note that, although independent institutions do not fall under the jurisdiction of the Board of Regents, the independent sector has cooperated with the Board by participating in the reviews of approximately 100 academic programs at the Regents' invitation. However, since the Board of Regents makes no determinations in reviewing programs at the independent institutions, the following examination of the results of the Board's review process is restricted to the public institutions of higher education in Louisiana.

By 1979, the Board of Regents had completed its review of doctoral programs at all public institutions. Out-of-state consultants reviewed 108 programs in 45 disciplines. Of the 108 programs reviewed, 80 (74%) were maintained, 26 (24%) were terminated, one was deferred and one was consolidated with an existing program. Of the 80 doctoral programs maintained, ten were commended for excellence.

Since the completion of the doctoral review, the Board has completed reviews of all education specialist programs and is scheduled to complete reviews of masters programs during 1982-1983. Of the 62 specialist programs reviewed, 34 (55%) were maintained, 20 (32%) were terminated, three (5%) were consolidated with existing programs, and five (8%) were approved as new options.



Of the 34 specialist programs maintained, one was commended for excellence.

As of May 1, 1982, 251 masters programs had been reviewed. Of these 251 programs, 203 (81%) were maintained, 46 (18%) were terminated, and two (1%) were consolidated with other existing programs.

The academic program review process was planned to begin with the doctoral programs and work down through the various degree levels. However, the Board has altered its schedule on three occasions. The Louisiana Architects Association provided funds to the Board of Regents to conduct a review of all architecture programs; the Louisiana Chapter of the Society of American Foresters provided financial support for the review of programs in forestry; and, the Louisiana Legislature provided funds earmarked for the review of all baccalaureate teacher education programs. The Regents accepted these funds with the stipulation that the review process would follow the Board's format and would be under the complete control of the Regents. Of the 293 baccalaureate programs reviewed in education, 251 (86%) were maintained, and 41 (14%) were terminated. All five baccalaureate programs in architecture were maintained, while two baccalaureate programs in forestry were maintained and consideration of the status of one was deferred until 1982-83.

Overall, since 1975, out-of-state consultants have reviewed 724 academic programs at public institutions of higher education under the auspices of the Board of Regents' academic review process. Of the 724 programs, 577 (80%) have been maintained, 134 (18%) have been terminated, and thirteen (2%) have been either consolidated into existing programs or consideration has been deferred. Of the 577 programs maintained, 19 (3%) were commended (3% of those maintained, 2% overall). A breakdown of the Board's actions by institution and a list of the programs commended for excellence appear in Appendix A, Tables I and II.

As mentioned earlier the review of masters programs is scheduled to be

completed during 1982-1983. During the 1982-83 academic year, the Board will accelerate the review of academic programs at the baccalaureate level.

#### **DEVELOPMENTAL EDUCATION**

Higher education in America has evolved from a few selective single-purpose private institutions into a diversified system numbering thousands of public and private colleges and universities. The passage of the Northwest Ordinances, the Morrill Acts, and numerous other pieces of federal and state legislation has guided the evolution of American higher education from a few elitist enterprises to a multi-faceted system of learning opportunities for anyone wishing to gain from the experience. The development of higher education in Louisiana mirrors the national picture.

Large groups of people who historically would have been denied a college education are enrolling in Louisiana's institutions. Today, students arrive at college with a variety of needs, problems, backgrounds, and aspirations. Louisiana's colleges and universities are continuing their efforts to make the necessary programmatic adjustments to fulfill the needs of the state's citizens. In order to address the problem of underprepared students entering Louisiana's public institutions of higher education, the Board recommended in the Master Plan (1978) that certain steps be taken by both higher education and the elementary and secondary schools.

At the elementary/secondary level, the Board recommended that the Board of Elementary and Secondary Education (1) increase academic requirements for college-bound students; (2) adopt a policy of proficiency testing of students for promotion and/or graduation; and (3) raise standards for teacher certification. With direction provided by the Legislature, the Board of Elementary and Secondary Education has initiated steps to implement all three recommendations.

The Board of Regents also recommended in the Plan as part of its own

responsibilities that it (1) conduct a study of teacher education curricula, and (2) examine developmental education programs at Louisiana's public colleges and universities. In 1979, the Legislature appropriated \$46,000 to the Board of Regents for the expressed purpose of reviewing teacher education programs in Louisiana. The review of these programs was completed in the summer of 1981. The results of the review in the public sector were: (1) 251 programs were maintained and strengthened, (2) 29 programs were terminated, (3) 12 special education programs were terminated due to changes from categorical to generic classifications, and (4) 14 new programs in special education were conditionally approved.

The staff study of developmental education programs completed in 1979 concluded that Louisiana's developmental efforts were widespread, poorly organized at a majority of the institutions, enrolled sizeable numbers of students, experienced various levels of success as measured by retention in college, and cost the state millions of dollars annually. The Board recommended in the study that an ad hoc task force be formed, representative of Louisiana's public colleges and universities. The Task Force was appointed and assembled in Baton Rouge in fall, 1979.

The Board of Regents engaged the services of consultants in 1980 to assist the Task Force in its deliberations. With the aid of the consultants' report and twelve months of work by various subcommittees of the Task Force, the final report of the Task Force was submitted to the Board of Regents for its consideration in April, 1981. In June, 1981, the Board adopted selected sections of the Task Force report as Board policy. These policies addressed (1) special dollar values for student credit hours earned in developmental courses, and (2) the length of time students could enroll in developmental education and generate state reimbursement under the State Appropriation Formula.

The special funding for developmental education student credit hours is contingent on the implementation of developmental education programs which have been approved by the Board of Regents. The guidelines for an approved program were adopted by the Board as presented by the Task Force in its report. By spring 1982, all public institutions had their developmental education programs approved by the Board. The formula funding for developmental education will be provided starting with the 1982-83 academic year. The special funding provision for developmental education will be in effect for a minimum of six years as mandated by the Consent Decree. The Consent Decree will be discussed in more detail in Chapter III.

#### **STATE STUDENT INCENTIVE GRANT PROGRAM**

In order to improve student access to higher education in Louisiana, the Board of Regents recommended in the Master Plan that the Governor and the Legislature appropriate additional student financial assistance funds at a level commensurate with the level of State Student Incentive Grant (SSIG) funds available annually from the federal government.

The SSIG program was established by Congress in 1972 and authorized by Act 632 of 1974 in Louisiana. The SSIG awards are based on financial need established through the federally-approved needs analysis method. The recipient must be an undergraduate student in good standing. In Louisiana, the SSIG program is administered by the Governor's Special Commission on Educational Services.

In the SSIG Program, state funds match the federal allocation to the state on a dollar for dollar basis. The State of Louisiana did not provide sufficient funds to gain the maximum federal match until recently. The figures below reflect Louisiana's efforts to match federal dollars in the SSIG Program.

	1976	1977	1978	1979	1980	1981
Fed. \$ Avail.	617,865	811,654	864,715	1,061,631	1,055,217	1,092,775
State Support	279,528	279,528	300,000	400,000	500,000	1,092,775
Shortfall	338,337	532,126	564,715	661,631	555,217	0

Louisiana's failure to match the allocation from 1976 to 1980 cost the state \$2,652,026 in federal funds. Coupled with the state match, this amounted to \$5,304,052 or 10,608 additional grants of \$500 each which could have been made available to the most needy Louisiana students over the five-year period.

Realizing the benefits which could accrue from providing the full matching funds, the Legislature approved the maximum matching state funds in 1981-82. The federal/state combined funds total of \$2.18 million provided average grants of \$550 to 3,974 students in academic year 1981-82.

At the federal level, the SSIG Program is funded at \$73.7 million under the continuing resolution of December, 1981. In the fiscal year 1982-83, the Reagan Administration's budget proposal completely eliminates the SSIG Program with the rationale that the goal of stimulating all states to provide need-based grants to postsecondary education has been met. While a number of states overmatch the yearly federal SSIG contribution, elimination of the Program could jeopardize the continued existence of state student aid funding in those states which have struggled to meet the federal-state match. This has certainly been true in Louisiana.

The higher education lobby in Washington has been extremely vocal in its opposition to the proposed cuts in federal student aid. Numerous members of Congress, both Democrat and Republican, have vowed not to accept the level of cutbacks proposed by the Administration. In Louisiana, the Governor's 1982 Executive Budget allocates sufficient state funds to match federal dollars available if the Program is continued.



## SELECTIVE ADMISSIONS

Policies of admission to institutions of higher education in America vary from state to state, and in many cases among institutions within a state. Historically, admissions policies have moved from a highly selective posture to one of equality of opportunity. Today, some form of open admissions is practiced in varying degrees in all states. Open admissions is practiced at the entry level at all public institutions in Louisiana. Once a student is admitted to an institution, selectivity is practiced in admission to certain programs.

The Master Plan outlined three arguments in defense of selective admissions in general, and selectivity at the program level in particular. First, selectivity is necessary to achieve appropriate student ability levels. Second, selectivity is necessary so long as resources remain limited. And third, selectivity is necessary to help place students in the right programs and to redirect the efforts of misplaced and unqualified students into more constructive channels. A policy of selective admissions can aid the student in making a meaningful choice and the institution in providing the best student/program match. Selective admissions is a method of matching the abilities of the student with the rigor of the program.

In designing an admissions policy which permits selectivity at particular institutions, two important factors must be considered. First, the institutions which become more selective in admissions at the entry level should be those which benefit most from the policy. Second, assurances should be made that any student wishing to pursue a higher education has the opportunity to do so without geographic barriers to access. With those two factors in mind, the Board of Regents recommended in the Master Plan that the Louisiana State University Board of Supervisors adopt a policy of selective admissions for Louisiana State University-Baton Rouge, the state's comprehensive institution. The Regents further recommended that all three management boards study the feasibility of

developing selective admissions policies for some senior state institutions.

Following publication of the Master Plan, each of the management boards informed the Board of Regents that after considering the advantages and disadvantages of moving toward implementing selective admissions at some senior institutions, it was the decision of each board to remain in support of open admissions at all member campuses. For this reason, the selective admissions recommendation was one of three judged to have an unlikely chance of being implemented in the Progress Report. More recently, the Consent Decree requires that the state maintain its current open admissions policy for all public higher education institutions for a period of six years from the date of entry of the Decree (September, 1981).

#### **ALLIED HEALTH EDUCATION**

The Master Plan reviewed the tremendous growth in allied health education programs in Louisiana in the early to mid seventies. The Board concluded that the current and future demands for trained personnel in specific allied health fields remained unclear. At the same time, the resources needed to operate programs in health professions were frequently in short supply. There was a need to assess the adequacy of existing programs in the health professions in light of anticipated needs of the state during the eighties.

During the development of the Master Plan, the Board of Regents obtained a grant from the Labor Department under the Comprehensive Employment and Training Act. The primary goal of the project was to formulate a plan for structuring and allocating the state's educational programs and resources to meet the manpower needs in nursing and the following ten allied health fields: respiratory therapy, hospital administration, medical technology, dietetics, radiologic technology, cytotechnology, physical therapy, occupational therapy, medical records administration, and dental hygiene.

The Health Manpower Plan was published in September, 1978. In the allied health professions, in addition to specific recommendations for each discipline, the Board of Regents recognized that the heavy dependence of allied health education on external resources, i.e., clinical facilities, as well as the high cost of this type of education, demanded a concerted effort to utilize effectively all available resources. To meet this need, the Board recommended that a task force be formed to address the issues which affect the quality and quantity of allied health education in Louisiana.

Following adoption of the Health Manpower Plan, the Allied Health Task Force was assembled. The Task Force was assigned a four-point charge:

1. to identify a single, appropriate mechanism to coordinate all student assignments in the clinical phase of each allied health program;
2. to determine that necessary guidance and instruction are provided to students during the clinical phase of their programs by each institution offering allied health education;
3. to develop an undergraduate core curriculum in the basic sciences which would satisfy the pre-professional requirements of all health education programs and be available at a sufficient number of public institutions of higher education to assure reasonable access to all qualified students; and
4. to identify a limited number of institutions of higher education with adequate existing resources to provide the high quality professional didactic courses necessary to selected allied health fields.

In addressing itself to the above charge, the Task Force was mindful of both the growth in allied health education and of the recent federal discontinuation of allied health funding. Additionally, the Task Force has visited several of the state's allied health schools, reviewed the most current literature on allied health education, and received the advice of leading allied health educators.

The Allied Health Task Force is in the process of completing its deliberations. The Task Force report is scheduled to be considered by the Board of Regents in summer, 1982.

#### **TENURE STATUS OF FACULTY**

A difficult problem facing institutions of higher education is the danger of becoming "tenured in." This condition results from awarding academic tenure to a disproportionately large number of faculty, leaving little opportunity to infuse young faculty members, minorities or women.

Prior to 1975, Louisiana State University had one tenure policy affecting all LSU campuses. The remaining colleges and universities practiced a tenure policy established by the State Board of Education. The changes in the governance structure of higher education in Louisiana, coupled with the need for a tenure policy that was contemporary in nature and equitable in application, provided the rationale for the Board of Regents' Statement on Academic Freedom, Tenure, and Responsibility.

In the Master Plan, the Regents recommended that all colleges and universities, especially those with a high percentage of tenured faculty, exercise extreme caution in awarding tenure in the future. The current economic conditions coupled with an anticipated decline in enrollments provide sufficient incentive to heed the recommendation of the Board. In 1978, the year the Plan was published by the Board, 60.1 percent of the fulltime institutional faculty in Louisiana's public institutions held tenure. By 1981, the percentage of faculty with tenure had decreased to 56.8 percent. In addition, those institutions which had a critically high tenure rate have taken appropriate steps to reduce the percentage of faculty with tenure to a more reasonable rate. Appendix A, Table III displays data on tenure rates for faculty in Louisiana's public institutions of higher education since 1974.

## **CHAPTER TWO**

### **A REVIEW OF ISSUES FOR THE EIGHTIES**

The Master Plan for Higher Education in Louisiana: A Progress Report addressed issues which would receive the increasing attention of higher education and the Board of Regents in the eighties. Chapter two examines one significant issue; new alliances within higher education as well as between higher education, government, business and industry. A primary example of a new alliance within higher education is the Louisiana Universities Marine Consortium (LUMCON). The Board of Regents' Research and Development Program (R & D) is a fitting example of a new alliance between higher education, government, business and industry.

#### **LOUISIANA UNIVERSITIES MARINE CONSORTIUM (LUMCON)**

The Louisiana Universities Marine Consortium (LUMCON) for Research and Education was formed by Act 557 of the Louisiana Legislature in 1979 to fill a widely recognized and long-standing need. Despite the value of coastal and marine resources to the state, Louisiana remains the only coastal state without a university-affiliated marine laboratory with sufficient resources for ongoing research programs.

LUMCON has the primary function of conducting research and promoting education in the marine sciences and marine technology, particularly as related to coastal resources and the impact of energy related industries upon these resources. As identified in its 1981 Annual Report, the specific objectives of LUMCON are to:

1. Facilitate better understanding of Louisiana's coastal and marine environment;



2. Encourage a unified effort toward the solution of coastal and marine environmental problems in Louisiana;
3. Provide facilities in Louisiana for marine research and the teaching of marine science and technology at various educational levels;
4. Avoid duplication of facilities by individual universities and acquire facilities and equipment beyond the financial capabilities of individual institutions;
5. Enhance public awareness of coastal and marine resources in Louisiana.

The consortium is governed by a council consisting of representatives of each of the thirteen public universities offering a four-year curriculum toward a baccalaureate degree in science or engineering and representatives of each of the four higher education boards in Louisiana.

Present LUMCON facilities include temporary offices at Cocodrie, the Port Fourchon Marine Laboratory in Lafourche Parish, and the Fearman Bayou Marine Laboratory in Vermilion Parish. The office of the Council is located in Baton Rouge, as stipulated in the enabling legislation. Construction of permanent facilities is divided into three phases. Phase I, calling for placement of fill on the site to elevate the land to five feet above sea level is nearing completion. Phase II, the bulk heading of the harbor and dredge and fill, and Phase III, construction of buildings, have been planned. The Governor's 1982 Capital Outlay Bill includes \$15.2 million for construction of the center and two research vessels.

LUMCON is developing a wide variety of educational, research, and advisory service programs with respect to courses and programs. LUMCON does not grant credit or degrees; these are awarded through the member universities. LUMCON courses were offered for the first time in summer, 1981 using existing facilities. These courses have been approved by LUMCON and appear in all the member institutions' catalogs. Additional courses are being planned for the summer, 1982.

An integrated agenda of basic and applied research is being developed. Basic research is being undertaken to support the educational program but will also be guided so as to enhance applied research. Particular applied research emphasis will reflect the environmental and resource management issues confronting Louisiana, including the environmental effects of energy-related industries, development and protection of fisheries, the fate and effects of toxic and hazardous materials, loss of wetlands, fresh water diversion, coastal retreat, and applications of new technology.

Three research awards were made by LUMCON during 1981. A cooperative agreement with the U.S. Fish and Wildlife Service provides support for LUMCON and university scientists to conduct research related to coastal land loss. Dr. Michael J. Dagg received a grant to continue his work on the role of zooplankton in the marine food chains of the Bering Sea as part of a large multidisciplinary project funded by the National Science Foundation (NSF). In another recently awarded NSF grant, he will investigate in research to be conducted in the Gulf of Mexico the role of phytoplankton patchiness on the ability of zooplankton to utilize the phytoplankton as food.

The tremendous rate of erosion of the coastline and the loss and modification of wetlands is the paramount coastal and marine environmental issue in Louisiana. For example, at the present rate of land loss, the life expectancy of Plaquemines Parish is approximately fifty years. In an effort to provide leadership and advisory services, LUMCON assembled experts, both within and outside the university community, to present the best information on the causes, consequences and measures to deal with coastal erosion and land loss. As a result of this conference, LUMCON was able to provide timely advice on this critical situation to the Legislature and administration prior to the 1981 Extraordinary Session. This special session resulted in the passage of the Coastal Environmental

Protection Trust Fund for which an initial appropriation of \$35 million was made to fund projects to slow or mitigate the rate of coastal erosion.

LUMCON is being developed during a challenging era for higher education and scientific research. Prospects for cutbacks in federal research support necessitate a sincere commitment by the State of Louisiana if LUMCON's efforts are to be successful. Considering its apparent impact on education, research, and advisory services in such a short period of time and the present commitment of the administration as demonstrated by LUMCON's capital construction projects as outlined in the Governor's Capital Outlay Bill, LUMCON's future appears to be bright.

#### **BOARD OF REGENTS' RESEARCH AND DEVELOPMENT PROGRAM**

With America's past record in scientific and economic development, everyone has come to expect significant scientific advances on a regular basis. Examples of scientific advances made in the last four decades include pacemakers, satellites, lasers and penicillin. Most of these discoveries have been a result of research conducted in the nation's leading universities. The value of scientific breakthroughs accomplished in the recent past has been praised by many highly respected individuals. One such person is the 1980 Nobel laureate in medicine Baruj Benacerraf of Harvard University. He said ". . . the nation's most valuable resource is found in the skill and training of our scientists and researchers. The whole welfare of our country, its inventiveness and productivity, depends on it."

Nevertheless, at this critical place in the nation's history, the support of research and development is less than promising. In a recent article in the Chronicle of Higher Education, Dr. Richard C. Atkinson, former director of the National Science Foundation and current Chancellor of the University of California at San Diego, cited the following trends. In the United States, during

the period from 1968 to 1980:

1. Research and development as a fraction of the federal budget decreased by 38 percent, and as a fraction of the gross national product, 19 percent.
2. Basic research as a fraction of the federal budget decreased by 27 percent, and as a fraction of the gross national product, by 16 percent.
3. Scientists and engineers engaged in research and development as a fraction of the labor force decreased by 9 percent.
4. Investment by U.S. industry in research as a fraction of net sales decreased by 29 percent.

Trends in the support of research and development in other countries for the same period are revealing.

1. Research and development as a fraction of the gross national product went up by 19 percent in Japan, 14 percent in the Soviet Union, and 16 percent in West Germany.
2. Scientists and engineers engaged in research and development, as a fraction of the labor force went up by 70 percent in Japan, 62 percent in the Soviet Union and 75 percent in West Germany.<sup>1</sup>

The federal government, in an effort to reduce the federal deficit, is reducing funding in almost every area. If the budgets of major research universities are reduced, the slack must be absorbed by state government, business, industry, and private foundations.

As reported in The Master Plan for Higher Education: A Progress Report, there is a renewed awareness of the importance of research and development activities in promoting the long-term economic and social well-being of Louisiana's citizens, as well as an acknowledgment of the State's responsibility for

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<sup>1</sup>Richard C. Atkinson, "Federal Support for Science: An Investment in the Future," Chronicle of Higher Education, Point of View, Vol XXII, No. 2, March 2, 1981, page 64.

shouldering some of the funding burden for research. This awareness was manifested in the establishment of the Board of Regents' Research and Development Program and is reflected in the commitment to the Program by the Governor and the Legislature.

Created by Act 559 of the 1979 Louisiana Legislature, the Research and Development Program is a highly competitive grants program which operates under the aegis of the Board of Regents. The Program is funded solely with State appropriated revenues.

A primary purpose of the Program is to bring Louisiana's higher education community and the State's private industrial and business community together to generate research necessary for the progress of the State. The goals of the Program are threefold:

1. to foster research (both basic and applied) which is essential to Louisiana's future;
2. to strengthen the research capabilities of Louisiana's institutions of higher education, thus bolstering their faculties and graduate programs; and
3. to focus on and to take advantage of knowledge in the private sector with respect to mutual efforts and joint approaches in addressing the State's research and development needs.

An eleven-member Advisory Committee on Research and Development composed of Louisiana business and industrial leaders assists the Board of Regents in pinpointing areas of particular concern or interest to the State. A few examples of these areas of concern are the State's high incidence of cancer, its problems with hazardous waste disposal, and its concern about economic development. These priority areas reflect a broad but well-defined spectrum of issues which affect the quality of life in Louisiana.

On an annual basis, research proposals that address these priority areas are invited from researchers affiliated with Louisiana's public and independent colleges and universities, as well as non-profit research entities, such as Gulf



South Research Institute and the Ochsner Foundation. Every research proposal submitted to the Board of Regents' R & D Program for funding is subjected to several rigorous and exhaustive reviews. These reviews are of great value and importance to the Program because they help to ensure, first, that only quality research is funded and, second, that the research addresses the specific needs of Louisiana.

In the first review, the scientific merit of the research proposal is assessed. Scientific merit is determined by examining closely the body and scope of work proposed in the project. Once the scientific merit of each research project has been established by peer review panels, the Program turns to a second tier of review. Abstracts of the research proposals, along with a critique sheet, are sent to appropriate governmental agencies and to related Louisiana businesses and industries for their evaluation and comment. Data collected as a result of this second stage is compiled into separate reports for each of the priority areas.

With these two documents in hand—the rating and ranking of each proposal based on its scientific merit as determined by the peer review panels plus the evaluations of representatives of governmental agencies and related businesses and industries—the chairmen of the review panels are convened. Using the information they have before them as a guide, they recommend the funding of individual projects. A preliminary funding schedule is developed which conforms to that year's anticipated appropriation for the program.

The result of the first two tiers of review is a preliminary schedule of research projects recommended for funding. This funding schedule, along with the abstracts of every research proposal submitted, are sent to the members of the Advisory Committee and to the members of the Board of Regents—the two groups which make up the third and fourth tiers of review. First, the Advisory Committee convenes to screen the applications for a third time and to make final

recommendations to the Board of Regents. The Board of Regents, in turn, after its own evaluation of the recommendations of the Advisory Committee, officially authorizes the funding of certain research projects. A list of the projects funded in 1980-81 and 1981-82 appears in Appendix A, Table IV.

The response to the Research and Development Program from Louisiana's universities and other non-profit organizations has been overwhelming. The figures below reflect the encouraging growth in the R & D Program.

**BOARD OF REGENTS'  
RESEARCH AND DEVELOPMENT PROGRAM**

**OVERVIEW**

	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Total Number of Proposals Submitted	163	144	290
Number of Research Projects Funded	18	53*	**
Total Funds Requested	\$6.2 million	\$5.1 million	\$10.9 million
Total Funds Allocated	\$419,000	\$1,725,000	**
Percentage of Funds Allocated to Funds Requested	6%	33%	**

\*Eighteen of these projects were submitted during the 1980-81 funding cycle but were not funded until 1981-82 because insufficient funds were available.

\*\*Undetermined.

In 1982-83, 290 research proposals requesting a total of \$10.9 million have been submitted to the R & D Program for funding. These requests represent more than a 100 percent increase over the number of proposals submitted for funding in 1981-82 and more than 112 percent increase over the total funds requested in 1981-82.

There are a variety of reasons for the excellent manner in which this effort has been received by Louisiana's colleges and universities. In terms of the long-range goals of the program, support of research greatly enhances the possibility of

developing solutions or partial solutions to some of Louisiana's biggest problem areas. Any advancement of knowledge in these critical areas would be a boon to all the State's citizens. But there are many immediate benefits which will accrue to Louisiana's institutions of higher education. In light of recent cutbacks in research dollars at the federal level, this state-supported research program will enable faculty at Louisiana's universities to continue their research. The quality of graduate programs will be enhanced because of these ongoing and uninterrupted research efforts. And it will be easier to retain and recruit top-notch researchers to Louisiana institutions of higher learning simply because of the availability of research dollars.

## **CHAPTER THREE**

### **THE CONSENT DECREE**

#### **BACKGROUND**

In 1969, the Department of Health, Education and Welfare notified ten states (Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania, and Virginia) that they had not dismantled their dual systems of public higher education and requested that these states submit desegregation plans designed to eliminate vestiges of de jure segregation. Nine of the ten states proceeded to develop plans as requested; Louisiana refused to do so, contending that its system did nothing to maintain the racial identifiability of its institutions of higher learning. As a result, the U.S. Department of Justice filed suit against Louisiana in 1974.

From 1974 until 1980, no serious efforts were made by the Justice Department to press the suit against the State of Louisiana. On May 1, 1980, by order of the U.S. District Court for the Eastern District of Louisiana, the United States was required to submit "specific requirements which it considers necessary and feasible elements of a desegregation plan in Louisiana." The Federal government's submission to the court represented the beginning of sixteen months of serious negotiations between the U.S. Justice Department and the State of Louisiana. In September, 1981, the Justice Department and the State of Louisiana entered into a Consent Decree in settlement of Civil Action 80-3300-A.

Following its review of the Decree, the court determined that the Decree was consistent with the objectives of the Fourteenth Amendment to the Constitution of the United States and Title VI of the Civil Rights Act of 1964. It is important to note that neither the Consent Decree nor the defendants consent thereto constitutes an admission by the State of Louisiana or an adjudication by

the court of any violation of law by defendants.

Although the Board will continue its planning efforts, their efforts must complement and be tempered by the requirements of the Consent Decree. The following section presents an overview of the requirements of the Consent Decree.

## **CONSENT DECREE REQUIREMENTS**

The overview which follows is divided into sections that, for the most part, track the contents of the Consent Decree. Numerous institutions and agencies are responsible for successfully implementing the Decree. Where official action has been taken, that action is briefly noted in the appropriate section.

### **A. GOVERNANCE**

The State of Louisiana is committed to representation on each of the higher education boards without regard to race. The State has adopted the goal of increasing black representation on the Board of Regents, LSU Board of Supervisors and the Board of Trustees so that the membership reflects the racial composition of the State of Louisiana. The State has also adopted the goal to increase the number of white representatives on the Southern University Board of Supervisors so that membership inversely reflects the racial composition of the state's population.

Members of the higher education boards are appointed by the Governor. The Governor's first regular opportunity to appoint members to boards since the signing of the Consent Decree will be on June 1, 1982, when the terms of five members of the LSU Board of Supervisors expire.

### **B. EQUAL ACCESS**

The State has adopted the goal that the proportion of black high school graduates throughout the state who enter public institutions of higher education shall be equal to the proportion of white high school graduates throughout the



state who enter such institutions. The state is committed to reducing any disparity in college-going rates.

Louisiana's public institutions have adopted other-race enrollment goals for 1982-83 through 1987-88. In addition, the state shall maintain its current open admissions policy for all public higher education institutions for a period of six years.

#### C. INFORMATIONAL ACTIVITIES

The institutions are required to design and disseminate recruitment literature geared towards recruiting other-race students. The Board of Regents is required to publish an undergraduate and graduate brochure describing educational program opportunities available at public institutions. Additionally, newspaper, radio, and television advertisements will be prepared for use during regular application periods for state institutions.

Louisiana law prohibits the expenditure of public funds for particular purposes including recruitment advertisement. The Board of Regents is working with the Legislature in drafting new legislation oriented at permitting public institutions of higher education and the Board of Regents to spend public funds for advertising, consistent with the purposes of the Consent Decree.

#### D. STUDENT RECRUITMENT

Each institution is required to develop and submit to the Board of Regents for approval a student recruitment plan designed to attract other-race students. Each plan must contain specific strategies for recruiting other-race undergraduate, graduate, and professional students, as applicable.

Institutional plans were submitted to the Board of Regents in October, 1981. The plans were returned to the institutions for further review in November. The Board of Regents approved all the plans, as amended and with stipulations, in December, 1981.

#### **E. STATEWIDE RECRUITMENT EFFORTS**

In order to assist the institutions in their recruitment efforts, the Board of Regents is required to compile numerous lists of individuals by race who took various standardized tests (ACT, SAT, LSAT, MCAT, DAT, GRE) and agreed to have their names released. These lists will be distributed to the appropriate schools annually for other-race recruitment purposes. As of May 1, 1982, the Board had completed discussions to provide lists of students who took the ACT, LSAT, MCAT, and DAT. Discussions with the testing agencies which sponsor the SAT and the GRE are continuing. The distribution of the lists will begin in fall, 1982.

#### **F. ACCESS TO HIGH SCHOOL STUDENTS**

The Board of Regents and the Board of Elementary and Secondary Education have jointly adopted a policy that ensures that no Louisiana public institution of higher education will be denied equal access to public high schools to conduct student recruitment activities. Each management board has adopted a similar policy prohibiting institutions under its control from recruiting at any public or private high school, community college or any other educational institution that does not allow equal access to all public institutions for purposes of recruitment. All public and private high schools and colleges/universities have been informed of these policies.

#### **G. STUDENT FINANCIAL ASSISTANCE**

In order to ensure that other-race students who are financially unable to attend a college may be afforded, to the extent possible, the opportunity to do so, the state, through the Governor's Commission on Services to Education, is required to administer state funds available to undergraduate and graduate students in a manner so as to enable each institution to achieve its other-race enrollment goals. The Board of Regents' staff has met with the Commission staff to review

the Commission's responsibilities under the Consent Decree. The Commission has adopted a policy consistent with Consent Decree requirements.

The State is required to establish scholarship programs to assist those institutions that offer professional programs in medicine, dentistry, and veterinary medicine to increase the participation of other-race students. Funds for these programs have been requested in the appropriate budget requests.

#### **H. STUDENT ATTRITION**

The Consent Decree requires that the state take further affirmative steps to reduce any disparity between the proportion of black and white students completing and graduating from Louisiana public institutions of higher education. The Board of Regents has designed an attrition study which will provide sufficient information to measure and assess any disparity.

The population to be studied in the attrition study is first-time Louisiana resident full-time freshmen who enroll in summer or fall, 1982. The system designed to support the study will be capable of tracking individual students throughout the public system of higher education from date of entry in the file as first-time freshmen until completion of the study.

#### **I. DEVELOPMENTAL EDUCATION PROGRAMS**

The Consent Decree requires that each public institution of higher education develop and submit to the Board of Regents a Developmental Education Program Plan. Each plan must be based on the program model proposed by the Regents' Developmental Education Task Force.

Institutional plans were submitted to the Regents in December, 1981. The plans were returned to the institutions for further review in January. Following receipt of revised plans, the Board of Regents approved the developmental education plans in February, 1982. The institutions will begin implementing the plans in fall, 1982.

## **J. EQUAL EMPLOYMENT OPPORTUNITY**

The state has adopted the goal that the proportion of black administrators, faculty, and staff employed at each Louisiana predominantly white public institution and respective board be equal to the proportion of black individuals with the required credentials in the relevant labor market area. Additionally, the state has adopted the goal that each predominantly black public institution of higher education shall increase its proportion of white administrators, faculty and staff. Each institution has adopted employment goals for the life of the Decree.

## **K. BLACK FACULTY AND PROFESSIONAL STAFF CLEARINGHOUSE**

The Board of Regents is required to establish and maintain a clearinghouse for faculty and professional staff applicants. The primary purpose of the Clearinghouse is to maintain an extensive file of black applicants interested in being employed at Louisiana's public institutions of higher education and/or the staffs of the higher education boards.

Each Louisiana public higher education institution and higher education board is required to seek applications from qualified persons registered with the Clearinghouse for all faculty and/or professional staff vacancies. The Clearinghouse commenced operations on January 1, 1982. As of May 1, 1982, Louisiana's higher education institutions and boards requested applications to fill over 400 vacancies. There are approximately 275 persons registered with the Clearinghouse.

## **L. BOARD OF REGENTS' GRADUATE FELLOWSHIP PROGRAM**

The Board of Regents is required to establish a Graduate Fellowship Program designed to increase the pool of other-race faculty qualified to teach at state institutions. Institutions are required on an annual basis to document efforts to recruit other-race faculty. In turn, each institution identifies disciplines where recruitment efforts have been unsuccessful because of a lack of qualified

applicants. The Board of Regents is responsible for choosing those disciplines in which institutions make nominations.

The Board of Regents awarded nine \$10,000 fellowships and two \$5,000 fellowships in April, 1982 to nominees seeking terminal degrees. The disciplines represented in the awards for 1982-83 are medicine, history, zoology, economics, education, psychology, English, and nursing. A recipient is eligible for a maximum of three years' support. However, each grant is awarded on an annual basis and the recipient must reapply for the grant and provide evidence of satisfactory progress. Recipients of Graduate Fellowships must, upon completion of the terminal degree, be willing to teach at an institution where he/she would be an other-race faculty member. A three-year teaching commitment is required.

#### **M. SOUTHERN UNIVERSITY AND GRAMBLING STATE UNIVERSITY FACULTY DEVELOPMENT PROGRAM**

The state is required to fund a faculty development program at the predominantly black institutions in order to provide advanced educational opportunities for faculty employed at these institutions. The purpose of the program is to allow faculty members at each predominantly black institution who lack the terminal degree to take paid leaves of absence in order that they may obtain their terminal degrees. The Decree requires that the predominantly black institutions, their higher education boards, and the Board of Regents work together to develop a detailed plan of procedures and criteria to be used in the operation of the faculty development program at each institution. The Board of Regents approved the final plans in February, 1982.

#### **N. DEVELOPMENT AND COORDINATION OF COOPERATIVE PLANS**

The Consent Decree requires that the predominantly white and predominantly black institutions in proximity to each other in the Lincoln Parish, Baton Rouge and New Orleans areas develop cooperative plans. These plans will include an administrative structure, funding requirements, faculty and student

exchange, and operational procedures for each cooperative effort.

The proximate institutions are in the process of completing their preliminary plans. Formal cooperative efforts are scheduled to begin in fall, 1982.

#### O. CADDO-BOSSIER PARISH AREA

The Consent Decree requires that the State of Louisiana, the Southern University System, Bossier Parish Community College, the LSU System and the United States designate a panel of experts to study two-year program offerings at predominantly black and predominantly white public institutions in the Caddo-Bossier Parish Area. The panel was assembled in October and made its initial factfinding visit in December. The panel convened in Baton Rouge for three days in January to continue deliberations.

The panel submitted its final report in March to all parties. Using this report as a working document, the affected parties are attempting to negotiate a final settlement. An extension of time to May 21, 1982, for negotiating a settlement has been requested. If no settlement can be reached between the parties, the Court will be asked to resolve all outstanding issues.

#### P. ENHANCEMENT OF ACADEMIC PROGRAMS

The Consent Decree requires the state to strengthen existing academic programs and initiate new academic programs at Louisiana's predominantly black institutions. The new academic programs will be approved by the Board of Regents in accordance with stated policy relative to academic quality as modified with respect to the waiver of the one-year letter of intent. A list of the new academic programs at each predominantly black institution appears as Appendix A, Table V. The predominantly black institutions, their management boards, and the Board of Regents are cooperating in determining priorities and timetables for the implementation of the new academic programs. This process is scheduled to be completed by fall, 1982.

#### **Q. ROLE, SCOPE AND MISSION STATEMENTS**

As a result of the programmatic changes at each predominantly black institution, the Consent Decree requires that the role, scope and mission statement of each of these institutions be revised. Suggested revised statements were submitted by the predominantly black institutions in January. Following review and consultation with the institutions, the Board of Regents adopted revised role, scope and mission statements for Southern University-Baton Rouge, Southern University-New Orleans, and Grambling State University at its February, 1982 meeting. A consideration of the role, scope and mission statement for Southern University-Shreveport/Bossier City was deferred pending the settlement of the Caddo/Bossier Parish issue. The revised role, scope and mission statements for Southern University-Baton Rouge, Southern University-New Orleans and Grambling State University appear as Appendix B, to this document.

#### **R. COMMITMENTS REGARDING NEW PROGRAMS AND ELIMINATION OF PROGRAMS**

The Consent Decree requires that the Board of Regents (1) give special consideration to placing new high-demand high-cost programs at predominantly black institutions, (2) assess the impact of implementing any new academic program at a predominantly white institution on the achievement of other-race enrollment goals at predominantly black institutions, (3) disapprove any new program at a proximate predominantly white institution which duplicates a program established at or approved for the proximate predominantly black institution.

The Consent Decree also requires that, in its decisions pursuant to any academic program review, the Board of Regents shall act consistent with the objective of enhancing predominantly black institutions.

The Board of Regents has amended its Academic Affairs policies consistent with the requirements of the Consent Decree.

## **S. CAPITAL IMPROVEMENTS AT PREDOMINANTLY BLACK INSTITUTIONS**

The State is required to improve existing facilities and construct new facilities at its predominantly black institutions such that their physical plants will be comparable to those available at comparable predominantly white institutions. The programmatic requirements at each predominantly black institution will require the construction of at least one new facility. Several new projects were included in Act 42 of the first Extraordinary Session of 1981. These projects included funds for planning nursing facilities at Grambling State University and Southern University-Baton Rouge, land acquisition for construction at Southern University-New Orleans, and planning funds for structural repairs at Southern University-Shreveport/Bossier City.

The Consent Decree requires a study to determine the nature and extent of physical deficiencies at the predominantly black institutions. The study will include a facilities plan identifying capital outlay projects necessary to upgrade the physical plants of Grambling and Southern consistent with their newly defined missions and the goals of attracting other-race students.

A Facilities Study Panel was named in October, 1981. In November, the panel made its initial visit to Louisiana. The final charge to the Facilities Study Panel was completed and approved in December, 1981. In January, 1982, a Facilities Survey Team was selected to handle much of the Panel's technical and field work. The Survey Team's report of the building condition survey was submitted to the Panel in April, 1982. The final report of the Facilities Study Panel is scheduled to be completed in summer, 1982.

## **T. INCREASED FINANCIAL SUPPORT**

The State is required to (1) amend the State Appropriation Formula to include a mechanism by which state appropriations per FTE law student at Southern University-Baton Rouge will be at least at parity with state



appropriations per FTE law student at the Paul M. Hebert Law Center, (2) appropriate additional funds in the amount of at least \$285,000 per year for enhancement of the Southern University Law School, (3) review the State Appropriation Formula to determine if allocations made will be sufficient to fund the operating needs of the predominantly black institutions, (4) provide funds not in excess of \$200,000 for studies of the financial procedures, management practices, programmatic arrangements, space utilization, and maintenance procedures of the predominantly black institutions, and (5) provide \$1,000,000 annually (\$627,000 for Southern University system, \$373,000 for Grambling State University) to be utilized for the general enhancement of the institutions.

The Board of Regents is in the process of amending the formula to incorporate the law school parity funding mechanism. In addition, the Regents and the appropriate institutions/boards have requested the monies in their budgets consistent with the Consent Decree requirements.

#### U. MONITORING AND REPORTING

The Consent Decree requires that a Monitoring Committee be established to monitor compliance of the defendants with the requirements of the Consent Decree. The Monitoring Committee consists of two members appointed by each higher education board and a chairman appointed by the Governor. The Monitoring Committee was established in December, 1981, and has held bi-monthly meetings since December.

On or before August 15 of each year through the term of the Decree, the Consent Decree Monitoring Committee will file with the Court and the U.S. Justice Department an annual report describing the actions taken by the defendants to fulfill the commitments set forth in the Consent Decree. The report will include two components, a narrative assessment and a statistical report.

**APPENDIX A**

TABLE I

**RESULTS OF BOARD OF REGENTS ACADEMIC REVIEW PROCESS AT PUBLIC INSTITUTIONS  
AS OF MAY 1, 1982, BY INSTITUTION, BY LEVEL\***

	Associate			Baccalaureate			Masters			Specialist			Doctorate			Professional			Grand Total			Total
	M	T	O	M	T	O	M	T	O	M	T	O	M	T	O	M	T	O	M	T	O	
Delgado	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Grambling	0	0	0	20	1	0	9	10	0	0	0	0	0	0	0	0	0	0	29	11	0	40
LA Tech	0	0	0	22	1	0	27	2	(1C)	2	2	0	1	8	(1C)	0	0	0	52	13	(2C)	65
McNeese	0	0	0	20	3	(1d)	19	3	0	5	3	0	0	4	0	0	0	0	44	13	(1d)	58
Nicholls	0	0	0	18	1	0	16	0	0	2	6	(1CBC)	0	0	0	0	0	0	36	7	(1CBC)	44
Northeast	0	0	0	24	4	0	17	8	(1C)	4	0	0	1	3	0	0	0	0	46	15	(1C)	61
Northwestern	0	0	0	26	9	0	24	11	(1C) (2CBC)	11	2	(2CBC)	3	1	0	0	0	0	64	23	(1C) (4CBC)	91
Southeastern	0	1	0	21	0	0	15	1	0	2	5	0	0	0	0	0	0	0	38	7	0	45
Southwestern	0	0	0	24	2	0	19	6	(2C)	0	1	(5NO)	5	2	0	0	0	0	48	11	(2C) (5NO)	64
LSU-BR	0	0	0	23	4	0	16	0	0	8	1	(1C)	50	8	(7C) (1CBC)	1	0	0	98	13	(8C) (1CBC)	112
LSU-Med Ctr	0	0	0	0	0	0	2	0	0	0	0	0	9	0	(1d) (2C)	0	0	0	11	0	(1d) (2C)	12
LSU-S	0	0	0	10	5	0	1	0	0	0	0	0	0	0	0	0	0	0	11	5	0	16
UNO	0	0	0	16	0	0	26	0	(3C)	0	0	0	11	0	0	0	0	0	53	0	(3C)	53
SU-BR	0	0	0	24	9	0	12	5	0	0	0	0	0	0	0	0	0	0	36	14	0	50
SUNO	0	0	0	10	2	0	0	0	0	0	0	0	0	0	0	0	0	0	10	2	0	12
TOTAL	1	1	0	258	41	1**	203	46	2**	34	20	8**	80	26	2**	1	0	0	577	134	13**	724

\* To date, no academic programs have been reviewed at LSU-Alexandria, LSU-Bunice, and Southern-Shreveport/Bossier City

\*\* Does not include commended programs since these programs are included in the "Maintained" total(s)

**LEGEND**

M = Maintained

T = Terminated

O = Other

C = Comended

CBC = Created by Consolidation

NO = New Option

d = deferred

**TABLE II**

**ACADEMIC PROGRAMS AT PUBLIC INSTITUTIONS RECEIVING  
COMMENDATIONS OF EXCELLENCE FROM BOARD OF REGENTS**

**Louisiana State University-Baton Rouge**

1. Ph.D. in Chemical Engineering
2. Ph.D. in Mathematics
3. Ph.D. in Physics
4. Ph.D. in Chemistry
5. Ph.D. in Biology
6. Ph.D. in History
7. Ph.D. in Geography
8. Doctor of Veterinary Medicine

**Louisiana Tech University**

1. Ph.D. in Biomedical Engineering
2. Master of Professional Accountancy

**Louisiana State University-Medical Center**

1. Ph.D. in Pharmacology
2. Ph.D. in Clinical Chemistry

**Northwestern State University**

1. M.S. in Microbiology

**Northeast Louisiana University**

1. Masters in Business Administration

**University of New Orleans**

1. M.A. in History
2. M.A. in Urban and Regional Planning
3. Masters in Business Administration

**University of Southwestern Louisiana**

1. M.A. in History
2. M.S. in Speech Communication

TABLE III

**FULLTIME INSTRUCTIONAL FACULTY WITH TENURE IN LOUISIANA'S  
PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1974-1981**

	1974		1975		1976		1977		1978		1979		1980		1981	
	TOTAL FACULTY	% TEN.	TOTAL FACULTY	% TEN.	TOTAL FACULTY	% TEN.	TOTAL FACULTY	% TEN.	TOTAL FACULTY	% TEN.	TOTAL FACULTY	% TEN.	TOTAL FACULTY	% TEN.	TOTAL FACULTY	% TEN.
Delgado	119	72.3	122	69.7	205	49.3	287	44.6	180	46.7	160	46.3	154	42.2	159	36.5
Grambling	210	69.5	215	74.9	203	72.4	192	71.9	180	69.4	195	79.0	186	71.0	190	71.6
La Tech	377	87.3	360	76.7	336	71.2	360	66.7	370	67.6	384	68.0	390	63.6	406	61.6
McNeese	210	73.8	212	66.0	212	72.2	238	64.7	218	65.6	221	62.4	213	63.8	223	60.5
Nicholls	192	53.7	200	59.0	205	61.0	212	63.7	220	61.4	229	62.5	258	62.8	246	64.2
Northeast	325	54.5	338	57.1	354	57.1	326	62.9	319	63.9	320	60.9	332	64.4	351	58.1
Northwestern	218	62.8	267	61.1	244	64.8	260	66.1	233	68.2	236	76.3	240	70.0	239	69.0
Southeastern	230	64.8	244	66.0	240	67.1	243	71.2	244	68.8	246	72.8	267	67.0	271	68.3
Southwestern	477	61.6	467	64.0	471	67.9	497	65.6	503	65.2	520	63.1	518	57.9	547	54.3
LSU-A	61	21.3	63	27.0	72	29.2	75	36.0	76	46.0	69	52.2	65	69.2	66	66.7
LSU-BR	924	52.6	942	54.4	949	53.6	986	54.2	948	57.1	1,069	51.8	1,088	50.0	1,127	49.2
LSU-E	34	14.7	32	12.5	34	14.7	41	36.6	45	22.2	40	25.0	47	25.5	51	25.5
LSU-Law	*	*	*	*	*	*	*	*	28	78.6	31	80.7	31	90.3	27	88.9
LSU-Med	103	28.2	144	22.2	149	28.2	164	39.0	188	30.3	190	33.2	223	32.7	230	34.8
LSU-S	105	26.7	111	26.1	107	28.0	113	39.8	115	50.0	115	56.5	119	61.3	123	56.1
UNO	404	48.5	402	53.2	430	51.9	448	51.3	440	51.6	459	49.5	456	51.6	478	51.5
SU-BR	424	71.2	442	72.0	492	76.2	495	67.9	493	74.2	475	72.6	481	74.4	499	67.5
SUNO	99	63.6	93	82.8	104	80.8	111	69.4	111	64.0	95	74.7	98	73.5	98	74.5
SUSBO	45	N/A	41	53.7	41	48.8	51	47.1	50	44.0	47	53.0	47	55.3	46	58.7
TOTAL	4,557	59.8 <sup>1</sup>	4,695	60.1	4,848	60.3	5,099	59.2	4,961	60.1	5,101	60.4	5,213	58.9	5,377	56.8

\*Prior to 1978 LSU law students were enrolled at LSU-BR in the LSU Law School.

<sup>1</sup>Does not include SUSBO.

TABLE IV

**PROJECTS FUNDED THROUGH BOARD OF REGENTS'  
RESEARCH AND DEVELOPMENT PROGRAM**

## FISCAL YEAR 1980-81

<u>Priority</u>	<u># Projects</u>	<u>Grants Awarded</u>
Economic Development and University- Industry Linkages	2	\$ 85,509
Environmental		
Hazardous Waste Disposal	1	55,000
Wetlands	1	9,669
Health		
High Infant Mortality Rate	4	63,000
Cancer	4	62,000
Cholera	2	37,000
Energy		
Lignite Coal Development and Ram- ifications	3	81,822
Education		
Dropouts	<u>1</u>	<u>25,000</u>
<b>TOTAL</b>	<b>18</b>	<b>\$419,000</b>

## FISCAL YEAR 1981-82

<u>Priority</u>	<u># Projects</u>	<u>Grants Awarded</u>
Economic Development Research	6	\$ 300,168
Environmental Research		
Hazardous Waste Disposal	2	43,411
Wetlands and Wildlife, Habitat and Forestry	5	134,843
Drinking Water Supplies	4	180,462
Health Research		
Infant Mortality	6	129,066
Cancer	16	286,472
Cholera	3	83,911
Energy Research		
Lignite Coal Development and Ramifications	3	173,843
Education		
Dropouts	2	82,616
University-Industry Linkages in Research and Industrial Development	4	184,367
Requests for Proposals	<u>2</u>	<u>125,841</u>
<b>TOTAL</b>	<b>53</b>	<b>\$1,725,000</b>

TABLE V

## ACADEMIC PROGRAMS AUTHORIZED FOR PREDOMINANTLY BLACK INSTITUTIONS

<u>GRAMBLING</u>	<u>SU-BR</u>	<u>SUNO</u>
B.S. in Nursing	B.S. in Nursing	Masters in Social Work
Masters in Public Administration	B.S. in Rehabilitation Psychology	B.S. in Substance Abuse
M.A.T. in Social Science	M.S. in Rehabilitation Psychology	B.A. in Print Journalism
M.A.T. in Natural Science	Masters in Professional Accountancy	B.A. in Urban Studies
M.A.T. in Humanities	Doctorate in Professional Accountancy	B.S. in Criminal Justice
Masters in Social Work	M.Ed. in Special Education***	A.S. in Computer Science
M.S. in Criminal Justice	Ed.S. in Special Education***	B.S. in Technology
M.S. in Developmental Educ.	Ed.D. in Special Education	B.S. in Transportation
Ed.S. in Developmental Educ.	Ph.D. in Special Education	B.S. in Medical Technology*
Ed.D. in Developmental Educ.	B.S. in Environmental Chemistry	B.S. in Physical Therapy*
M.S. in Science Education	Masters in Public Administration****	B.S. in Cytotechnology*
Masters in Business Admins.**	M.S. in Computer Science	B.S. in Occupational Therapy*
M.S. in Inter. Business & Trade**	B.S. in Medical Technology*	B.S. in Rehabilitation Counseling*
B.S. in Medical Technology*	B.S. in Physical Therapy*	B.S. in Cardiopulmonary Science*
B.S. in Physical Therapy*	B.S. in Cytotechnology*	
B.S. in Cytotechnology*	B.S. in Occupational Therapy*	
B.S. in Occupational Therapy*	B.S. in Rehabilitation Counseling*	
B.S. in Rehabilitation Counseling*	B.S. in Cardiopulmonary Science*	
B.S. in Cardiopulmonary Science*		

\*Joint baccalaureate programs with the Louisiana State University Medical Center.

\*\*In cooperation with Louisiana Tech University.

\*\*\*Joint programs with Louisiana State University - Baton Rouge.

\*\*\*\*In cooperation with Louisiana State University - Baton Rouge.

**APPENDIX B**



# **GRAMBLING STATE UNIVERSITY**

## **ROLE, SCOPE AND MISSION STATEMENT**

Grambling State University is a senior state university offering a wide range of baccalaureate degree programs in the liberal arts and sciences, business, education and offerings in several other professional areas, including pre-medicine, pre-dentistry, pre-law and pre-nursing. Selected graduate programs at the master's level are also offered and limited offerings at the doctoral level are under development. Major emphasis should be placed on the maintenance and enhancement of high quality in current undergraduate programs and the development of additional high quality undergraduate and graduate programs. Grambling will provide additional needed services to the citizens of Louisiana through joint degree programs in allied health with the LSU Medical Center, and planned academic professional program development in nursing and graduate program development in business administration, social work, public administration, criminal justice, developmental education and other disciplines. Research should be in keeping with the institution's role, level and breadth of offerings and available resources. While creativity and productivity in the area of faculty research are encouraged and supported by the Board, the institution is urged to pursue every opportunity to attract external funding in support of research and other creative efforts related to institutional mission.

Grambling's plan to develop graduate degree programs in developmental education, including the only doctoral program in this field nationwide, provides the institution an opportunity to serve the State and region uniquely and also provides special opportunity to seek financial support for needed research in the newly emphasized and expanding field. Because of its tradition, Grambling should place great emphasis on the continuation and expansion of public service activities designed to upgrade educational attainment and enhance the quality of life of citizens of the area. Grambling's historical

GSU, page 2

contributions to the educational attainments of black citizens uniquely qualify this institution to provide, to the extent that institutional resources permit, a comprehensive collection of work reflecting the contributions of black Americans to the development of our state and nation.

**SOUTHERN UNIVERSITY-BATON ROUGE**  
**ROLE, SCOPE AND MISSION STATEMENT**

Southern University-Baton Rouge (SUBR) is a unique multipurpose senior state institution offering a wide range of baccalaureate programs in the liberal arts and sciences; in the professional areas of agriculture, business, education, engineering, home economics, nursing and allied health; and in various technologies. Graduate programs in several liberal arts fields and education and advanced professional degree programs through the doctorate level are also offered. Southern University has land-grant status under the amended Morrill Act of 1890, and as such performs extensive land-grant functions, including a Center for Small Farm Research and other forms of agricultural research and experimentation. It gives special attention to undergraduate, graduate and professional instruction of the highest quality. Southern University exercises the option of offering one and two-year programs designed to meet the manpower needs of business and industry in the Baton Rouge area, which programs in no way diminish the quality of offerings at other levels. Southern University provides academic support programs that afford each student the opportunity to develop to full potential.

Research and public service functions of the university are conducted in accordance with the institution's role, scope, and level of academic offerings. Creativity and ambition in the area of research by the faculty of the university are encouraged and should be supported by the State of Louisiana at a level at which it can meet the varied expectations of the State and its citizens in keeping with the above defined role, scope, and mission. Southern University shall continue to seek outside funding to support organized research and public service beyond the funding provided by the State for these endeavors.

Public service activities are designed to meet the needs of the institution's SUBR,

SUBR, page 2

clientele and to satisfy its land-grant functions. The University's continued service to local, State, national, and international communities reflects the needs of growing urban and industrial environs and the needs of rural or agricultural communities.

Southern University-Baton Rouge's long history of services to black Americans makes it uniquely appropriate that the institution provide, to the extent that its resources permit, a repository for those works which reflect the rich cultural heritage of Louisiana and the nation.

**SOUTHERN UNIVERSITY-NEW ORLEANS**  
**ROLE, SCOPE AND MISSION STATEMENT**

Southern University-New Orleans (SUNO) is a senior state institution offering a certificate program in substance abuse; associate degree programs in allied health, computer science, stenography, social welfare, real estate and substance abuse; baccalaureate degree programs in the liberal arts and sciences, business, education, allied health, substance abuse, social welfare, journalism, urban studies, transportation, criminal justice and the technologies; and a graduate degree program in social welfare. Other certificate, associate, baccalaureate and masters degree programs may be offered. All current and future programs shall be conducted at the highest possible level of quality. Research should be in keeping with the role of the institution, the level of offerings and available resources. The Board of Regents encourages creativity and ambition in the research area on the part of the faculties of all institutions, supports the allocation of state funds for research, and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service activities should be planned to address the problems of the urban community, with the large evening division receiving high priority.

**APPENDIX C**

TABLE I

**TOTAL FALL HEADCOUNT ENROLLMENT IN LOUISIANA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION  
1972-1981, BY INSTITUTION**

	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>9 Year Change</u> <u>#</u> <u>%</u>	
Delgado	5,030	5,344	7,395	10,069	9,326	9,742	9,583	8,184	8,554	8,721	3,691	73.4
Grambling	3,888	3,627	3,571	3,958	4,051	3,895	3,639	3,285	3,549	3,928	40	1.0
La Tech	7,724	7,784	7,928	8,811	9,013	8,971	9,239	9,274	9,979	10,905	3,181	41.2
McNeese	6,175	5,819	5,671	5,997	5,755	5,490	5,300	5,122	5,329	6,936	761	12.3
Nicholls	5,954	5,645	5,675	6,410	6,271	6,190	6,317	6,481	6,542	7,248	1,294	21.7
Northeast	8,861	9,034	9,216	9,718	9,143	9,098	8,872	9,175	10,037	11,300	2,439	27.5
Northwestern	6,384	6,261	6,290	6,598	6,439	6,216	5,894	6,056	5,919	6,722	338	5.3
Southeastern	5,981	6,129	6,288	7,071	6,972	7,073	7,200	7,367	7,707	8,989	3,008	50.3
Southwestern	11,436	11,454	11,572	12,351	12,859	13,277	12,988	13,311	13,851	15,471	4,035	35.3
LSU-A	1,077	1,123	1,147	1,261	1,506	1,647	1,537	1,288	1,408	1,529	452	42.0
LSU-BR	23,197	23,842	24,440	25,617	25,263	25,493	25,429	26,267	27,642	29,749	6,552	28.2
LSU-E	486	593	792	939	992	1,101	1,202	1,328	1,418	1,514	1,028	211.5
LSU-Law Ctr	*	*	*	*	*	*	771	857	861	871	100	13.0
LSU-Med Ctr	1,373	1,520	1,785	1,970	2,079	2,239	2,391	2,498	2,529	2,602	1,229	89.5
LSU-S	2,127	2,354	2,921	3,161	3,095	3,111	3,178	3,516	3,755	4,176	2,049	96.3
UNO	12,448	12,269	12,317	13,757	14,024	14,161	13,909	14,431	14,897	15,595	3,147	25.3
SU-BR	8,735	8,376	8,685	9,512	8,995	8,225	8,071	8,064	8,372	9,317	582	6.7
SUNO	2,723	2,604	2,734	3,461	3,311	3,084	2,708	2,633	2,574	2,544	(179)	(6.6)
SUSBO	853	801	850	939	975	867	692	677	723	667	(186)	(21.8)
<b>TOTAL</b>	<b>114,452</b>	<b>114,579</b>	<b>119,277</b>	<b>131,600</b>	<b>130,069</b>	<b>129,880</b>	<b>128,920</b>	<b>129,814</b>	<b>135,646</b>	<b>148,784</b>	<b>34,332</b>	<b>30.0</b>

\* Prior to 1978 LSU law students were enrolled at LSU-BR in the LSU Law School.

CHART I

TOTAL FALL HEADCOUNT IN LOUISIANA PUBLIC HIGHER EDUCATION, 1972-1981

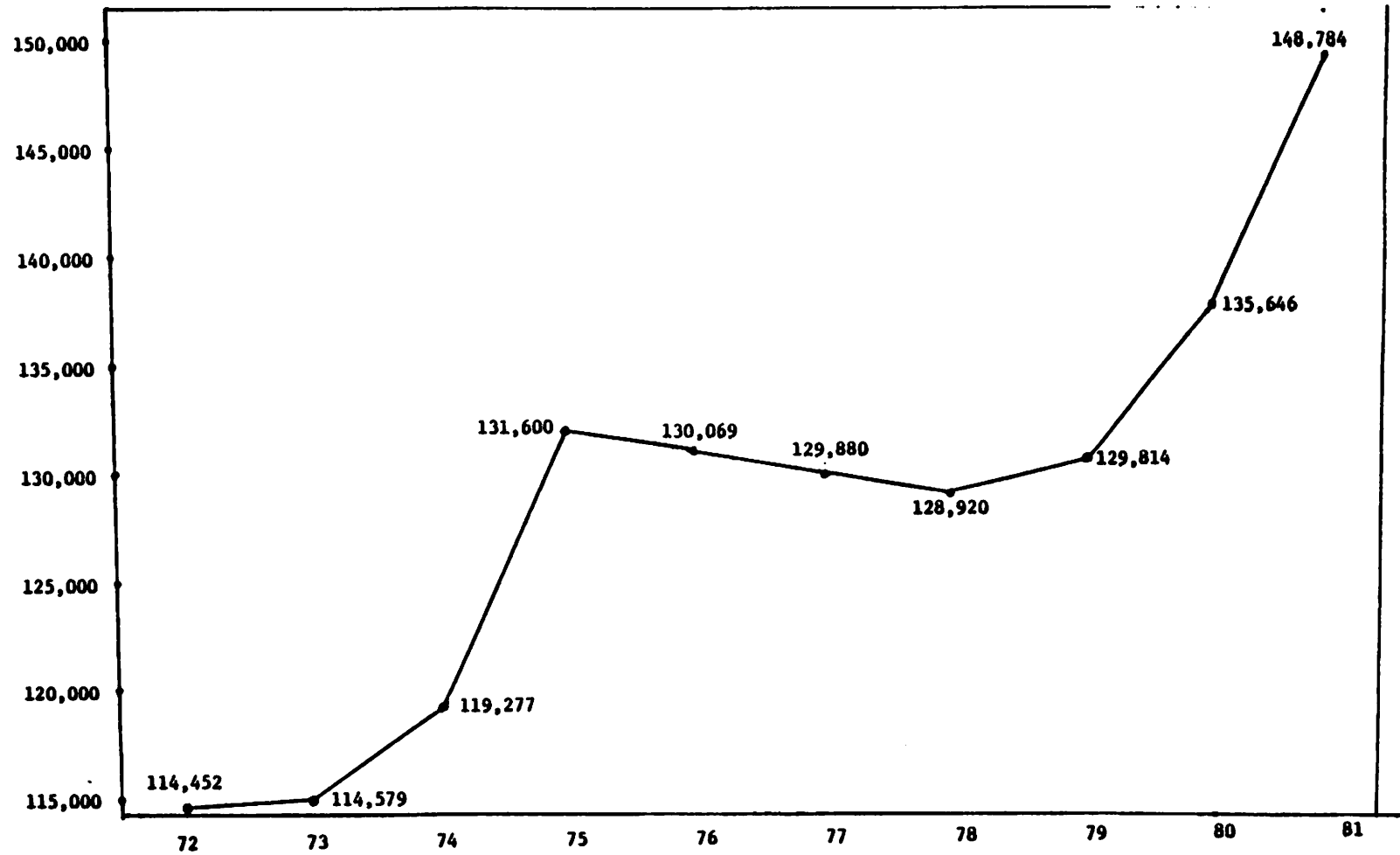




TABLE II

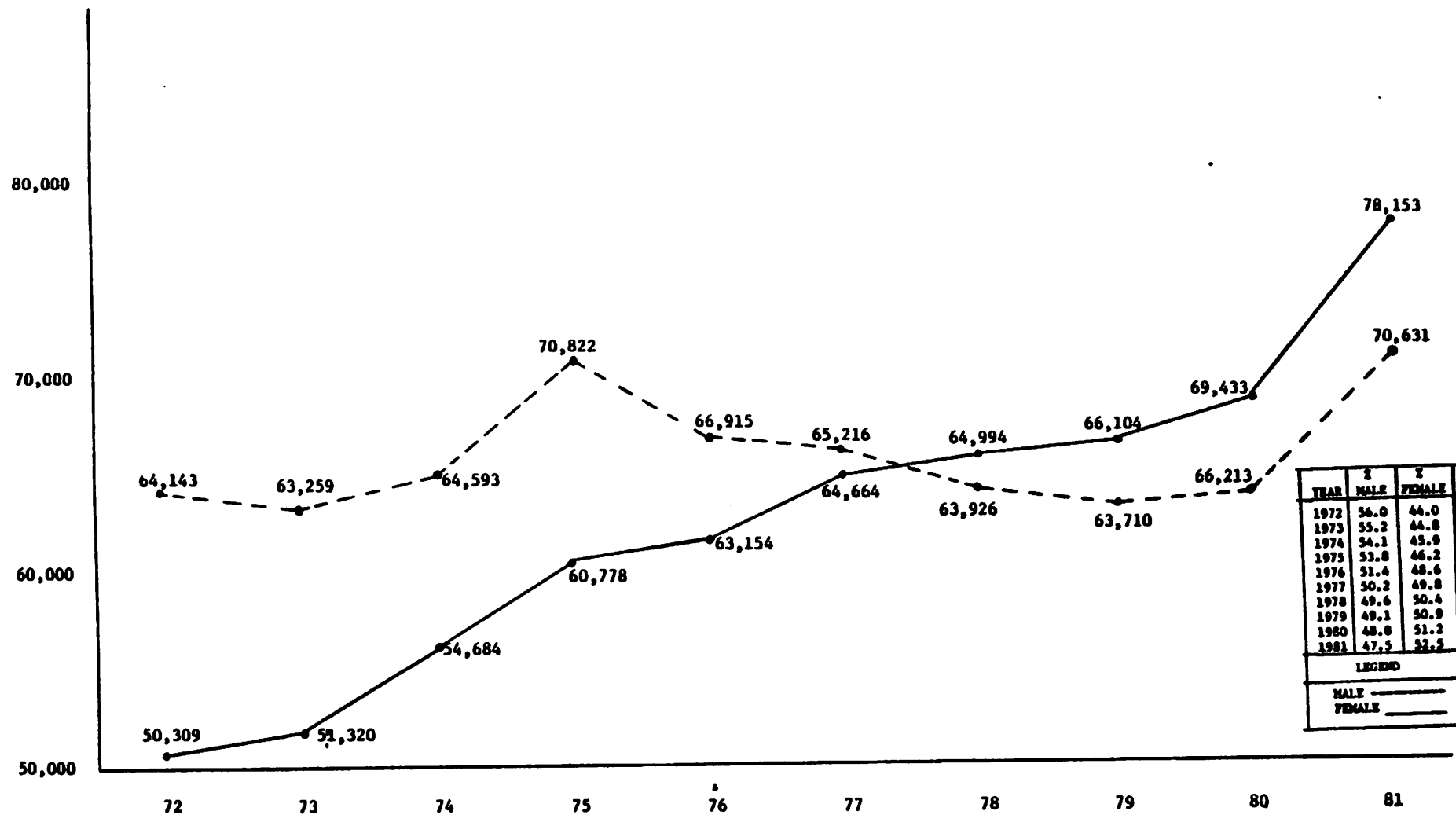
**BLACKS AS A PERCENTAGE OF TOTAL FALL HEADCOUNT ENROLLMENT IN LOUISIANA'S PUBLIC INSTITUTIONS  
OF HIGHER EDUCATION, BY INSTITUTION, 1974, 1976, 1978, 1980, AND 1981**

	<u>1974</u>			<u>1976</u>			<u>1978</u>			<u>1980</u>			<u>1981</u>		
	Total Enroll	# Black	% Black	Total Enroll	# Black	% Black	Total Enroll	# Black	% Black	Total Enroll	# Black	% Black	Total Enroll	# Black	% Black
Delgado	7,395	1,343	18.2	9,326	3,473	37.2	9,583	3,438	35.9	8,554	3,299	38.6	8,721	3,368	38.6
Grambling	3,571	3,533	98.9	4,051	3,968	97.9	3,639	3,557	97.7	3,549	3,385	95.4	3,928	3,846	97.9
La Tech	7,928	739	9.3	9,013	909	10.1	9,239	908	9.8	9,979	917	9.2	10,905	1,194	10.9
McNeese	5,671	607	10.7	5,755	816	14.2	5,300	710	13.4	5,329	737	13.8	6,936	1,062	15.3
Nicholls	3,675	528	9.3	6,271	730	11.6	6,317	855	13.5	6,542	884	13.5	7,248	1,068	14.7
Northeast	9,216	1,245	13.5	9,143	1,654	18.1	8,872	1,695	19.1	10,037	2,131	21.2	11,300	2,431	21.5
Northwestern	6,290	728	11.6	6,439	874	13.6	5,894	997	16.9	5,919	1,105	18.7	6,722	1,296	19.3
Southeastern	6,288	573	9.1	6,972	792	11.4	7,200	828	11.5	7,707	802	10.4	8,989	1,112	12.4
Southwestern	11,572	1,443	12.5	12,859	1,803	14.0	12,988	1,774	13.7	13,851	1,999	14.4	15,471	2,271	14.7
LSU-A	1,147	71	6.2	1,506	118	7.8	1,537	159	10.3	1,408	146	10.4	1,529	151	9.9
LSU-BR	24,440	758	3.1	25,263	944	3.7	25,429	1,175	4.6	27,642	1,600	5.8	29,749	1,746	5.9
LSU-E	792	87	11.0	992	124	12.5	1,202	124	10.3	1,418	222	15.7	1,514	237	15.6
LSU-Law Ctr	*	*	*	*	*	*	771	16	2.1	861	36	4.2	871	16	1.8
LSU-Med Ctr	1,785	59	3.3	2,079	59	2.8	2,391	78	3.3	2,529	119	4.5	2,602	151	5.8
LSU-S	2,921	171	5.9	3,095	200	6.5	3,178	196	6.2	3,755	255	6.8	4,176	316	7.6
UNO	12,317	1,432	11.6	14,024	2,573	18.3	13,909	2,308	16.6	14,897	2,284	15.3	15,595	2,468	15.8
SU-BR	8,685	8,340	96.0	8,995	8,591	95.5	8,071	7,653	94.8	8,372	7,758	92.7	9,317	8,561	91.9
SUNO	2,734	2,717	99.4	3,311	3,285	99.2	2,708	2,681	99.0	2,574	2,552	99.1	2,544	2,522	99.1
SUSBO	850	804	94.6	975	974	99.9	692	688	99.4	723	719	99.5	667	664	99.6
<b>TOTAL</b>	<b>119,277</b>	<b>25,178</b>	<b>21.1</b>	<b>130,069</b>	<b>31,887</b>	<b>24.5</b>	<b>128,920</b>	<b>29,840</b>	<b>23.1</b>	<b>135,646</b>	<b>30,950</b>	<b>22.8</b>	<b>148,784</b>	<b>34,480</b>	<b>23.2</b>

\*Prior to 1978 LSU law students were enrolled at LSU-BR in the LSU Law School.

CHART II

TOTAL MALE/FEMALE FALL HEADCOUNT ENROLLMENT IN LOUISIANA PUBLIC HIGHER EDUCATION, 1972-1981



YEAR	% MALE	% FEMALE
1972	56.0	44.0
1973	55.2	44.8
1974	54.1	45.9
1975	53.8	46.2
1976	51.4	48.6
1977	50.2	49.8
1978	49.6	50.4
1979	49.1	50.9
1980	48.8	51.2
1981	47.5	52.5

LEGEND

MALE ———

FEMALE - - - -

# CHART III

PARTTIME FALL HEADCOUNT AS PERCENTAGE OF TOTAL FALL HEADCOUNT ENROLLMENT  
IN LOUISIANA PUBLIC HIGHER EDUCATION, 1972-1981

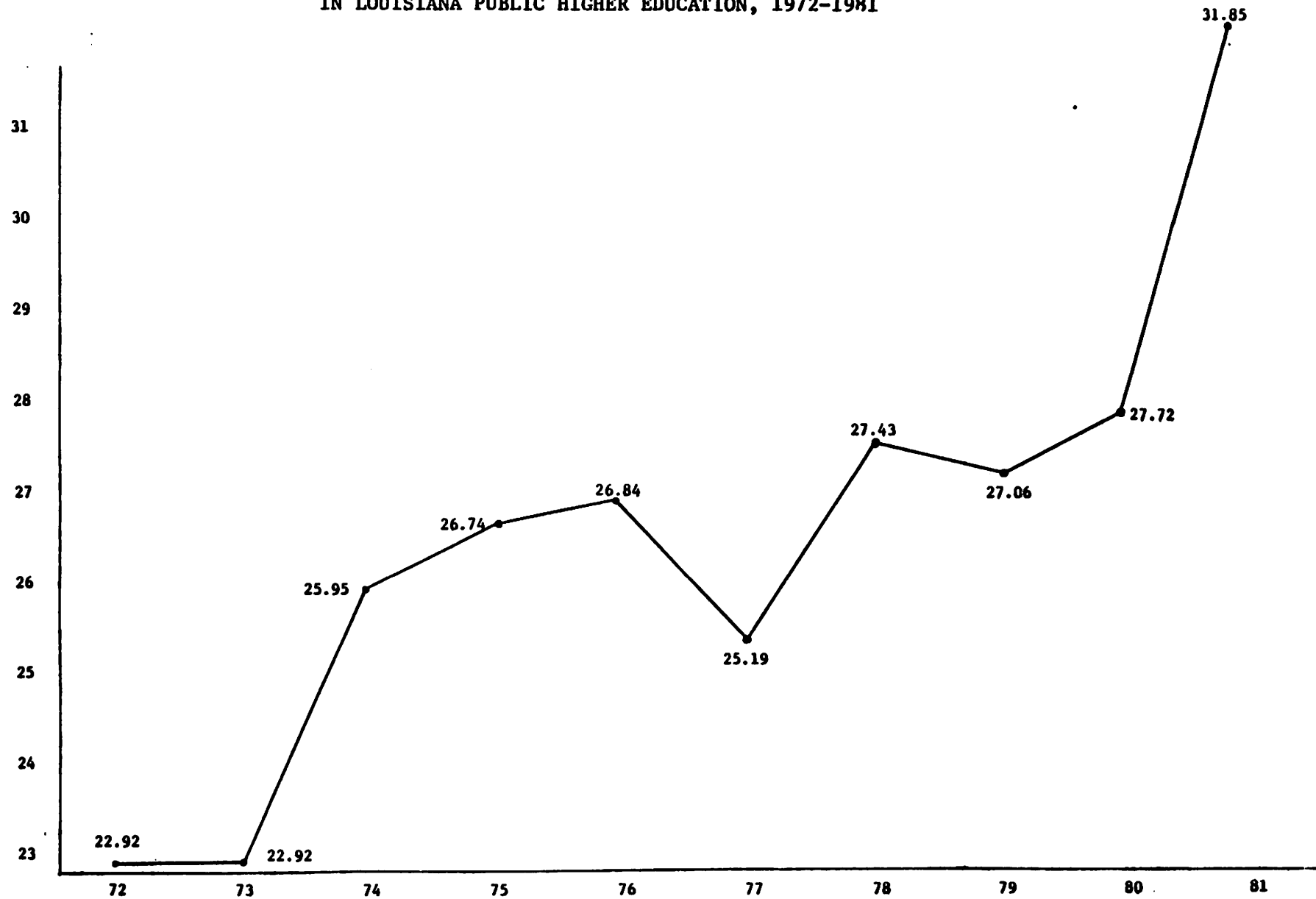


CHART IV

MEAN COMPOSITE ACT SCORE FOR ENROLLED FRESHMEN IN LOUISIANA PUBLIC HIGHER EDUCATION  
AND NATIONAL NORM BASED ON 10% SAMPLE  
1972-1981

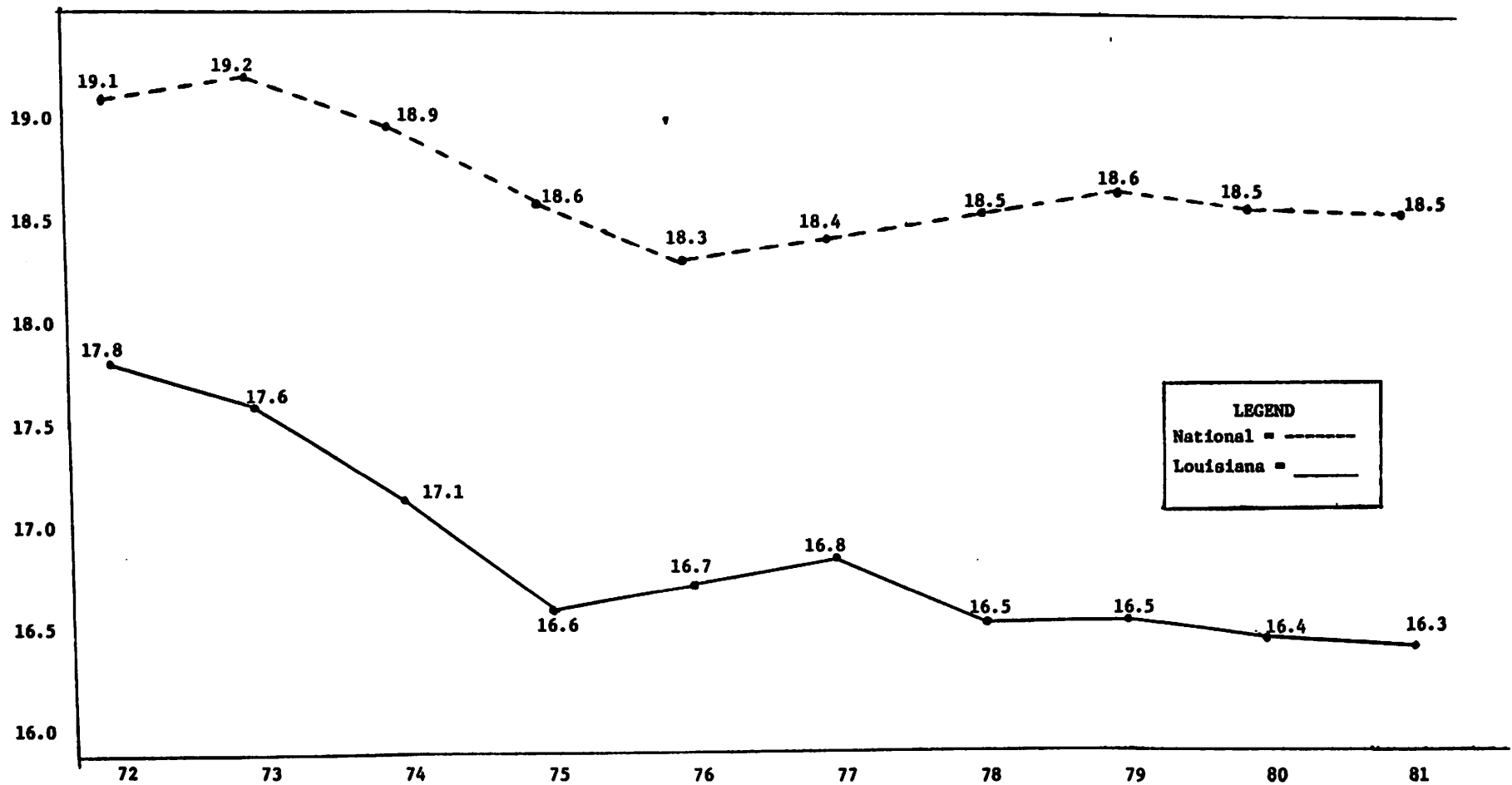


TABLE III

TOTAL DEGREES CONFERRED BY LOUISIANA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION  
1972-73 THROUGH 1980-81, BY LEVEL

DEGREE LEVEL	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>8 Year Change</u>	
										<u>#</u>	<u>%</u>
Associate	475	864	1,077	1,650	1,690	1,921	1,899	1,861	1,948	1,473	310.1
Bachelors	12,781	13,441	13,465	13,405	12,870	12,606	12,171	12,186	12,320	(461)	(3.6)
Masters	3,254	3,405	3,418	3,567	3,644	3,490	3,199	3,267	3,043	(211)	(6.5)
Professional	426	489	555	552	627	587	654	739	663	237	55.6
Doctorate	229	263	250	204	201	208	213	210	180	(49)	(21.4)
TOTAL	17,165	18,462	18,765	19,378	19,032	18,812	18,136	18,263	18,154	989	5.8

CHART V

TOTAL DEGREES CONFERRED BY LOUISIANA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION  
1973-1981

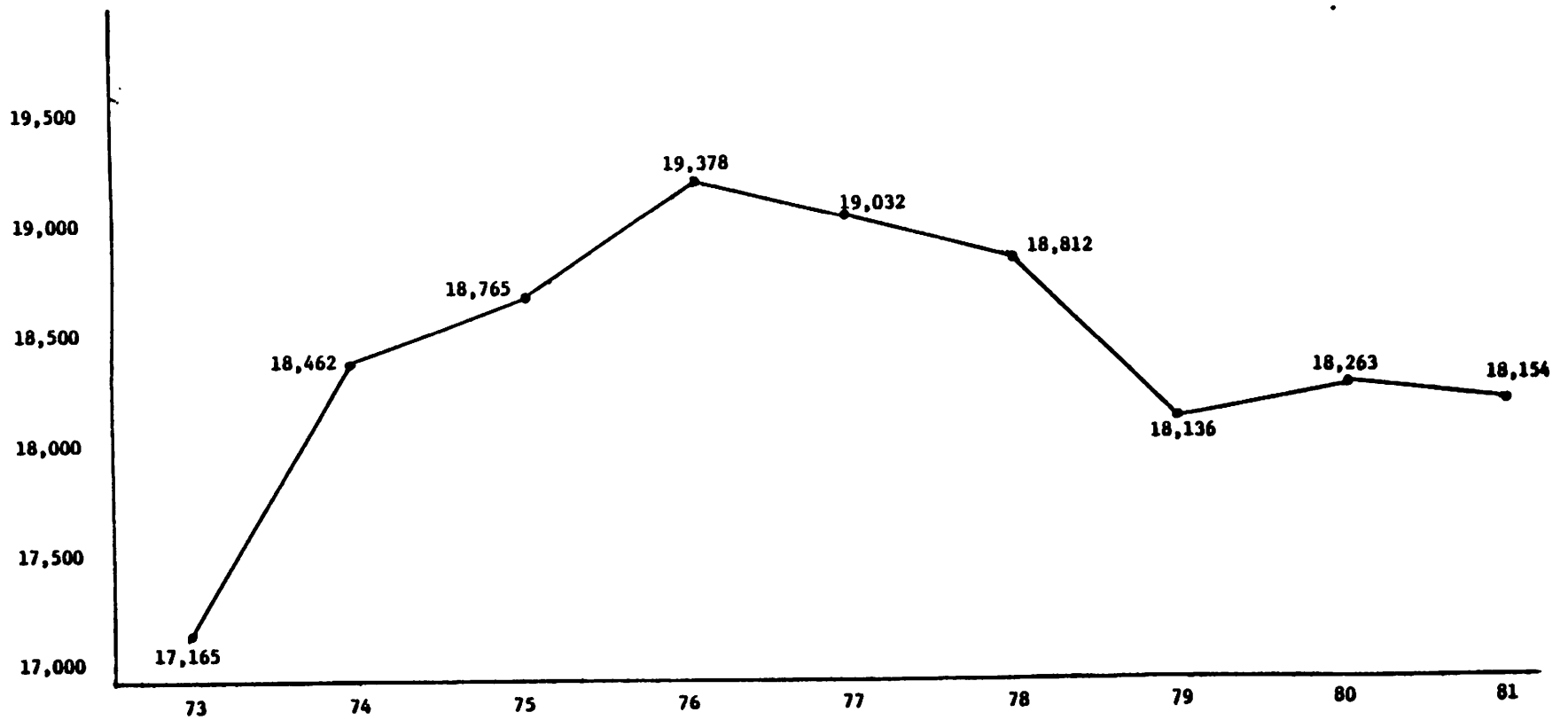


TABLE IV

**TOTAL DEGREES CONFERRED BY LOUISIANA PUBLIC INSTITUTIONS OF HIGHER EDUCATION  
BETWEEN JULY 1, 1980 AND JUNE 30, 1981, BY LEVEL, BY INSTITUTION, BY RACE**

	<u>ASSOCIATE</u>				<u>BACHELORS</u>				<u>MASTERS</u>				<u>PROFESSIONAL</u>				<u>DOCTORATE</u>				<u>GRAND TOTAL</u>			
	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>
Delg	249	349	61	659	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	249	349	61	659
Gramb	56	0	0	56	489	2	17	508	83	0	1	84	-	-	-	-	-	-	-	-	628	2	18	648
Tech	10	143	9	162	85	1149	46	1280	26	235	4	265	-	-	-	-	0	5	0	5	121	1532	59	1712
McN	10	52	0	62	45	458	4	507	13	148	4	165	-	-	-	-	0	1	0	1	68	659	8	735
Nich	26	223	8	257	34	413	22	469	18	75	0	93	-	-	-	-	-	-	-	-	78	711	30	819
N <sup>east</sup>	18	25	0	43	121	902	24	1047	31	183	14	228	-	-	-	-	0	5	0	5	170	1115	38	1323
N <sup>west</sup>	20	123	2	145	63	433	19	515	22	164	13	199	-	-	-	-	0	8	1	9	105	728	35	868
SLU	8	96	6	110	64	715	31	810	23	140	8	171	-	-	-	-	-	-	-	-	95	951	45	1091
USL	13	31	1	45	145	1150	216	1511	17	189	39	245	-	-	-	-	0	4	1	5	175	1374	257	1806
LSU-A	10	119	2	131	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	119	2	131
LSU-BR	-	-	-	-	79	2587	229	2895	43	746	113	902	1	77	1	79	2	99	21	122	125	3509	364	3998
LSU-E	7	90	0	97	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	90	0	97
LSULC	-	-	-	-	-	-	-	-	-	-	-	-	2	168	2	172	-	-	-	-	2	168	2	172
LSUMC	11	60	1	72	11	221	4	236	8	83	2	93	8	333	3	344	0	11	1	12	38	708	11	757
LSU-S	1	38	0	39	10	266	2	278	2	46	0	48	-	-	-	-	-	-	-	-	13	350	2	365
UNO	0	8	0	8	92	924	61	1077	41	287	24	352	-	-	-	-	1	15	5	21	134	1234	90	1458
SUBR	14	0	4	18	818	96	13	927	189	8	1	198	45	23	0	68	-	-	-	-	1066	127	18	1211
SUNO	2	0	0	2	257	0	3	260	-	-	-	-	-	-	-	-	-	-	-	-	259	0	3	262
SUSBO	42	0	0	42	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	42	0	0	42
<b>TOTAL</b>	<b>497</b>	<b>1357</b>	<b>94</b>	<b>1948</b>	<b>2313</b>	<b>9316</b>	<b>691</b>	<b>12320</b>	<b>516</b>	<b>2304</b>	<b>223</b>	<b>3043</b>	<b>56</b>	<b>601</b>	<b>6</b>	<b>663</b>	<b>3</b>	<b>148</b>	<b>29</b>	<b>180</b>	<b>3385</b>	<b>13726</b>	<b>1043</b>	<b>18154</b>

TABLE V

**TOTAL DEGREES CONFERRED BY LOUISIANA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION,  
BY DISCIPLINE, BY LEVEL, BY RACE, 1980-1981**

DEGREE DISCIPLINE	ASSOCIATE				BACHELORS				MASTERS				PROFESSIONAL				DOCTORATE				TOTAL			
	B	M	O	Tot.	B	M	O	Tot.	B	M	O	Tot.	B	M	O	Tot.	B	M	O	Tot.	B	M	O	Tot.
Agri. & Nat. Res.					39	288	81	408	0	45	20	65					0	5	7	12	39	338	108	485
Arch. & Env. Des.					27	240	35	302	0	11	0	11					0	0	0	0	27	251	35	313
Area Studies					0	1	0	1	0	1	1	2					0	1	0	1	0	3	1	4
Biological Sci.					24	323	37	384	7	85	9	101					0	35	3	38	31	443	49	523
Bus. & Mgt.					666	2154	107	2927	7	249	50	306					1	6	2	9	674	2409	139	3242
Communications					105	197	7	309	0	6	0	6					0	23	0	23	105	226	7	338
Comp. & Info. Sci.					127	171	19	317	0	17	7	24					0	2	1	3	127	190	27	344
Education					489	1358	24	1871	441	1208	26	1675					1	13	3	17	931	2579	53	3563
Engineering					158	1009	235	1402	0	41	63	104					0	6	2	8	158	1056	300	1514
Fine & Appl. Arts					37	253	10	300	3	61	2	66					0	5	0	5	40	319	12	371
For. Lang.					20	47	7	74	2	3	1	6					0	1	2	3	22	51	10	83
Health Prof.					71	847	23	941	12	102	4	118	9	410	4	423	0	1	0	1	92	1360	31	1483
Home Economics					53	257	8	318	4	32	1	37					0	2	0	2	57	291	9	357
Law					4	17	0	21	0	0	0	0	47	191	2	240	0	0	0	0	51	208	2	261
Letters					37	208	7	252	5	76	4	85					0	13	2	15	42	297	13	352
Lib. Sci.					0	6	0	6	2	60	3	65					0	0	0	0	2	66	3	71
Mathematics					13	35	10	58	6	21	4	31					0	2	0	2	19	58	14	91
Phys. Sci.					18	157	18	193	2	44	10	56					0	9	7	16	20	210	35	265
Psychology					41	217	8	266	2	59	4	65					1	0	0	1	44	276	12	332
Publ. Aff. & Serv.					177	211	2	390	11	89	4	104					0	17	0	17	188	317	6	511
Social Sciences					137	418	31	586	10	69	10	89					0	7	0	7	147	494	41	682
Interdis. Stud.					70	902	22	994	2	25	0	27					0	0	0	0	72	927	22	1021
Bus. & Comm. Tech.	181	367	39	587																	181	367	39	587
Data Proc. Tech.	48	89	18	155																	48	89	18	155
Mlti. Serv./Para. Tech.	56	401	4	461																	56	401	4	461
Mech. & Eng. Tech.	48	251	20	319																	48	251	20	319
Nat. Sci. Tech.	25	52	5	82																	25	52	5	82
Publ. Serv. Tech.	100	85	2	187																	100	85	2	187
Arts & Sci.	39	112	6	157																	39	112	6	157
<b>TOTAL</b>	<b>497</b>	<b>1357</b>	<b>94</b>	<b>1948</b>	<b>2313</b>	<b>9316</b>	<b>691</b>	<b>12320</b>	<b>516</b>	<b>2304</b>	<b>223</b>	<b>3043</b>	<b>56</b>	<b>601</b>	<b>6</b>	<b>663</b>	<b>3</b>	<b>148</b>	<b>29</b>	<b>180</b>	<b>3385</b>	<b>13726</b>	<b>1043</b>	<b>18154</b>



TABLE VI  
FULLTIME INSTRUCTIONAL FACULTY IN LOUISIANA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION  
BY INSTITUTION, BY SEX, 1974-1981

	1974		1975		1976		1977		1978		1979		1980		1981	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Delgado	94	25	94	28	152	53	185	102	131	49	118	42	107	47	104	55
Crambling	127	83	136	79	117	86	112	80	104	76	118	77	107	79	114	76
La Tech	284	93	270	90	257	79	269	91	274	96	290	94	290	100	293	113
McNeese	166	44	166	46	161	51	174	64	162	56	166	55	157	56	164	59
Nicholls	132	60	140	60	136	69	141	71	140	80	142	87	156	102	149	97
Northeast	237	88	238	100	249	105	230	96	219	100	221	99	224	108	236	115
Northwestern	127	91	154	113	135	109	146	114	134	99	133	103	131	109	133	106
Southeastern	169	61	173	71	166	74	172	71	172	72	174	72	179	88	180	91
Southwestern	341	136	344	123	350	121	363	134	361	142	367	153	362	156	371	176
LSU-A	34	27	34	29	38	34	41	34	43	33	37	32	35	30	36	30
LSU-BR	732	192	748	194	760	189	781	205	747	201	848	221	856	232	876	251
LSU-E	20	14	19	13	23	11	28	13	31	14	24	16	32	15	34	17
LSU-Law Ctr	*	*	*	*	*	*	*	*	27	1	29	2	29	2	26	1
LSU-Med Ctr	61	42	77	67	83	66	84	80	87	101	95	95	108	115	109	121
LSU-S	73	32	75	36	74	33	80	33	82	33	81	34	85	34	89	34
UNO	320	84	314	88	327	109	335	113	340	100	356	103	340	116	354	124
SU-BR	236	188	252	190	278	214	280	215	277	216	267	208	274	207	278	221
SUNO	66	33	63	30	64	40	65	46	64	47	59	36	59	39	59	39
SUSDO	22	23	21	20	20	21	27	24	26	24	24	23	23	24	21	25
TOTAL	3,241	1,316	3,318	1,377	3,390	1,458	3,513	1,586	3,421	1,540	3,549	1,552	3,554	1,659	3,626	1,751

\*Prior to 1978 LSU law students were enrolled at LSU-BR in the LSU Law School.

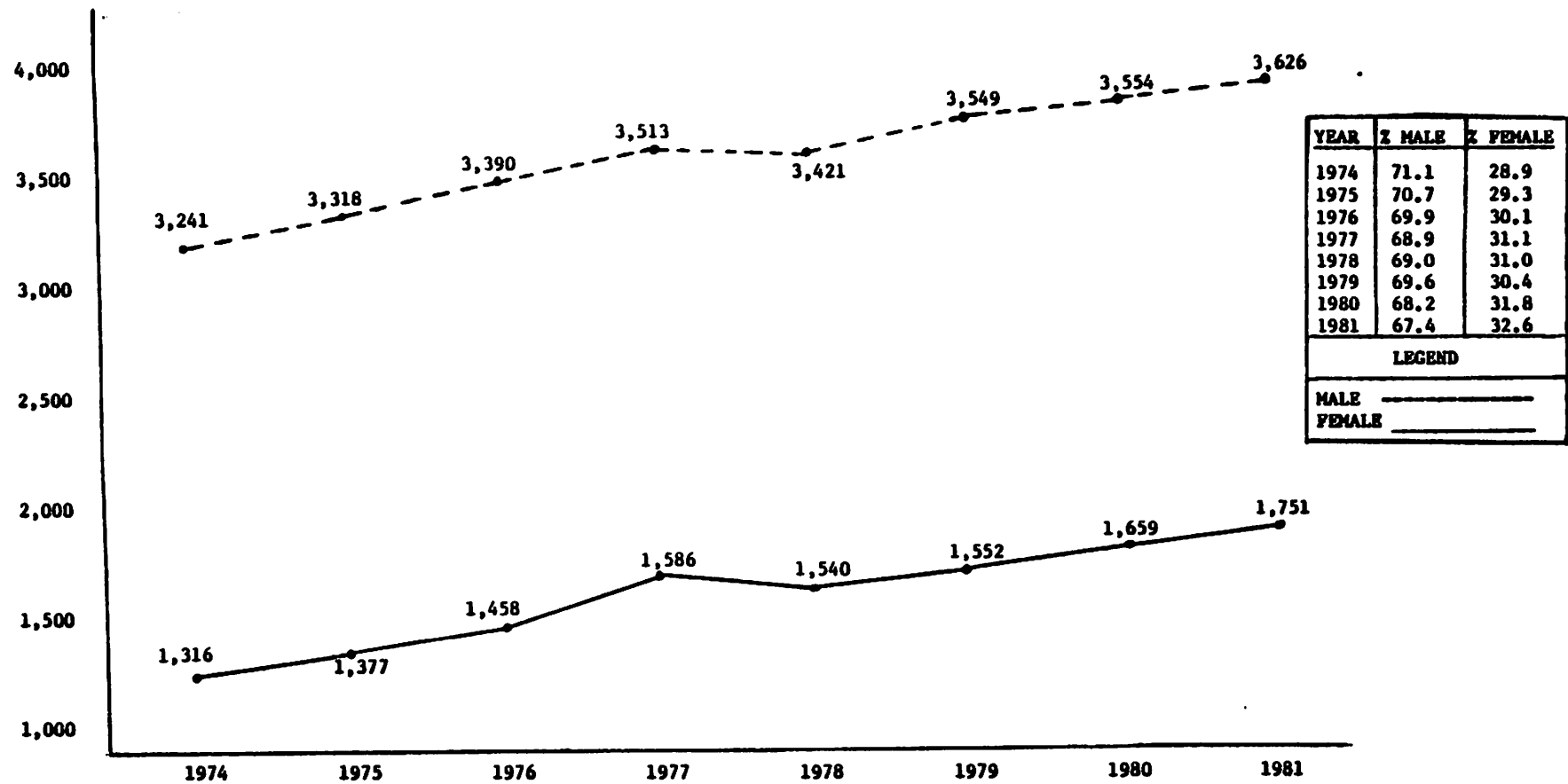
TABLE VII

**FULLTIME INSTRUCTIONAL FACULTY IN LOUISIANA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION  
BY INSTITUTION, BY RANK, BY SEX, 1981**

	PROFESSOR			ASSOCIATE PROFESSOR			ASSISTANT PROFESSOR			INSTRUCTOR			OTHER			GRAND TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Delgado	11	1	12	30	12	42	33	21	54	30	21	51	0	0	0	104	55	159
Grambling	29	17	46	33	11	44	34	35	69	18	13	31	0	0	0	114	76	190
La Tech	108	5	113	102	25	127	78	52	130	5	31	36	0	0	0	293	113	406
McNeese	55	5	60	37	13	50	59	25	84	10	10	20	3	6	9	164	59	223
Nicholls	47	9	56	45	23	68	40	37	77	14	25	39	3	3	6	149	97	246
Northeast	59	9	68	95	11	106	63	51	114	19	44	63	0	0	0	236	115	351
Northwestern	53	15	68	56	29	85	18	44	62	6	18	24	0	0	0	133	106	239
Southeastern	67	9	76	63	17	80	45	48	93	5	17	22	0	0	0	180	91	271
Southwestern	105	19	124	131	29	160	100	57	157	32	65	97	3	6	9	371	176	547
LSU-A	7	1	8	11	6	17	15	15	30	3	7	10	0	1	1	36	30	66
LSU-BR	306	23	329	224	47	271	247	69	316	99	112	211	0	0	0	876	251	1,127
SLU-E	2	0	2	3	1	4	10	6	16	19	10	29	0	0	0	34	17	51
LSU-Low	20	1	21	5	0	5	1	0	1	0	0	0	0	0	0	26	1	27
LSU-Med	31	7	38	43	12	55	28	63	91	7	39	46	0	0	0	109	121	230
LSU-S	17	4	21	36	5	41	36	22	58	0	3	3	0	0	0	89	34	123
UNO	108	19	127	111	25	136	81	34	115	54	46	100	0	0	0	354	124	478
SUBR	82	22	104	78	33	111	91	112	203	16	46	62	11	8	19	278	221	499
SUNO	20	5	25	12	9	21	23	20	43	4	5	9	0	0	0	39	39	98
SUSBO	2	0	2	3	3	6	8	8	16	8	14	22	0	0	0	21	25	46
<b>TOTAL</b>	<b>1,129</b>	<b>171</b>	<b>1,300</b>	<b>1,118</b>	<b>311</b>	<b>1,429</b>	<b>1,010</b>	<b>719</b>	<b>1,729</b>	<b>349</b>	<b>526</b>	<b>875</b>	<b>20</b>	<b>24</b>	<b>44</b>	<b>3,626</b>	<b>1,751</b>	<b>5,377</b>

CHART VI

MALE/FEMALE FULLTIME INSTRUCTIONAL FACULTY IN LOUISIANA'S PUBLIC INSTITUTIONS  
OF HIGHER EDUCATION, 1974-1981



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