

LOUISIANA EDUCATION QUALITY SUPPORT FUND

LONG-RANGE STRATEGIC PLAN FOR HIGHER EDUCATION

I. INTRODUCTION

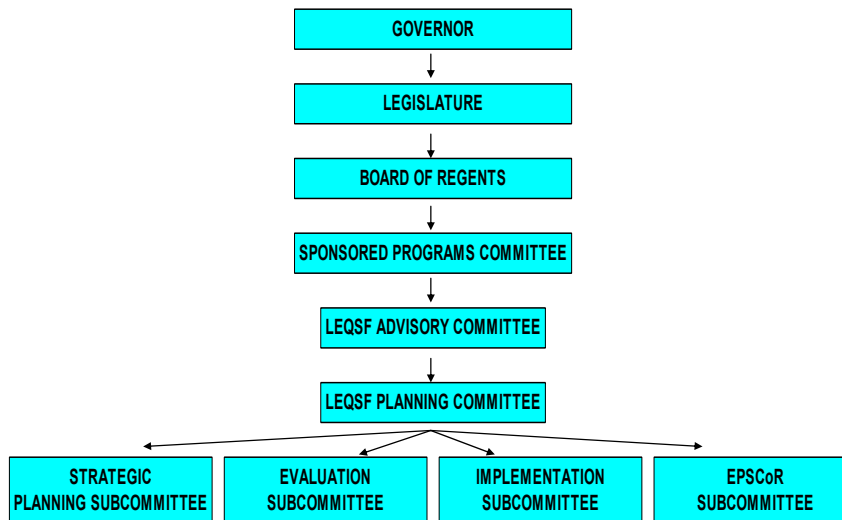
Since establishment of the Louisiana Education Quality Support Fund (LEQSF) in September 1986, the Board of Regents has approved three strategic plans to guide its operations for higher education, the first in 1988, the next in 1993, and the most recent in 1999. The first plan evolved from a carefully researched “White Paper” prepared in 1987 by the Louisiana Stimulus for Excellence in Research (LaSER) Committee. The 1993 plan maintained the central themes and strategies of the 1987-92 period, while making modifications and adjustments based on seven years of experience. After thirteen years that encompassed significant changes in the government, economy and some areas of academia, the 1999 plan continued the approach of balancing continuity based on effectiveness, with revisions reflecting “lessons learned.” The Support Fund, as directed by the Louisiana Constitution, will continue to support educational and research programs related to economic development, particularly in the wake of the disruptions and opportunities created by the hurricanes of 2005. The twin disasters of Hurricanes Katrina and Rita dramatically changed higher education in Louisiana, and affected the future direction of the LEQSF. The 2007-2014 Strategic Plan will continue the tradition of careful analysis of the Support Fund’s past experience in determining its long-term direction for the future and in developing modifications and new initiatives which will focus available resources on the areas of greatest need and demand in the higher education community.

In its strategic planning for the Support Fund, the Board of Regents has profited immensely from the insights of external consultants who have participated in annual proposal reviews as well as programmatic evaluations. The Board also owes special thanks to advisory committees whose wise counsel guides both strategic planning for the Support Fund and the implementation of various initiatives: the Support Fund Advisory and Planning Committees and the Experimental Program to Stimulate Competitive Research (EPSCoR) Committee.

A. Support Fund Decision-Making Process

The following table shows the administrative structure through which decisions are made regarding the Support Fund:

BoRSF POLICY AND ADMINISTRATION



B. Integration of Long-Range and Continuous Strategic Planning

Particularly in the post-Katrina environment, long-range projections must be systematically and regularly reevaluated. Throughout this Strategic Planning period, at annual meetings which precede recommendations for the following fiscal year's Plan and Budget, the Support Fund Planning Committee will consider whether changes in the Strategic Plan are advisable.

To ensure that the Strategic Plan is widely available to affected and interested stakeholders, each year's updated Plan will be posted on the Board of Regents' website. In addition, **upon approval of the new Strategic Plan by the Board of Regents, an Executive Summary will be published and widely disseminated.** This executive summary will be continually available to all parties interested in the future direction of the Support Fund, and will be updated throughout the Strategic Planning period, as the Plan itself is reconsidered and revised. Finally, the Board of Regents continues to welcome all thoughtful comments and suggestions that address any element of the Strategic Plan. The Support Fund Planning Committee will consider all of these factors in undertaking revisions to and reconsiderations of the Strategic Plan.

C. Orientation of the Support Fund

The last eighteen years have demonstrated the wisdom of decisions made in September 1986 when Section 10.1 was added to Article VII of the Louisiana Constitution. The preponderance of proceeds from the State's share of the settlement of disputed offshore oil and gas revenues were consigned to a permanent trust fund for education titled the *Louisiana Education Quality Trust Fund (LEQTF)*. Seventy-five percent of the interest earnings from the LEQTF and related royalty income are placed into the LEQSF to enhance education at all levels. Support Fund monies are equally divided annually

between the Board of Regents for higher education and the Board of Elementary and Secondary Education (BESE) for K-12. The BoR uses the Support Fund as the mechanism for distributing LEQSF funds.

With approval of the Legislature and Governor, the Board of Regents is authorized to award its share of Support Fund dollars to colleges and universities for “any and all of the following higher educational purposes to enhance academic quality and promote economic development:

- the carefully defined research efforts of public and private colleges and universities in Louisiana,
- the endowment of chairs for eminent scholars,
- the enhancement of the quality of academic research or agricultural departments or units, and
- the recruitment of superior graduate students.”

Guided by insights from within the State and nationally, the higher education Support Fund continues to enjoy remarkable success. Support Fund dollars have been effectively targeted in a manner which leverages federal and private monies. Enhanced capacity and elevated collaboration among researchers has increased competitiveness for federal research and development dollars. The quality of education at all levels and in all disciplines has also been positively enhanced. In particular, investments in science, technology, engineering and mathematics (STEM) disciplines have yielded economic development opportunities and educational improvements crucial to Louisiana’s growing success in cutting-edge discovery and workforce development. Significant funding from the Enhancement Program has enabled the new community college system to receive many of the basic resources needed to provide high-quality programs to their growing student populations. The Support Fund has also afforded significant new opportunities for the BoR, the Louisiana Systemic Initiatives Program (LaSIP), Louisiana Department of Education, BESE, and the Governor’s Blue Ribbon Commission for Teacher Quality to collaborate effectively in the attainment of K-12 reforms. It has positively impacted the quality of teacher preparation programs and provided professional development opportunities for in-service teachers to enhance their skills, including the infusion of technology into the classroom. The Support Fund has also contributed to an increase in the number and quality of students prepared to enter graduate school.

In the next Strategic Planning period, the developing consequences of Hurricanes Katrina and Rita will dramatically affect the direction and priorities of the Support Fund, though its constitutionally established mission and goals set forth in this Plan will serve as guides for reassessment and redirection.

II. CONSTITUTIONAL MISSION

As envisioned by the Louisiana Constitution, the LEQSF mission is to promote economic development through improvement of the quality of education. The following sections address guiding principles, dynamics, strategies, and programs which are pivotal to fulfillment of this mission.

III. GUIDING PRINCIPLES

To fulfill the constitutional mandate, the *LEQSF Long-Range Strategic Plan for Higher Education* is guided by the following principles:

- A. Necessity of Sustained Financial Support** – A sound educational system that is well supported on a consistent basis at all levels and in all disciplines is crucial to enhancing academic programs and units and promoting economic development.
- B. Short- and Long-Term Outcomes** – Expectations and outcomes must be related to the nature of investments in higher education; many investments only reap substantial rewards after the passage of years.
- C. Need for Continual Infrastructure Investments** – In order to reap the benefits of a technology-oriented, knowledge-based economy in which advances in infrastructure occur at a quickening pace, Louisiana must invest in infrastructure in a manner that permits the State to capitalize on new opportunities that arise.
- D. Importance of Minority Participation** – Over one-third of Louisiana's population and over half of Louisiana's public school students are minorities, the second highest proportion of minority populations in the United States. For Louisiana to progress economically, all students must be provided the opportunity for a first-rate education, especially in STEM disciplines.
- E. Pivotal Role of Peer Review Process** – To ensure the selection of proposals of the highest quality as well as fairness in decision-making, funds will be allocated primarily through a merit-based peer review process using out-of-state experts and national standards of excellence.
- F. Targeting Resources** – The competitive process must be managed in a manner that carefully targets resources to achieve identified academic and economic goals.
- G. Support for All Disciplines at All Levels** – Though Support Fund resources are often targeted toward or allocated to provide increased support for specified disciplines or degree levels, the Fund is committed to providing opportunities for all disciplines and all levels.
- H. Continuity and Change** – In order to remain faithful to its mission, the Support Fund must respond to the rise of new academic and economic challenges, as dramatized recently by Hurricanes Katrina and Rita.

IV. DYNAMICS INFLUENCING PLANNING

Although the constitutional mission and guiding principles have remained lodestars of programs and objectives, the Support Fund has always embodied elements of continuity and

change. Shifting balances in the apportionment of monies have occurred over the past eighteen years among and within the four constitutionally prescribed programs. In some cases, within the permissible categories, targets of opportunity have shaped near-term strategies, while the discernment of unmet needs has led to new subprograms.

A. Budgetary Projections and Definitions

Over the last strategic planning period, Support Fund revenues increased substantially, permitting the expansion of existing programs and the development of new ones. For the 2007-2014 strategic planning period, as shown below, a continuation of the upward budgetary trajectory is anticipated.

Fiscal Year	3% Increase	4% Increase	5% Increase
2007-08	\$36,720,000	\$37,076,000	\$37,432,000
2008-09	\$37,821,000	\$38,559,000	\$39,304,000
2009-10	\$38,956,000	\$40,101,000	\$41,269,000
2010-11	\$40,124,000	\$41,705,000	\$43,333,000
2011-12	\$41,328,000	\$43,374,000	\$45,499,000
2012-13	\$42,568,000	\$45,109,000	\$47,774,000
2013-14	\$43,845,000	\$46,913,000	\$50,163,000

These projections assume an annual increase in revenue of between 3% and 5%. Any increases in revenue will help the Support Fund adapt evolving programs over the seven years to address changing circumstances, including: continuing issues raised by Hurricanes Katrina and Rita; a need for departments and institutions to keep pace with scientific and technological advances and equipment; increased demands for graduate student support, including growing stipend levels; support for undergraduate students unable otherwise to afford higher education and not eligible for TOPS; and continuing pressing needs of the community and technical college system.

Unexpended Support Fund dollars, due either to revenues exceeding budgets, or returns from existing contracts, are placed in the Reserve Fund. In recent years, as a result of consistently low Treasurer's estimates, the Reserve Fund has grown substantially. Reserve Fund monies are used for two purposes: (1) a balance of \$2 million is maintained to address unexpected exigencies and (2) additional monies constitute the "Target of Opportunity Reserve" (TOR), to be available for promising new initiatives such as LONI, along with federal and private-sector matching needs. Among important activities to be considered for a target of opportunity fund are proposals in need of State matching contributions to establish federally funded national centers; existing programs in need of one-time additional funds; and immediate and urgent needs of researchers and faculty, particularly as they relate to private-sector and institutional partnerships.

B. Melding Support Fund and State Academic and Economic Decisions

1. Accomplishments of the Support Fund

The Support Fund has dramatically strengthened research capacity, enhanced programs, and promoted economic development (see Appendix A).

2. EPSCoR

The Louisiana Experimental Program to Stimulate Competitive Research (EPSCoR) office serves as a key facilitator of the State's efforts to build science and technology infrastructure and improve the competitiveness of the State's researchers for federal funding. The State's EPSCoR programs account for two-thirds of the special initiatives for which BoR and federal agencies have created partnerships to increase R&D capabilities of higher education researchers in STEM disciplines. Louisiana EPSCoR has challenged the status quo and enabled the State to become more competitive in obtaining national research and development support; become more effective in educating larger numbers of science and engineering undergraduate and graduate students, especially minorities; and enhance science and technology transfer activities with business and industry.

In addition to the National Science Foundation (NSF), Louisiana has EPSCoR awards from NASA, the Department of Energy, the Environmental Protection Agency, the National Institute of Health, and an Experimental Program to Stimulate Competitive Technology (EPSCoT) grant from the Department of Commerce. In total, Louisiana EPSCoR has brought over \$140 million in federal funding into the State. A proposal being developed for submission to NSF, in the area of information technology (IT), focuses on "strong interdisciplinary and multi-institutional collaborations that leverage the IT investments the State has made in the past few years, including the Governor's IT Initiative, the Louisiana Optical Network Initiative (LONI), and Louisiana's membership in the National LambdaRail (NLR)."

3. K-12 Initiatives and the State Accountability System

From its inception in 1986 as one of two beneficiaries of the LEQSF, the Support Fund has been linked to BESE and K-12 education. The Board of Regents recognizes that a seamless transition must exist between K-12 and higher education in Louisiana and that, symbiotically, the survival and quality of one rests upon the other. As a function of its significant commitment to K-12 educational reform over the past decade, the Board has channeled Support Fund dollars to accelerate programs of LaSIP, and in recent years, initiatives of the Blue Ribbon Commission.

In addition, in FY 2005-06 the Board implemented through the Support Fund the K-16 Partnerships for School Reform (K-16 PSR) program, which provides funds for systemic reform efforts at K-12 schools undertaken through partnerships among post-secondary faculty and administrators, school teachers and administrators, district and local leaders, and others. Projects focus on barriers to achievement at participating schools, particularly leadership development, and range from selective improvements in targeted areas to systemic reforms in selected schools. Award recipients will be annually reevaluated according to criteria closely linked to State Accountability standards and the Support Fund will work with LDE and BESE to monitor improvements in targeted schools.

4. Workforce Initiatives

Post-secondary education in Louisiana takes as part of its mission the preparation of skilled workers for the State's workforce. In particular, LCTCS institutions offer courses and degrees that prepare individuals to move directly into the workforce, and offers retooling for individuals changing jobs or that require new skills. These workforce development efforts have, moreover, been expanded and focused to address the needs of the Gulf Coast as the region seeks to recover and rebuild following Hurricanes Katrina and Rita.

C. Changes in the Structure of Higher Education in Louisiana

1. Growth of LCTCS

During the First Extraordinary Session of 1998, the Louisiana Legislature passed two acts to establish by constitutional amendment a separate board for the community and the technical college campuses – the Louisiana Community and Technical College System Board of Supervisors – and the amendment was overwhelmingly approved by the State's voters. This action responded to the State's need for a higher education system to provide training for people who did not intend to attend a four-year university and/or wanted workforce training. Its mission, undertaken at both the system's two-year community colleges and technical campuses, is to prepare students for improved quality of life, workforce success, and continued learning.

The system has grown significantly since its foundation; its enrollment increased from a total of 21,827 in fall 1999 to 51,092 in fall 2004, the largest undergraduate enrollment of any higher education system in the State. It is expected that LCTCS will continue to thrive and grow, helping to address urgent training and education needs of post-hurricane Louisiana. (See Section IV.B.4)

2. Need for Articulation among Different Levels of Education

The interdependence of the postsecondary systems and the K-12 system reflects the need for continued, improved articulation among the different levels in terms of education, opportunity, financial issues, and resource development. The Support Fund recognizes the importance of comprehensive articulation, and encourages applicants to all programs to establish partnerships and cooperative activities across all levels of education. Through these cooperative arrangements, the Support Fund maximizes its investment in higher education. The long-term recovery necessitated by Hurricanes Katrina and Rita has intensified the need for Louisiana's post-secondary and K-12 education systems to undertake combined and articulated activities, to ensure that comprehensive results are achieved with scarce resources. The Support Fund's programs have historically and will continue to promote such efforts.

D. Quest for National Centers

The State would accrue much benefit, both academic and economic, from federally funded centers and large-scale initiatives. The National Science Foundation, for example, funds Science and Technology Centers and Engineering Research Centers (\$17 – \$20 million or more in funding), which endeavor to build intellectual and physical

infrastructures within and between disciplines, develop a diverse, competitive, and engaged workforce, and foster a climate of interaction and effective knowledge transfer.

The Board continues to assist institutions in pursuing such opportunities by providing Support Fund matching commitments for proposals. New initiatives, including the projected EPSCoR proposal, CDBG request, and P-KSFI, all link proposed activities with the goal of securing a federally funded center.

At present, requests for matching commitments are considered by the Board on a case-by-case basis. Establishment of a more defined procedure would allow the Board to better manage its limited resources and would yield a more equitable approach for projects seeking matching support. The Support Fund's Planning and Advisory committees are considering possible approaches to devising such a procedure.

E. Louisiana Optical Network Initiative (LONI)

This optical network will connect research institutions statewide at speeds over 1,000 times faster than now possible, and to the National Lambda Rail (NLR). Reportedly the world's most powerful fiber optical network, NLR is a consortium of leading U.S. research universities and private sector technology companies deploying a nationwide infrastructure to support research in science, engineering, health care and education.

The web of national fiber-optic superhighways between the nation's leading research institutions is expected to revolutionize university research and dramatically strengthen the reach of applied research by enabling technology transfer, commercial development, and the creation of new markets. Louisiana research institutions participating in the initial phase of LONI are scheduled to be connected to the NLR by the end of 2006.

LONI was established by a \$25 million investment by the State, and is supported by the Board of Regents Support Fund, which has paid the NLR membership fee. In March 2004, Governor Kathleen Blanco committed \$40 million to LONI over the next 10 years. The State's investment in LONI is already significant, but will certainly reap benefits that far outpace the expense by stimulating economic development and contributing to the competitiveness of Louisiana and the nation.

F. Supplementary State Appropriations

In seven of the past nine fiscal years, supplementary funds were provided by the Legislature to establish additional endowed chairs and professorships requested through the Support Fund's programs. Additional funds for research initiatives have been allocated to the Board, and distributed with the assistance of the Support Fund staff. In the last seven years, special appropriations have established the Gene Therapy (GT) Initiative, Information Technology (IT) Initiative, and Governor's Biotechnology (GB) Initiative. The Board has been instrumental in distributing these funds to appropriate activities and using the funds to achieve measurable results, including the endowment over one hundred chairs and professorships and support of major research efforts undertaken by researchers supported through the GT, IT, and GB initiatives, which are linked strongly both to Louisiana's economic development and its quality of life.

G. Hurricanes Katrina and Rita

The devastation caused by Hurricanes Katrina and Rita has had a profound effect on higher education both within the storm-affected areas and across the State. The new priorities created by the hurricanes must be considered in the immediate and long-term future of the Support Fund. In the immediate aftermath of the storms, the Board and Louisiana's higher education community undertook major efforts to address the immediate and longer term needs of students, faculty, and campuses. In the days after Hurricane Katrina, the Support Fund staff provided advice and assistance to grant recipients and extended or provided flexibility in its deadlines for proposal submission. As the magnitude of the event became evident, a Research Task Force was convened to assess the damage to Louisiana's research and post-secondary education infrastructure, to devise white papers for federal agencies and governing bodies, and to consider ways in which the existing resources of the Board could be brought to the assistance of the higher education community, many of whom were scattered and unable to return. This committee met numerous times during the fall of 2005, and provided valuable advice and information to the Board as it determined future directions.

Throughout the fall of 2005, the Board took action to secure support for higher education and provide faculty and researchers with mechanisms through which to fully participate in the rebuilding and recovery along the Gulf Coast. The Board, in conjunction with NSF, approved two forums to be held in New Orleans in the spring of 2006 and the spring of 2007, which would bring together faculty, administrators, community members, government agents, private sector leaders, and others to discuss issues related to "the science of rebuilding and the rebuilding of science." The success of the initial forum, held in April of 2006, has prompted NSF to request that Louisiana, Mississippi, and Alabama coordinate an ongoing series of scientific forums related to hurricane recovery and disaster issues, with an ultimate goal of successfully establishing an Engineering Research Center (ERC) or Science and Technology Center (STC) related to disaster preparedness and response.

The Board has also approved, through the Support Fund, the establishment of the Post-Katrina Support Fund Initiative (P-KSFI), which will provide \$5 million per year for five years, to assist Louisiana's post-secondary scientific community to both recover and advance its efforts in three areas of existing strength: biological sciences, information technology, and materials science. The P-KSFI will maintain a dual focus on research and educational advancement, and will be available to campuses at all levels, from associate's to doctoral programs. A component of the P-KSFI, available in FY 2006-07 only, will be the Enhancement of Severely Impacted Programs (ESIP), which will award \$1.8 million on a competitive basis to campuses closed for a substantial period of time in the wake of the hurricanes.

In addition to the P-KSFI, the Board is actively seeking funds for higher education through the federal Community Development Block Grants (CDBG) program. If these funds are secured, they will serve to complement investments made through the Support Fund to promote the recovery and advancement of the post-secondary scientific community, particularly in severely impacted areas.

V. LEQSF'S LONG-RANGE STRATEGY

Planning for LEQSF occurs continually in meetings of the Board of Regents, legislative sessions, and discussions of the Planning and Advisory committees. The five-year plans of 1988, 1993, 1999, and now 2007 are, nevertheless, pivotal events requiring the Board and other stakeholders to reexamine goals and directions in light of evolving circumstances. In addition, the profound impact of Hurricanes Katrina and Rita and their aftermath on higher education communities across Louisiana amplifies the necessity to reexamine Support Fund programs, to reaffirm commitments and chart new directions.

The following goals and strategies steer the programs and initiatives which translate guiding principles of the Strategic Plan into practice:

- Develop and maintain international excellence and a competitive position in basic and applied research;
- Increase numbers of research faculty who are competitive on a national basis;
- Increase the number of graduates at all levels who possess scientific and cultural literacy and relevant workforce skills;
- Target funding to disciplines in a manner which enhances research infrastructure and the quality of education while promoting economic development and diversification;
- Foster closer ties between university researchers and business and industry in order to selectively nurture the technology transfer of academic research;
- Promote and enhance close collaboration and resource sharing among the State's universities, especially between the majority white and historically black institutions;
- Enhance collaborative efforts among universities, K-12 teachers, schools, and districts, to involve higher education more effectively in Louisiana's K-12 reform efforts;
- Increase at all levels the number and quality of minority students in STEM disciplines;
- Provide matching funds for federal and private grants that meet the primary goals and objectives of LEQSF; and
- Systematically and comprehensively evaluate goals and strategies to determine effectiveness.

VI. PROGRAM COMPONENTS

A. Existing Programs

The four constitutionally prescribed program components each address different needs of post-secondary education, but are designed to work in tandem to improve departments and institutions in holistic ways. Research and Development, Enhancement, Endowed Chairs for Eminent Scholars, and Recruitment of Superior Graduate Students programs offer a wide range of opportunities for faculty and students, which together enable participating institutions to build quality in education and research through a variety of complementary activities.

Under the rubric of “carefully defined research efforts” is housed the Research Competitiveness Subprogram (RCS), which targets Louisiana researchers who are at the brink of attaining competitiveness in the federal R&D marketplace, seeking to improve the basic research infrastructure in the State; and also the Industrial Ties Subprogram (ITRS), which seeks to promote economic development and diversification through the improvement of applied research. The Awards to Louisiana Artists and Scholars (ATLAS) Program, the first competition for which was held in FY 2004-05, provides opportunities for senior faculty in the arts, social sciences, and humanities disciplines to complete major projects of regional and/or national importance.

The Endowment of Chairs for Eminent Scholars component is designed to facilitate the achievement of Support Fund goals through the recruitment and retention of internationally prominent scholars who attract external funding, young researchers and graduate students, while also interacting with business and community leaders.

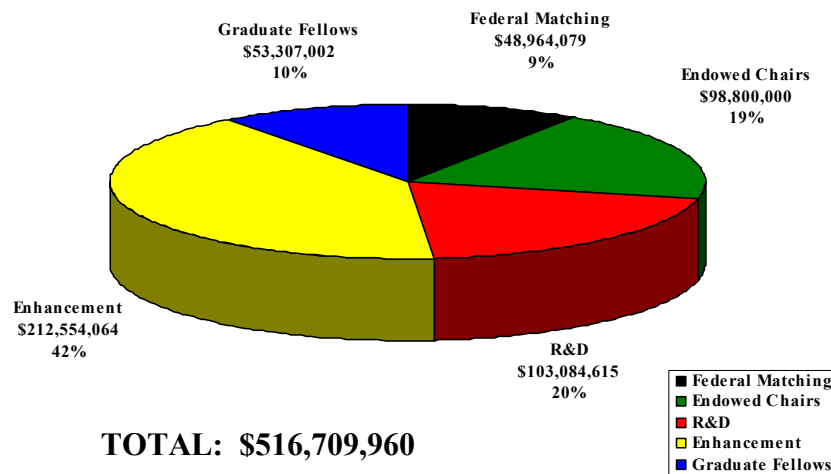
The Enhancement component allows on the one hand for substantial equipment purchases that elevate the quality of a department or unit’s instructional or research efforts and, on the other, for colloquia or curricular improvements to enhance departmental effectiveness. Its mission to provide support to all levels and all disciplines gives the Enhancement Program the ability to affect the opportunities of almost all students and faculty in the State. Currently four subprograms comprise the Enhancement component: Traditional Enhancement, Undergraduate Enhancement, Enhancement for Two-Year Institutions, and Endowed Professorships. Traditional Enhancement provides resources for infrastructure improvement across all disciplines and to all institutions; Undergraduate Enhancement and Two-Year Institution Enhancement have similar goals, but are limited to institutions with an undergraduate and two-year colleges, respectively. The Endowed Professorships program provides, through a non-competitive process, matches to establish small professorships at all institutions in Louisiana.

The Recruitment of Superior Graduate Students component promotes academic enrichment, general institutional quality, and economic development through the recruitment of graduate students of the highest caliber. Three components comprise this program: Traditional (GF), which provides resources to master’s and doctoral programs in a variety of disciplines; Graduate Fellowships for Teachers (GFT), which establishes fellowships for in-service teachers seeking master’s degrees in science and mathematics; and the Southern Regional Education Board/Board of Regents Fellowships to Promote Diversity program, offering support for under-represented minority students enrolled in doctoral programs.

Elements of each of these program components are also contained in the Federal Matching Grants Program, which opens new areas of opportunity and increases the effectiveness of Support Fund resources through the leveraging of funds.

Each fall as the Support Fund Plan and Budget is being prepared for submission to the Governor and the Legislature, the Board is faced with the difficult task of allocating scarce dollars across these worthy program components. The following chart shows the allocation of funds across the four constitutionally mandated programs since the foundation of the Support Fund:

ALLOCATION OF BoRSF DOLLARS FYs 1986-87 - 2003-04



The allocation process continues to be dynamic, as the Board adapts initiatives to higher education's changing needs and circumstances and to fluctuations in available monies due to shifts in market conditions. The matrix below shows projections for core programs during 2006-07. During 2007, the Support Fund Planning Committee will prepare the 2007-08 budget, and consider future projections, based on the strategic considerations noted above.

Program Component	Subprograms	Traditional First-Year Funding Level	FY 2006-07 First-Year Funding Level
R&D	RCS	\$1,500,000	\$1,500,000
	ITRS	\$625,000	\$585,000
	ATLAS	\$500,000	\$450,000
	R&D TOTAL	\$2,625,000	\$2,535,000
Endowed Chairs		\$3,220,000	\$3,220,000
Enhancement	Traditional	~\$8,000,000	\$7,415,000
	Undergraduate	\$1,800,000	\$1,620,000
	Two-Year Institutions	\$1,200,000	\$1,080,000
	Endowed Professorships	\$2,680,000	\$2,680,000
	Undergraduate Scholarships	\$1,000,000	\$1,000,000
	Federal Matching	\$1,000,000	\$1,400,000
	ENHANCEMENT TOTAL	\$15,680,000	\$15,195,000
Graduate Fellows	Traditional	\$800,000	\$720,000
	GFT	\$200,000	\$180,000
	SREB/BoR Fellowships	\$250,000	\$250,000
	GF TOTAL	\$1,250,000	1,150,000

1. Research and Development

a. Research Competitiveness Subprogram (RCS)

The Research Competitiveness Subprogram (RCS) is a stimulus program directed solely toward those researchers at Louisiana institutions who are at the threshold of becoming competitive in the federal R&D marketplace. It is designed to assist these researchers in overcoming the barriers that have impeded successful competition at the national level for R&D funds. At this time, RCS is available only to junior researchers or senior faculty changing their fields of specialty who clearly show strong potential for enhancing their competitive status within the time span of a

Support Fund grant. In every year since the program's inception, far more Louisiana university researchers who fit this funding profile have submitted quality research proposals to RCS than the Board has been able to support and encourage with funding.

Through this component, the Support Fund will continue to strengthen research leadership and infrastructure, while simultaneously contributing to Louisiana's economic development through innovative basic research. RCS funding will continue to be reserved for scientific and engineering fields, including agriculture, health and medical sciences, and social sciences, as defined by NSF.

The merit-based peer review of Support Fund grant proposals by eminent out-of-state scientists, engineers, and scholars – who themselves typically receive significant levels of federal funding – is the most effective way to maintain and assure the high quality of the process.

Although it is difficult to predict which emerging technologies will be at the cutting edge of basic research, several disciplines are expected to remain vital to the State's long-term economic development and educational advancement. Biological sciences, earth/environmental sciences, and computer and information sciences, disciplines assigned the highest priority for economic development, are eligible for funding on an annual basis. Currently all other disciplines eligible for RCS funding rotate on a two-years-on, two-years-off cycle.

The Board is in the process of soliciting opinions and recommendations regarding the eligibility of disciplines. Depending on faculty and institutional responses to Board of Regents surveys as well as ongoing discussions in advisory groups, this element of RCS may be revised during this Strategic Planning period. The following table indicates disciplines eligible for funding consideration from FYs 2004-05 through 2013-14, should the current eligibility rotation be maintained.

Solicitation Year

	04	05	06	07	08	09	10	11	12	13
Agricultural Sciences			X	X			X	X		
Biological Sciences	X	X	X	X	X	X	X	X	X	X
Chemistry	X	X			X	X			X	X
Computer & Information Sciences	X	X	X	X	X	X	X	X	X	X
Earth & Environmental Sciences	X	X	X	X	X	X	X	X	X	X
Engineering A (Chemical, Civil, Electrical, etc.)			X	X			X	X		
Engineering B (Industrial, Materials, Mechanical, etc.)	X	X			X	X			X	X

Health & Medical Sciences	X	X			X	X			X	X
Mathematics			X	X			X	X		
Physics & Astronomy			X	X			X	X		
Social Sciences			X	X			X	X		

b. Industrial Ties Research Subprogram (ITRS)

The Industrial Ties Subprogram (ITRS) seeks to promote economic development and diversification through the improvement of applied research. The principal goal of the Industrial Ties Research Subprogram (ITRS) is to fund proposals that have significant near-term potential for contributing to the development and diversification of the Louisiana economy. Accordingly, all proposals and funded projects must demonstrate strong interest and continued involvement by the private sector and/or non-state public agencies. Because ITRS also functions as a stimulus program, funded projects should either (1) bring about significant near-term federal or private-sector funding of research with commercial applications, or (2) enhance or establish a Louisiana business or industry that will attract significant external revenues to the state.

By careful industrial targeting and the use of eminent researchers and scholars to serve as external reviewers, the proposal evaluation and award processes ensure that funds are invested in projects that build on Louisiana's academic and economic strengths and opportunities.

The Board is in the process of soliciting opinions and recommendations regarding a refocusing of the ITRS program. Depending on faculty and institutional responses to Board of Regents surveys as well as ongoing discussions in advisory groups, the ITRS program may be substantially changed during this Strategic Planning period.

c. Awards to Louisiana Artists and Scholars (ATLAS)

The Awards to Louisiana Artists and Scholars (ATLAS) Subprogram strives to elevate the quality and reputation of Louisiana's arts, social sciences and humanities faculty by supporting significant research and creative projects of senior faculty. The objective of the ATLAS Subprogram is to enable faculty to complete projects that will attract regional, national, and/or international attention both within the academic community and among the general public. ATLAS is designed to support a wide variety of projects, from the completion of scholarly monographs to the mounting of significant gallery exhibitions and performance of original dramatic, musical and other works by Louisiana faculty. This program demonstrates the Support Fund's commitment to improving educational and research opportunities in all disciplines and at all levels. It promises to raise faculty morale in these historically underserved disciplines as well as improve educational quality across the State and help to build Louisiana's reputation as a site of nationally and internationally significant research and creative production in these areas of focus.

2. Enhancement

Under the Enhancement component of the Support Fund, grants are provided to Louisiana institutions of higher education to enhance instructional and research resources. Reflecting the broad and continuing commitment of the Board to promoting economic development by improving the quality of higher education, all disciplines are eligible to compete in the Support Fund Enhancement Program. Enhancement grants may be used to purchase instructional and/or research equipment and instrumentation, including computer equipment, or to support instructional improvement programs, curriculum revision projects, collaborative projects between departments, or other activities deemed likely to improve the quality of the educational experience for Louisiana students. Proposals that promote significant interinstitutional cooperation which results in the sharing of scarce State resources are encouraged, particularly those that promote linkages between historically black colleges and universities (HBCUs) and non-HBCUs.

The Enhancement Program is currently comprised of four subprograms: Traditional Enhancement, Undergraduate Enhancement, the Enhancement Program for Two-Year Institutions, and Endowed Professorships. Projects in all disciplines are able to compete for Enhancement funds, on a rotating, one-year-on, two-years-off schedule. It is the view of the Board, as well as diverse key segments of the higher education community, that the enhancement of all academic disciplines is essential to the improvement of educational quality and economic development/diversification.

All Enhancement awards, with the exception of those made through Endowed Professorships, are determined on a competitive basis. For the Traditional, Undergraduate, and Two-Year Institution Enhancement subprograms, proposals are reviewed by eminent out-of-state scientists, engineers, faculty from other represented disciplines, academic administrators, and representatives from industry. All reviewers are nationally recognized for their professional activities and employ national standards of excellence in the review process.

a. Traditional

The Traditional Enhancement subprogram provides funds to develop the infrastructure of academic, research, or agricultural units and promote the State's economic development. All institutions are eligible to compete in Traditional Enhancement, and awards are made on a competitive basis. A spectrum of enhancement activities, from equipment purchases to curricular redesign, are allowed and encouraged. In addition, Traditional Enhancement has a multidisciplinary component that is eligible each year. To compete in the multidisciplinary component, however, a project must include at least one of the disciplines eligible in the year of submission. For all Traditional Enhancement projects, assessments of project quality serve as the basis for funding decisions.

Traditional Enhancement has encompassed the Education Enhancement subprogram, which was eligible annually until 2006 and guided by a supplement to the Traditional Enhancement RFP. The K-16 Partnerships for School (K-16 PSR) was approved to replace the standard Education Enhancement subprogram in the fall of 2005, and provides \$1 million per year for multi-year projects designed to provide systemic or targeted reform efforts undertaken by intensive K-12/higher education partnerships. The pilot competition, held in FY 2005-06, yielded eleven proposal submissions and four three-year awards. The program will operate on a three-year cycle.

b. Undergraduate

The Undergraduate Enhancement subprogram mirrors Traditional Enhancement in structure and operation, but is limited to campuses with two or fewer doctoral degree programs. In addition, departments that offer doctoral degrees in these institutions are not eligible to apply. The purpose of the Undergraduate Enhancement component is to encourage institutions without sizeable graduate programs but with infrastructure needs to compete actively for Enhancement support. The range of activities for which funding may be sought and the discipline eligibility cycle match Traditional Enhancement's as well. Participation in the Undergraduate Enhancement component does not preclude an institution from competing in the Traditional component, and quality considerations continue to form the basis for funding decisions.

The following table indicates disciplines eligible for funding consideration under the Traditional and Undergraduate Enhancement components from FYs 2004-05 through 2013-14.

Solicitation Year	04	05	06	07	08	09	10	11	12	13
Agricultural Sciences			X			X			X	
Arts			X			X			X	
Biological Sciences		X			X			X		
Business	X			X			X			X
Chemistry	X			X			X			X
Computer & Information Sciences		X			X			X		
Earth & Environmental Sciences			X			X			X	
Education/K-16 PSR	X	X			X			X		
Engineering A (Chemical, Civil, Electrical, etc.)			X			X			X	
Engineering B (Industrial, Materials, Mechanical, etc.)		X			X			X		

Health & Medical Sciences			X			X			X	
Humanities		X			X			X		
Mathematics	X			X			X			X
Physics & Astronomy	X			X			X			X
Social Sciences		X			X			X		

c. Enhancement for Two-Year Institutions

The Enhancement Program for Two-Year Institutions, the first competition for which was held in FY 2001-02, is designed to meet the needs of Louisiana's growing community college system. This subprogram shares the same objectives as Traditional and Undergraduate Enhancement, but is limited to two-year institutions. Discipline eligibility is determined by the Louisiana Community and Technical College System (LCTCS), based on the urgent needs of the institutions.

d. Endowed Professorships

Endowed Professorships (EP) is a non-competitive program designed to help campuses recruit and/or retain faculty whose research, teaching, and/or public service uniquely contribute to the mission of their departments and institutions. Participation in the programs requires a contribution of at least \$60,000 from an external source, to be matched with \$40,000 from the Support Fund. Currently each campus is guaranteed at least two professorships per year, provided that required external contributions are raised and documented. In the fall of 2006, in response to recommendations from the EP program review panel, the Board will consider the implementation of a tiered system for distribution of these endowments.

3. Recruitment of Superior Graduate Students

The Recruitment of Superior Graduate Students component improves institutional quality and promotes both academic enrichment and economic development through the recruitment of graduate students of the highest quality. The recruitment of superior graduate students elevates performance levels of academic departments or units which have: (1) attained, or show clear promise of attaining, regional, national, or international standards of eminence commensurate with their degree offerings; and/or (2) promoted, or show clear promise of promoting, economic development in the State. The Recruitment of Superior Graduate Students component is comprised of three subprograms: Traditional Graduate Fellowships, Graduate Fellowships for Teachers, and SREB/BoR Fellowships to Promote Diversity.

a. Traditional Graduate Fellowships

The Traditional Graduate Fellowships Subprogram (GF) supports programs in all academic disciplines and is available to programs offering master's, professional master's, and/or doctoral degrees. Projects in Traditional GF can span from two years for an academic master's degree to four years for a

doctoral degree. Among submissions to the Graduate Fellows program, priority is given to proposals for doctoral study, but support is also provided for master's-level programs critical to economic development and diversification. Proposals are reviewed for merit by a panel consisting of current and former graduate school administrators and eminent faculty from a variety of disciplines, who represent a broad spectrum of academic institutions participating in graduate-level education.

While graduate stipends or fellowships are available to recruit outstanding graduate students in all academic disciplines, those areas deemed most critical to overall academic enhancement leading to the development and diversification of Louisiana's economy (chemistry, physics and astronomy, environmental sciences, computer and information sciences, biological sciences, and engineering) are eligible to compete each year for awards. Traditionally, other disciplines, including agriculture, arts, business, education, humanities, mathematics, and social sciences, have been eligible on a rotating, three-years-on, three-years-off basis. In the next Strategic Planning period, this discipline eligibility cycle will be changed to a one-year cycle, enabling rotating disciplines to apply each alternate year, rather than in lengthy cycles. This will enable participants in rotating disciplines to seek a more consistent flow of Board of Regents funds, and to integrate Graduate Fellowships fully into programmatic plans for graduate student recruitment and support. The following table indicates disciplines eligible for funding consideration under the Graduate Fellows component from FYs 2004-05 through 2013-14.

Solicitation Year

	04	05	06	07	08	09	10	11	12	13
Agricultural Sciences	X	X	X		X		X		X	
Arts				X		X		X		X
Biological Sciences	X	X	X	X	X	X	X	X	X	X
Business	X	X	X		X		X		X	
Chemistry	X	X	X	X	X	X	X	X	X	X
Computer & Information Sciences	X	X	X	X	X	X	X	X	X	X
Earth & Environmental Sciences	X	X	X	X	X	X	X	X	X	X
Education, including Literacy	X	X	X		X		X		X	
Engineering A & B	X	X	X	X	X	X	X	X	X	X
Health & Medical Sciences	X	X	X	X	X	X	X	X	X	X
Humanities				X		X		X		X
Mathematics	X	X	X		X		X		X	
Physics & Astronomy	X	X	X	X	X	X	X	X	X	X
Social Sciences				X		X		X		X

b. Graduate Fellowships for Teachers

The Graduate Fellowships for Teachers Subprogram (GFT) is designed to provide opportunities for in-service teachers to receive master's degrees in science and mathematics education over a one-year time span. These awards provide fellowship funding to enable teachers to earn a valuable graduate degree, as well as to improve their classroom skills and increase their exposure to current subject-area and educational knowledge and methods. GFT proposals are reviewed for merit along with Traditional GF submissions, by an out-of-state panel comprised of current and former graduate school administrators.

c. Southern Regional Education Board (SREB)/Board of Regents Fellowships to Promote Diversity

The Board of Regents has established a program in partnership with SREB, modeled on a partnership between LSU and SREB, to provide scholarships to support racial and ethnic minority students seeking doctoral degrees. The program will make available to students both academic-year support and membership in SREB's Doctoral Scholars Program, including participation in its annual Institute on Teaching and Mentoring. Ten new fellowships will be available per year, and each fellowship will be four years in duration. These fellowships are awarded through a competitive process, and the competition will be open to all accredited Louisiana institutions of higher education offering doctoral degrees. Awards are made to graduate schools or governing units for graduate education at eligible institutions, which will determine the distribution of fellowships among qualified departments and/or students. The Board contributes \$20,000 per student per year for four years, as well as financial support to provide fellows with membership in SREB's Doctoral Scholars Program, enabling them to attend its annual Institute on Teaching and Mentoring. Beginning in FY 2006-07, the program will be phased in over a period of four years, building to a total annual expenditure of \$1 million.

4. Endowed Chairs for Eminent Scholars

The Endowed of Chairs for Eminent Scholars component is designed to facilitate the achievement of Support Fund goals through the recruitment and retention of superior scholars who will draw young researchers and graduate students, while also interacting with business and community leaders. The goal of the Endowed Chairs component is to assist colleges and universities in the recruitment or retention of eminent scholars who will make significant contributions to the twin constitutional goals of improving educational quality and promoting economic development and diversification. Matching funds are available for the recruitment of distinguished scholars from all academic disciplines. Highly leveraged by its requirement of a 3:2 private-sector match, the program has evolved over the years from a "first-come, first-served" operation in which all proposals evincing the required contribution were funded, into a highly competitive and flexible endeavor. Chairs can be established at \$1 million and \$2

million levels and, in the summer of 1999, approval was given for the establishment of “Super” chairs at even higher funding levels in designated target areas linked with Louisiana’s economic development strengths. The Legislature has historically provided substantial special appropriations to enable the funding of additional endowments, which has helped this program to keep pace with requests for matching contributions for high-quality chairs.

The Endowed Chairs Program is designed to interact with other Support Fund program components in a symbiotic way. Properly functioning, it will attract scholars of distinction who will in turn be magnets for the recruitment of professors and graduate students of high quality, as well as catalysts for interaction with business and community leaders.

5. Federal Matching

The Federal Matching Grants Program opens new areas of opportunity and increases the impact of the LEQSF investments through the leveraging of funds. With the exception of Endowed Chairs, there are federal programs which parallel most of the LEQSF initiatives, particularly in the areas of research and education. Since its inception, the LEQSF has been used to match targeted federal dollars. This combination has dramatically increased the monies available for research and education in Louisiana and accomplished considerably more. Federal initiatives are often targeted toward frontier areas which provide foundation stones for future programmatic directions. The matching program, therefore, beyond the demonstrable outcome of expanding resources, serves to broaden horizons and enhance understandings of national trends among researchers and educators in Louisiana.

The primary goals and objectives of the Support Fund’s Federal Matching Grants initiative are to expand opportunities available under one or more of the four constitutionally mandated Support Fund activities; reinforce and enhance the building of infrastructure; promote multi-institutional collaboration and cooperation as well as the sharing of scarce State resources among Louisiana universities; enable universities to respond to competitive solicitations issued by federal funding agencies which would benefit significantly from a state match, are statewide in nature, and, therefore, hold the potential for systemic infrastructure improvements in research or education; and continue and accelerate the leveraging of federal money.

Special programs which qualify and receive Support Fund support under the Federal Matching Grants Program are of two types - those aimed at increasing the research capacity and capabilities of Louisiana's scientists and engineers for competitively-awarded federal R&D or EPSCoR matching funds; and enhancing K-12 mathematics and science instruction and improving undergraduate teacher training. Whereas the emphasis of the former is on the competitiveness of faculty in STEM disciplines, the primary focus of the latter is on increasing the quality of K-12 students in STEM disciplines, along with the number and quality of

undergraduates who pursue STEM careers.

The Board continues to assist institutions in pursuing opportunities to establish federally funded national centers by providing Support Fund matching commitments for proposals. At present, requests for matching commitments are considered by the Board on a case-by-case basis. A more defined procedure would be more equitable and allow the Board to better manage its limited resources. Several issues need to be considered before a final course of action is determined, and the Planning and Advisory Committees of the Support Fund will devise a programmatic approach over the next Strategic Planning period.

B. New Directions

Given recent and projected increases in the Support Fund's available resources, as well as the significant additional needs and new directions of higher education institutions, consideration should be given to new directions to be undertaken with Support Fund resources in the next Strategic Planning period. The profound and long-lasting effects of Hurricanes Katrina and Rita on Louisiana's higher education landscape make it essential that the Support Fund use substantial proportions of its increased resources to support activities linked to post-hurricane recovery and advancement. The cornerstone of this effort, the Post-Katrina Support Fund Initiative (P-KSFI), was approved by the Board in its December 2005 meeting. Many other new initiatives will be considered in the context of the P-KSFI and piloted as part of this program before their possible expansion to the core Support Fund programs.

1. Post-Katrina Support Fund Initiative (P-KSFI)

Hurricanes Katrina and Rita had a dramatic effect on Louisiana's higher education communities, and interrupted the State's steady advancement in research competitiveness and education excellence in STEM disciplines. The Board of Regents determined that quick recovery and, when possible, accelerated advancement in these disciplines would be essential both to higher education communities and to the State's critically important economic development efforts. The P-KSFI was established to provide significant additional resources to disciplines targeted as crucial to Louisiana's future economic growth and research competitiveness. The P-KSFI is designed to do more than simply provide funds for restoration to pre-storm capacity; it seeks to rapidly elevate achievement and catapult the State beyond its pre-storm status, to the forefront of scientific research, development, and education.

In December of 2005, the Board of Regents approved the P-KSFI. Over five years, from FY 2006-07 through 2010-11, an annual amount of \$5 million is anticipated to be available for activities at levels of post-secondary research and education, with funds to be awarded on a competitive basis. All Louisiana institutions will be eligible to receive support through the P-KSFI. It is expected that institutions will use P-KSFI funds to leverage federal and private dollars, yielding a much larger total amount generated through the program. In addition, the P-KSFI will be defined in a manner to complement additional funds requested through the 2006 NSF EPSCoR RII proposal

and the Community Development Block Grants (CDBG) funding provided to Louisiana by the Department of Housing and Urban Development.

The goal of the P-KSFI is to build “towers of strength” in Louisiana scientific education and research in identified disciplines, to aid in recovery of previously strong programs and/or provide resources to already competitive and nationally recognized programs to further their research and education missions with an eye toward building both scientific excellence and economic development opportunities. Participation in the P-KSFI will be limited to one or more of three broadly defined disciplinary categories: biological sciences, information technology, and materials science. These disciplines were identified by the CDBG Task Force, a committee comprised of representatives from institutions across the State, as areas sharing a series of vital attributes, including significant continuing State investment, success in attracting federal support, potential for elevated national success, relevance for post-hurricane recovery and discovery, importance for economic development, and of critical importance to faculty retention efforts. As the P-KSFI is further refined, the disciplinary targets will be narrowed to address the real strengths and potential for growth as identified by an advisory review to be undertaken by an agency like the American Association for the Advancement of Science (AAAS). It is expected that at the associate’s and undergraduate levels the disciplinary focus will be somewhat broad, to encompass more general courses and programs. For graduate and research programs, the disciplines may be defined in a very narrow way as areas are identified in which strengths already exist and have the potential to grow.

In structure, the P-KSFI will be a comprehensive program involving all aspects of the Support Fund to provide funding across the broadly defined constitutional categories of research and development, enhancement of infrastructure, endowment of chairs, and recruitment of superior graduate students. Projects may request a single year or multiple years of support, and may include a variety of elements related to the different constitutional categories. The focus of the P-KSFI is double, encompassing both education and research within the context of economic development and is designed to address issues at all stages of the STEM pipeline, to support training and research for undergraduate and graduate students, as well as the research efforts of junior and senior faculty and researchers. The P-KSFI will not limit participation by faculty and staff based on rank or experience, but will seek to ensure support across the levels of post-secondary education and research. In addition, the P-KSFI will encourage interdisciplinary and inter-institutional partnerships, particularly among researchers.

In FY 2006-07 only, additional monies unspent in the FY 2005-06 Support Fund competitions will be used to supplement the P-KSFI, to create the Enhancement for Severely Impacted Programs (ESIP) subprogram, to provide additional support to institutions that sustained major damage and/or disruption due to Hurricanes Katrina and Rita. Only institutions that were closed for a substantial period following either Hurricane Katrina or Hurricane Rita will be eligible to request support through this subprogram. ESIP monies may be requested only as part of a proposal for P-KSFI

funding, and must be supplemental to that request as well as related to systemic needs in the disciplines targeted by the larger initiative.

The first competition of the P-KSFI, including ESIP, will be held in FY 2006-07. To define the program and prepare the necessary request for proposals, the external advisory team will be charged to provide the Board with recommendations relating to program focus, organization, and implementation. The advisory panel will meet in the summer of 2006 to review documentation of research, educational, and economic strengths in target disciplines; interview appropriate campus personnel; recommend approaches to investment strategies to achieve research, educational, and economic development goals; and assess prospective new initiatives.

Several new programs have recently been proposed for funding through the Support Fund that can effectively be piloted through the P-KSFI. These potential new activities will be presented to and assessed by the advisory panel convened to provide direction for the P-KSFI to determine their potential effectiveness and value. Those new programs and activities approved by the review team may be included in P-KSFI proposals and, if successful, may be expanded to become subprograms to the core Support Fund programs.

a. Postdoctoral Research Fellowships

Postdoctoral research fellowships are vehicles to promote economic development in Louisiana, support state-of-the-art research at Louisiana's academic institutions, enhance the competitiveness of faculty members and their respective departments/research groups, and attract talented Ph.D.-level researchers to the state. Availability of fellowships would allow research programs to attract talented researchers, to effectively and efficiently build capacity.

b. Research Experiences for Undergraduate Students

This program would seek to enhance economic development by increasing the State's research and industrial capacity through the development of an essential science and technology workforce. Recent NSF studies show that the best way to attract and retain freshmen and sophomores into science and engineering fields is through involvement in faculty research projects. A pilot subprogram available through P-KSFI, inspired by similar national programs already in existence, has been suggested to accomplish this. Model programs at the national level include NSF's Research Experiences for Undergraduates (REU); the Department of Defense's Awards to Stimulate and Support Undergraduate Research (ASSURE); and the Minority Access to Research Careers (MARC) Honors Undergraduate Training Program. The P-KSFI program would seek to provide limited funding for new programs, with a goal of supported programs achieving federal funding over a limited period.

c. Multidisciplinary Research Projects

The Board's research and development programs should recognize the

centrality of interdisciplinary efforts to basic research and provide opportunities for investigators undertaking such activities. Through the P-KSFI, researchers in the eligible disciplines may submit proposals with truly interdisciplinary focus, including those involving PIs from multiple departments and multiple institutions.

d. Departmental-Level Enhancement

The Enhancement Program continues to provide crucial funds to build and maintain the infrastructure in academic departments and units at institutions across the State. The program has, however, traditionally funded a large number of smaller awards, making it difficult for departments with significant needs to receive sufficient funds to accomplish their goals. Under the auspices of the P-KSFI, departments in the Initiative's eligible disciplines may submit a limited number of proposals which reflect departmental priorities and request resources to address the systemic needs of the academic unit.

2. Need- and Merit-based scholarships for Undergraduate Students

The Board has authorized the establishment of a new program to provide scholarships to undergraduate students on the basis of combined need and merit factors. These scholarships will provide opportunities for students not qualified for TOPS awards but with substantial academic achievements that suggest they will be successful in undergraduate programs. These scholarships might be linked with the ongoing LA GEAR UP Program, to provide support to students who have completed the GEAR UP pre-college preparation programs. It is likely that these monies will provide opportunities for institutions to leverage funds from private-sector donors or other sources. This allocation represents the Board of Regents' continuing commitment to improving opportunities for all Louisiana students to enroll in and complete undergraduate programs.

C. Programmatic Priorities if Unexpected Funds Become Available

In the last strategic planning period, the Support Fund often generated revenues in excess of projections and received some additional funds from the Legislature. In the event that such unanticipated monies become available in the next several years, several initiatives are of high priority to receive additional resources, as they represent the areas in which the Support Fund has the greatest potential to impact both educational quality and economic development. Of first consideration must be the ongoing efforts in the higher education community to recover from and advance after the hurricanes. The status of these efforts should be considered when new monies become available to the Support Fund, to determine whether sufficient resources have been deployed for these activities. A series of new initiatives included in the P-KSFI could be implemented on a pilot basis with additional funds. In addition, several core Support Fund programs are also of sufficient quality to warrant additional funding. Decisions about the priority of core programs and the amount of additional funding committed should be made based on careful review of the recent histories of these programs, proposal pressure, impact on institutional and economic advancement, and other factors.

VII. SUPPORT FUND ADMINISTRATION

The Support Fund is a novel program which is administered in novel ways. A broad array of stakeholders, along with out-of-state consultants, directly impact and shape administration. In the wake of Hurricanes Katrina and Rita, a shift of administrative priorities as well as the necessity for quick and comprehensive action led to the development of a more flexible administrative structure. Several new committees were formed to assess the needs of and damages to scientific research communities. The EPSCoR and Support Fund Committees met in tandem, and a Post-Katrina Research Task Force was founded. Additional committees and advisory groups were convened to develop recommendations for a request for Community Development Block Grant (CDBG) monies. The implementation of these new initiatives will generate special administrative challenges for the Support Fund's advisory bodies and staff, in the creation of requests for proposals, dissemination of information to PIs and institutions, consultations with faculty and staff regarding proposal submissions, review of submitted proposals, and ongoing assessments of programmatic success. As the Board of Regents and LEQSF seek to address issues related to the impact of the hurricanes, additional administrative flexibility should be maintained, to assure efficiency and strength of response.

A. Peer Review Process

Two attributes are common throughout all Support Fund programs and initiatives: funds are targeted to attain specific programmatic objectives, and monies are inadequate to fund all proposals submitted. Peer reviews by out-of-state experts have been demonstrated as an efficacious process to identify the most meritorious proposals worthy of funding in each program component.

The peer review process operates in a manner specific to each program component. In each instance, the process begins with the issuance of a Request for Proposals (RFP) and the submission by the campuses of formal, written proposals. In the Endowed Chairs and the Recruitment of Superior Graduate Students components, one final panel is assembled to judge proposals submitted in each program. In the Enhancement component, a final panel is composed for each discipline eligible in a given year, and Undergraduate Enhancement and Enhancement for Two-Year Institutions final panels are also assembled, with members drawn from each of the eligible disciplines. Additionally, a separate panel is formed to review proposals submitted in the Multidisciplinary category. Thus, there are normally six to eight Enhancement final panels in operation each year. There is no competitive process to determine awards for the Endowed Professorships Program, and no panel is convened.

The three active components of the R&D program, RCS, ITRS, and ATLAS, are reviewed in a multi-stage process. The Postdoctoral Fellowships and SBIR Bridge Grants programs are not yet active, and their evaluation mechanisms have not been finalized.

RCS proposals are first mail-reviewed by experts in the particular field or subfield of the submission. These mail reviews, along with the proposals themselves, are forwarded for a second stage of review to experts in the various academic disciplines

eligible that year (i.e. chemistry, physics, biological sciences, etc.). These discipline-specific panels study and establish priorities for all proposals in their respective subject areas. The convening of the RCS final panel to interlink and rank proposals from the different subject areas is the third and final stage of the process.

The ITRS component operates in two stages. In the first stage, proposals are grouped into subject areas and reviewed by panels consisting of individuals with expertise not only in the academic discipline involved, but also in the commercial possibilities of proposals from the particular discipline. The subject area reviews and the proposals themselves are then forwarded to a final panel which convenes to develop funding recommendations for the Board's consideration.

The ATLAS component, like RCS, operates in three stages: mail review, subject-area review, and final evaluation. Mail reviews are solicited by experts in the specific field in which the proposal is submitted. Three subject-area panels – Arts, Social Sciences, and Humanities – review both the proposals and mail reviews, and rank all proposals received in each subject area. The final panel, comprised of the subject-area panel chairs, interlinks and ranks all the recommended projects forwarded by the previous reviewers, then makes final funding recommendations to the Board of Regents based on their evaluations, the evaluations of previous reviewers, and the total amount of money available to the program.

In all cases in all Support Fund programs the Board makes the final funding decisions, based upon the recommendations of consultants. To assure fairness, quality and efficiency, other initiatives funded through Support Fund which allocate monies competitively employ their own peer review processes and internally establish mechanisms for review.

B. Data Collection and Assessment

The Board of Regents recognizes the need to evaluate the success of Support Fund programs both systematically and comprehensively, to understand how all components are working and to assess the need for modifications and new directions. To this end, mechanisms for gathering and assessing data on all projects shall be developed and implemented and a timetable for program assessment derived.

The goal of an improved data collection and assessment mechanism is to improve the Board's ability to judge effectively and efficiently the success of Support Fund programs. Institutionalizing of data lists, data collection mechanisms and timetables, and evaluation procedures to be used by the Board of Regents in program and comprehensive reviews of the Support fund will ease the burden on institutional sponsored programs offices while allowing the Board to consistently collect needed information. Through data analysis, the Board can better target initiatives, both existing and new, to real, pressing needs of all disciplines and all levels of higher education. Strong, consistent data collection procedures will provide the Board with quantitative proof that Support Fund programs are or are not meeting their stated objectives and constitutional purposes and helping to improve both education and

economic development activities at participating institutions. Data assessment will also provide vital information on the appropriateness of funding levels and resource allocation and an assurance of accountability, in terms of the project results and delivery of necessary data, from institutions to the Board of Regents and from the Board to the Legislature and Louisiana population.

The Board must undertake the development of a data collection and assessment mechanism in partnership with institutional representatives. A committee of grants administrators and research officers at the institutional level will be established to provide advice and feedback to the Planning Committee, Board of Regents, and staff on issues relating to Support Fund evaluation. This committee, which will convene in the summer or fall of 2006, will be charged to outline detailed lists of data needed for evaluation purposes, a procedure for requesting long-term data, methods of conducting external reviews, and a system of penalties for institutions that fail to comply with reasonable requests for information and data. The data requested from institutions should be sufficient for the Board to undertake serious and detailed evaluations of all programs' effectiveness in meeting institutional needs and constitutional/strategic planning goals over both the short and the long term; to assess ongoing and/or new needs at all institutions.

C. Increased Reliance on Electronic Systems

Over the last Strategic Planning period, the Board of Regents made significant strides in development of electronic systems for contract management, proposal submission, data collection, and dissemination of information. In particular, LA EPSCoR and the BoR have recently implemented a comprehensive online database system to serve as the interface between institutions and the Sponsored Programs section of the BoR. LOGAN (Louisiana Online Grant Automation Network) is an Internet/Web based system that allows clients to conduct business electronically with the BoR and facilitates transactions between the BoR and the State's colleges and universities, their administrators and faculty. These transactions encompass a wide range of activities including award searches, proposal preparation and submission, access for reviewers, reporting, and post-award notifications and requests. LOGAN has significantly improved the exchange of information between the BoR and its client communities.

Over the next Strategic Planning period, the Support Fund's electronic systems will be further developed to include project reporting and proposal submission modules for all Support Fund programs. These developments will take place in the context of the ongoing agency-wide reconsideration of electronic communications, and will be fully integrated with agency systems. In addition, at all levels the existing systems must be continually updated and revised to assure quality, ease of use, and compatibility with constantly evolving information technology systems. Whenever possible, the Board systems should be developed to interact with the variety of systems in place and/or in development at institutions across the State.

D. Management and Coordination of LEQSF Programs

The Commissioner of Higher Education and the Board of Regents, with approval of the

Legislature and Governor, set basic directions for the Support Fund. The Support Fund Planning and Advisory Committees provide timely advice to the Board regarding strategic planning, implementation, and evaluation of programs. The role of consultants in administration, though not always obvious, is nevertheless of great consequence. In preparing recommendations for the Board of Regents, consultants interact with the Support Fund programs at points where policies, requests for proposals (RFPs), proposals, and available funding intersect. They bring into their reviews their experiences with comparable programs along with national insights, providing practical advice which is invaluable. Finally, the Board of Regents' staff coordinates and administers the overall LEQSF program, including the proposal review process and the execution and supervision of contracts and grants after awards are made.

The Support Fund's initiatives are designed to be interconnecting and complementary, and the administration of the Fund should reflect this design. A major administrative priority, particularly significant in the wake of the hurricanes, is continued promotion of inter-institutional cooperation, collaboration, and articulation among Louisiana's colleges and universities, particularly between HBCUs and non-HBCUs, as well as with K-12 schools and the Louisiana Community and Technical College System. Similarly, relationships with other State agencies and the private sector must be fostered to promote economic development/diversification. Reviews and planning phases for new programs, including CDBG, the Post-Katrina Support Fund Initiative, and EPSCoR's Research Infrastructure Improvement Award should be undertaken in an articulated fashion, to affirm and heighten the complementary aspects of the programs. These activities all address the central goal of achieving interrelation of all Support Fund components to promote efficiency and beneficial investment of limited resources.

E. Accountability

The Support Fund must maintain full accountability to the State, its citizens, and its post-secondary institutions. The structure of the Support Fund assures that resources are expended commensurate with the mission and scope of LEQSF, and that projects of the highest quality and impact receive support. The administrative structure of the Support Fund (see Section I.A) combines multiple levels of governmental participation with committees constituted of representatives of all higher education systems in Louisiana. The advisory role of institutional representatives, serving on the LEQSF Advisory and Planning Committees, is essential to ensuring that the Support Fund is responsive to institutional and system needs. Through the use of external peer review and a fully competitive process in most programs, objectivity in funding decisions and assurance of project quality are maintained. Ongoing and comprehensive data collection and assessment efforts will add another layer of accountability, providing evidence of programmatic success and indicating areas in which redirection is needed.

VIII. EPILOGUE

The challenges to the Support Fund and the Board of Regents over the period anticipated by this Strategic Plan are myriad and difficult to predict. The unprecedented damage caused by

Hurricanes Katrina and Rita have affected and will continue to affect the Support Fund's direction and focus, as higher education strives to recover and advance. The 2007-14 Strategic Plan's balance of firm direction and flexibility to adapt to changing circumstances enhance its ability to address the needs of post-secondary institutions throughout the years ahead. The improvements in programmatic definition, responsiveness, focus, and data collection and analysis promise to make the Support Fund more nimble in responding to institutional issues and needs. As the Support Fund's advisory and planning bodies work with the Board to reassess the Strategic Plan on an annual basis, the constituent programs will remain responsive to educational, cultural and economic shifts, and thus an evolving benefit to the State.

APPENDIX A

**OVERVIEW OF RESULTS
FROM THE INVESTMENT OF
BOARD OF REGENTS SUPPORT FUND MONEY
IN HIGHER EDUCATION**

- ◆ **\$674.7 MILLION GENERATED IN NEW EXTERNAL FUNDING** (through 6/30/2005) from federal, private, and other non-Support Fund sources
- ◆ **AN ADDITIONAL \$256.8 MILLION GENERATED IN EXTERNAL CONTRIBUTIONS** For Endowed Chairs and Professorships
- ◆ **2,555 EXTERNAL AWARDS** from federal, private, and other non-Support Fund sources
- ◆ **228 \$1 MILLION CHAIRS AND 22 \$2 MILLION CHAIRS** for eminent scholars endowed at 24 universities
- ◆ **1,560 \$100,000 PROFESSORSHIPS** endowed at 34 campuses
- ◆ **1:1.72 RATE OF RETURN** for all projects funded since 1987. For every Support Fund dollar invested, \$1.72 has been returned to the State
- ◆ **122 PATENTS ISSUED; 77 PATENT APPLICATIONS PENDING**
- ◆ **8,596 PUBLICATIONS** in refereed journals
- ◆ **LaSIP** (Regents/BESE/NSF/Louisiana Legislature) produces rising student scores on statewide tests
- ◆ **EXPANDED UNIVERSITY COLLABORATION** to increase research competitiveness for federal R&D money

APPENDIX B

Board of Regents Support Fund Planning Committee

Dr. Carl Frantz, University of Louisiana at Lafayette

Dr. Kenneth Rea, Louisiana Tech

Representing: University of Louisiana System

Dr. Harold Silverman, Louisiana State University and A&M College, Baton Rouge

Dr. Joseph Moerschbaeher, Louisiana State University Health Sciences Center – New Orleans

Representing: Louisiana State University System

Dr. Gene D’Amour, Xavier University of Louisiana

Dr. Yvette Jones, Tulane University

Representing: Louisiana Association of Independent Colleges and Universities

Dr. Diola Bagayoko, Southern University and A&M College at Baton Rouge

Dr. Mildred Smalley, Southern University and A&M College at Baton Rouge

Representing: Southern University System

Dr. Angel Royal, Louisiana Community and Technical College System

Dr. Tonya Barnes-Teamer, Louisiana Community and Technical College System

Representing: Louisiana Community and Technical College System

Dr. Nancy Rabalais

Representing: Louisiana Universities Marine Consortium

Dr. Thomas Eubanks

Representing: Louisiana Department of Culture, Recreation, and Tourism

Dr. Michael Sartisky

Representing: Louisiana Endowment for the Humanities

Mr. Roy Johnson

Representing: Louisiana Department of Agriculture

Ms. Fran Gladden

Representing: Louisiana Department of Economic Development

Mr. Larry St. Amant

Representing: Louisiana Department of Labor

Dr. Kerry Davidson

Dr. Michael Khonsari

Mr. John Wallin

Representing: Louisiana Board of Regents

Mr. Rory Fitzpatrick

Ms. Laura Thomas

Representing: Industry