

1. COVER PAGE FOR TRADITIONAL AND UNDERGRADUATE ENHANCEMENT PROPOSALS
BOARD OF REGENTS SUPPORT FUND, FY 2007-08

05406-08

TRADITIONAL

1. This Proposal Involves: <input checked="" type="checkbox"/> One Institution <input type="checkbox"/> More Than One Institution		2. Enhancement Subprogram: (check one) <input type="checkbox"/> TRADITIONAL ENH Program (Includes all multidisciplinary proposals) <input checked="" type="checkbox"/> UNDERGRADUATE ENH Program	
3. This Proposal Is: (check one) <input checked="" type="checkbox"/> Primarily an Equipment Request <input type="checkbox"/> Not Primarily an Equipment Request			
4. Name(s) of Submitting Institution(s) of Higher Education (Include Branch/Campus/Other Components)		NICHOLLS STATE UNIVERSITY	
5. Address of Institution of Higher Education (Include Dept/Unit, Street Address/P.O. Box Number, City, State, Zip Code)		DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE PELTIER 108 THIBODAUX LA 70310	
6. Title of Proposed Project ACCOUTREMENTS FOR A REDESIGN MODEL IN COLLEGE ALGEBRA			
7. First-Year Support Fund Money Requested \$90,624.00	8. Second-Year Support Fund Money Requested (if applicable) \$	9. Proposed Duration (Circle # of Yrs.) <input checked="" type="radio"/> (1) <input type="radio"/> 2	
10. Category In Which Proposal Is Being Submitted (check one only) <input type="checkbox"/> BUSINESS <input checked="" type="checkbox"/> MATHEMATICS <input type="checkbox"/> CHEMISTRY <input type="checkbox"/> PHYSICS/ASTRONOMY <input type="checkbox"/> EDUCATION <input type="checkbox"/> Special Multidisciplinary (See Section III.B.2.c of the RFP.)		11. Using the Taxonomy in Appendix A of the RFP, Identify All Specific Subcategories of the General Category That Apply to This Proposal and Provide Taxonomy Numbers: Subcategory(ies): Taxonomy Number(s): 0703	
12. This Proposal Is a: <input checked="" type="checkbox"/> New Request <input type="checkbox"/> Request for Continuation of a Previously-Funded Support Fund Project (check one) Provide previous contract number:			

By signing and submitting this proposal, the signators are certifying that: (1) the proposed project has not already been funded/is not currently being funded/has not been promised funding; (2) this proposal has been reviewed and approved by an Institutional Screening Committee; and (3) the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations, including, but not limited to, the required certifications set forth in: (a) Grants for Research and Education in Science and Engineering, NSF Grant Proposals Guide (GPG), NSF 03-2, effective 10/1/02, and (b) 45CFR 620, Subpart F (Requirements for a Drug-Free Workplace).

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<table border="1"> <thead> <tr> <th>Campus Head or Authorized Institutional Representative</th> <th>Dean</th> <th>Authorized Fiscal Agent</th> </tr> </thead> <tbody> <tr> <td>Debi Benoit, Director of Research Debi.benoit@nicholls.edu</td> <td>Badiollah R Asrabadi, Dean, College of Arts and Sciences B.asrabadi@nicholls.edu</td> <td>Lionel Naquin, VP of Finance & Admin. Lionel.naquin@nicholls.edu</td> </tr> <tr> <td>Signature: <i>Debi Benoit</i></td> <td>Signature: <i>B.R. Asrabadi</i></td> <td>Signature: <i>Lionel Naquin</i></td> </tr> <tr> <td>Date: <i>10/23/07</i></td> <td>Date: <i>10/19/07</i></td> <td>Date: <i>10/23/07</i></td> </tr> <tr> <td>Telephone Number: 985-493-2563</td> <td>Telephone Number: 985-448-4385</td> <td>Telephone Number: 985-448-4016</td> </tr> </tbody> </table>				Campus Head or Authorized Institutional Representative	Dean	Authorized Fiscal Agent	Debi Benoit, Director of Research Debi.benoit@nicholls.edu	Badiollah R Asrabadi, Dean, College of Arts and Sciences B.asrabadi@nicholls.edu	Lionel Naquin, VP of Finance & Admin. Lionel.naquin@nicholls.edu	Signature: <i>Debi Benoit</i>	Signature: <i>B.R. Asrabadi</i>	Signature: <i>Lionel Naquin</i>	Date: <i>10/23/07</i>	Date: <i>10/19/07</i>	Date: <i>10/23/07</i>	Telephone Number: 985-493-2563	Telephone Number: 985-448-4385	Telephone Number: 985-448-4016
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Telephone Number: 985-493-2563	Telephone Number: 985-448-4385	Telephone Number: 985-448-4016																

2. PROJECT SUMMARY

Name of Institution (Include Branch/Campus and School or Division)

Nicholls State University

Address (Include Department)

**Department of Mathematics and Computer Science
Peltier 108
Thibodaux, LA 70310**

Principal Investigator(s)

Michael Gray, Ph.D.

Sherill Dupree

Scott Beslin, Ph.D.

Ianna West, Ph.D.

Title of Project

Accoutrements for a Redesign Model in College Algebra

Abstract (DO NOT EXCEED 250 WORDS)*

The purpose of the project is to improve student success in College Algebra at Nicholls State University by implementing and maintaining a pedagogical structure promulgated by the National Center for Academic Transformation (NCAT). To that end, Nicholls will create the Mathematics Enrichment Workplace (MEW) and testing center, a new facility to be housed on campus in the University's Ellender Library.

Twelve sections of College Algebra are using the redesigned format in the fall 2007 semester. Students work and receive instruction in the Media Viewing Room in Ayo Hall, and student testing occurs in the Mathematics Department computer laboratory/teaching classroom. Beginning with the spring 2008 semester, all College Algebra sections will use the new format.

The proposed grant will allow Nicholls to completely equip MEW and the attached testing center, and to continue running the enhanced College Algebra sections at an expanded capacity, without competition for existing resources.

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4. Narrative and Bibliography

4.a. The Current Situation

4.a.1. Institutional Description

Nicholls State University (Nicholls, the University), located in Thibodaux, Louisiana, is a comprehensive, regional institution serving south central Louisiana and beyond. Tax supported and coeducational, it first opened its doors September 23, 1948, as Francis T. Nicholls Junior College of Louisiana State University. In 1956, the Louisiana Legislature separated Nicholls from LSU and authorized it to develop four-year curricula. Thus, in September 1956, the former junior college began operation as Francis T. Nicholls State College. It granted its first degrees in May 1958. Act 93 of the State Legislature in 1970 changed the name to Nicholls State University.

For more than half a century, Nicholls has been the sole provider of higher education in a region with abundant cultural and natural resources. The student population at Nicholls consists of people from all age groups, ethnicity, and race. By maintaining a major partnership with businesses, local school systems, community agencies, and other educational institutions, Nicholls actively participates in the development of the region.

Nicholls is a Tier 3 selective admissions university. The average ACT score of incoming freshmen for the fall 2007 semester is 21.2. Over 70% of first-time freshmen have an ACT of 20 or higher, compared to 66% last year. Fall 2007 enrollment at Nicholls is 6882 students. There are 1202 first-time freshmen enrolled at Nicholls this fall, up 7.6% from FY 2006-2007.

Nicholls State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, baccalaureate, master and specialist levels.

The Department of Mathematics and Computer Science at Nicholls has 19 full-time mathematics faculty members, including five Ph.D. professors, and offers a Bachelor of Science degree in Mathematics and a Master of Science degree in Community/Technical College Mathematics.

College Algebra is the minimum mathematics requirement for every degree offered by the University. There are 37 sections of College Algebra meeting in the fall 2007 semester, with a total enrollment of 1069, which is 15.53% of the student population.

4.a.2. Rationale for Project

The rationale for the project is the need to improve student success in College Algebra at Nicholls State University. The successful completion of College Algebra or its equivalent is required for every degree offered at Nicholls. In FY 2006-2007, 1062 students enrolled in College Algebra in the fall semester and 705 enrolled in the spring semester. Only 33.37% successfully completed the course (grade of C or higher). The low success rate in College Algebra has an adverse effect on the retention of students at Nicholls, since many students find themselves unable to continue in their degree programs until they earn credit for College Algebra.

The Nicholls faculty and administration are making a concerted effort across all curricula to improve retention; the second-year retention rate for first-time freshmen is at an all-

time high of 64.8%. The College Algebra course redesign project is representative of the mathematics faculty's efforts toward reaching the University's goal of 75% retention of first-time freshmen students.

The University is committed to redesigning the method of instruction for College Algebra by implementing and maintaining a pedagogical structure promulgated by the National Center for Academic Transformation (NCAT). Similar programs have been implemented and have been very successful at the University of Alabama, University of Idaho, Iowa University, Virginia Tech University, and Louisiana State University.

4.a.3. Impact on Existing Resources

As part of the College Algebra redesign project, Nicholls will create the Mathematics Enrichment Workplace (MEW) and testing center, a new facility to be housed on campus in the University's Ellender Library. The University has supplied infrastructure including projectors, software, servers, and 52 computer workstations. University expenditures to date total \$100,700, with an additional \$12,000 budgeted (not including the Institutional Match component of the Proposed Grant Budget).

Twelve sections of College Algebra are using the redesigned format in the fall 2007 semester, but with less than ideal facilities. An existing computer lab in Ayo Hall is being used for instruction and student work. The instruction lab is staffed and available to students enrolled in the NCAT/redesigned format a minimum of forty hours each week. The University does not have a general use testing center, so students currently take tests for the course in the Mathematics Department computer lab/teaching classroom, a facility that continues to serve as a resource for the rest of the mathematics students at Nicholls with scheduled classes and availability for computer laboratory work.

The grant award, existing computer equipment, and new (matching) University purchases will be used to equip a new 102-workstation MEW center and an adjacent 30-workstation testing room, both to be housed in Ellender Library for easy access by students. The project will greatly increase the current capacity, allowing the University to add up to 25 additional enhanced sections during peak demand semesters, and alleviate the strain on the Ayo Hall computer lab and the University's regular mathematics computer lab/teaching classroom. MEW and its testing room will be enclosed and encapsulated, and will be used exclusively for the College Algebra project. When not needed for testing, the testing room workstations will be used for MEW overflow, and for small-group MEW instruction apart from regular activity.

4.b. The Enhancement Plan

4.b.1. Project Goals and Objectives

The main goals of the project are:

1. Improve the quality of student learning at Nicholls by fostering student success in College Algebra.
 - (a) Fall 2008: Implement course redesign across all College Algebra sections, benefiting 800-1000 students each semester.

- (b) Maintain content standards.
- (c) Fall 2008: Relocate all College Algebra sections to the MEW facility in Ellender Library, and expand student enrollment capacity.
- (d) Summer 2008: Complete and equip the new testing room, adjacent to MEW and enclosed for College Algebra access only.

2. Increase student retention.

- (a) Raise the student successful completion rate for College Algebra to at least 40% in FY 2007-2008.
- (b) Raise the student successful completion rate for College Algebra to at least 45% in FY 2008-2009, and to at least 50% in FY 2009-2010.
- (c) 70% of College Algebra students that earn a participation grade of 70% or higher will complete the course with a grade of A, B, or C, as suggested by the NCAT model.

4.b.2. Work Plan of Proposed Project

Beginning in the fall 2008 semester, all sections of College Algebra at Nicholls will follow the redesigned NCAT model. Each section will have an enrollment of at most thirty students. Students will be required to attend a classroom "focus group," led by a mathematics instructor, for one hour each week. Students will also be required to attend a minimum of three hours each week in the Mathematics Enrichment Workplace (MEW).

Students in the redesigned course will be exposed to a structured academic setting, one that puts the focus of learning mathematics on *doing* mathematics (active learning) rather than on the more traditional activities of listening to lectures and taking notes (passive learning), and attempting homework problems without the benefit of an instructor present.

The course is comprised of several instructional segments, each corresponding approximately to one semester week. Each instructional segment consists of two components that require student participation. The first component is a weekly one hour meeting, called a focus group meeting, with the course instructor. In each focus group meeting, the instructor presents an outline and summary of the work to be accomplished within that instructional segment. An instructional segment begins on the day of one focus group meeting and ends on the day before the subsequent one. The second component requires that each student spend a minimum of three hours per instructional segment in MEW, engaged in time-on-task College Algebra work relevant to the focus group topics. No make-up time is allowed for this requirement. Monitors are present at the entrance to MEW to scan university photo ID cards when each student enters and leaves. Assignments are designed to provide instantaneous feedback to the students. The software provides each student with as much repetition as necessary to achieve mastery of each skill. In addition to the minimum three hour MEW requirement, students are encouraged to use the MEW facility as often as they wish. Students can also access the software via computers at other campus locations, or on their own personal computers.

In summary, College Algebra at Nicholls is undergoing a pedagogical course redesign. The focus will be placed on active learning using computer-based learning resources. Students

have access to on-demand help, with continual assessment and immediate feedback. The course is largely self-paced, with flexible hours. A participation grade (10% of course grade) provides an incentive to students to put in the time necessary to be successful. Another 20% of each student's grade is based upon performance on online homework assignments and quizzes, with multiple attempts permitted.

TIMELINE

Before Grant Award:

- Summer 2007: Course design and faculty training for new format.
- Fall 2007: Twelve sections of College Algebra use redesigned NCAT computer classroom model. Instruction and student work occurs in existing computer lab in Ayo Hall. Testing occurs in Mathematics Department computer laboratory/teaching classroom.
- Spring 2008: All sections of College Algebra use redesigned format. The Ayo Hall computer lab and the Mathematics Department computer laboratory/teaching classroom are still used in lieu of a designated facility.

After Grant Award:

- Summer 2008: Preparations made for fall 2008 semester.
- Fall 2008: Equipment from grant received and assimilated into new MEW teaching and testing center. All sections of College Algebra run with enhanced NCAT format, incorporating suggestions from visiting experts. Internal progress reports filed after first test, second test, and end-of-term.
- December 2008: Data from fall 2008 semester compiled and assessed.
- Spring 2009: All sections of College Algebra continue to use redesigned format and MEW teaching/testing center. Data gathered and compiled; assessments made.
- Summer 2009: Dr. Beslin and Dr. West begin dissemination of results.

BENCHMARKS

- Midterm and end-of-term, fall 2008, progress of redesigned course sections to be assessed and compared with sections from previous semesters, including sections that used traditional lecture format.
- Midterm and end-of-term, spring 2009, progress of redesigned course reassessed and compared with results of previous semester.

RESPONSIBILITIES OF PRINCIPAL INVESTIGATORS

- Michael Gray will serve as Grant Administrator. Dr. Gray's administrative duties will include, but will not be limited to, coordinating the installation of the new workstations with technicians and the physical plant, assisting the MEW coordinator with personnel issues including the hiring of staff, tutors, and intermittent workers, and overseeing the writing of interval reports.
- Scott Beslin will be in charge of dissemination of the project. Dr. Beslin will create an active speaking program, targeting national and regional meetings and conferences on individual campuses. Dr. Beslin will also publish articles describing project outcomes, and serve as a regional resource for other schools interested in course redesign.
- Sherill Dupree will continue in her role as MEW Coordinator. Ms. Dupree's primary responsibilities will be to staff and control scheduling for MEW and the testing room, and to supervise the training of focus group instructors and MEW tutors.
- Ianna West will assist Dr. Beslin in disseminating the ongoing results of the project. Dr. West has a wealth of experience in recruiting and other activities in which she represents the Nicholls mathematics program.

ASSESSMENT OF OBJECTIVES

- Assessment of Quantitative Factors. Each semester the Nicholls mathematics personnel will monitor the progress of the redesigned College Algebra course in terms of impact on Project Goals.
 - Compare final examination median scores and course grade distributions from previous semesters. All College Algebra sections at Nicholls have a common final exam, making the exam scores an ideal comparison metric.
 - Compare success rates from previous semesters. Success for a student in College Algebra is defined as completing the course with a grade of A, B, or C. Therefore, the success rate is the total of A's, B's, and C's, divided by the total of A's, B's, C's, D's, F's, and withdrawals from the course.
- Assessment of Qualitative Factors. Near the end of each semester, students will be asked to fill out a course evaluation form addressing several aspects of the redesigned format.
 - The software used in MEW and the testing room will be evaluated. Ease of use and effectiveness for gaining mastery of skills will be the focus of the evaluation.
 - The MEW tutors will be evaluated, both by rating several attributes on a fixed scale and via student suggestions/criticisms/praise.
 - Students will be asked to rate effectiveness of the MEW facility and testing room hours of operation.
 - Students will be asked to rate the syllabus and content of the course.

4.b.3. Evidence of Potential to Achieve Eminence

The implementation of the redesigned College Algebra course at Nicholls State University will be the first such endeavor by a university at a comparable level of selective admissions and degree offerings. Nicholls is classified as Tier 3 by the Louisiana State School System. All other schools using similar programs (see 4.a.2.) are doctoral degree granting institutions (Tier 1). Piloting such a program at Nicholls will enable the University to provide leadership nationwide and serve as a model for other similar institutions. Also, Nicholls will serve as a regional resource for other programs interested in redesigning mathematics instruction.

The results of the program will be disseminated via publications and speaking engagements, beginning in the summer of 2009. Nicholls will also achieve recognition by pursuing and attaining federal funding for further initiatives pertaining to the MEW facility. These initiatives include adopting the format for other general education mathematics courses, such as trigonometry, business calculus, introductory statistics, and the new liberal arts mathematics course currently in development.

4.b.4. Impact on Curriculum and Instruction

Impact on Curriculum

Every effort has been made to limit the impact of the project on the curriculum content. The intention is only to change the method of instruction while maintaining curriculum standards.

Impact on Instruction

Nicholls is attempting to run the College Algebra course redesign project without the equipment requested in this grant proposal, with limited success. The MEW facility is in one building on campus, and testing takes place in another. The MEW facility capacity is currently 52 students. Scheduled testing is in competition with the demand for the Mathematics Department computer laboratory/teaching classroom. With additional computer workstations and a centralized location, Nicholls will see the following impact on College Algebra instruction:

- MEW capacity will be increased to 102 students when the testing room is in use, and 132 students the rest of the time. The number of students that will receive enhanced instruction in College Algebra each semester will be in the range of 800–1000.
- The elimination of competition with the mathematics computer lab/teaching classroom will result in MEW and testing available times that will better suit students' schedules.
- A central, enclosed location for the MEW facility and the testing room will facilitate easy access for students, especially first-time freshmen students, and will help the Nicholls project more closely match the established NCAT model.

Without the grant contribution, the project would continue, but at diminished capacity and without the established standards needed to measure effectiveness.

4.b.5. Impact on Quality of Students

The project emphasizes improving the successful completion rates in College Algebra. Students that have struggled in the past with mathematics but excel in other academic disciplines will view the redesigned College Algebra course as directly addressing their needs, allowing Nicholls to attract and retain gifted students who might otherwise be intimidated by the mathematics requirements within their chosen fields of study.

4.b.6. Impact on Faculty Development

Nationwide, College Algebra has been undergoing major reforms in recent years. The development of the MEW teaching and testing center will enable the faculty to implement reforms and modernize the delivery of content in College Algebra at Nicholls. The facility will create an environment that fosters one-to-one contact between faculty members and/or tutors and students, and as a pedagogical tool, will enable faculty to reach more students.

Furthermore, many of the intermittent MEW workers are graduate students in the master's degree program at Nicholls. The University's Master of Science degree in Community/Technical College Mathematics is primarily designed for future teachers. Exposure to the new computer classroom setting central to the project will greatly aid in their development as teachers by adding varied methods to their experience.

4.b.7. Performance Measures

Nicholls State University encourages the Board of Regents to use the following criteria to measure the success of the project.

- Compare final examination median scores and course grade distributions from previous semesters.
- Compare success rates from previous semesters.

4.c. Equipment

The equipment requirement for the project is 102 computer workstations for the MEW teaching facility and an additional 30 computer workstations for the testing room, for a peak capacity of 132 workstations.

4.c.1. Equipment Request

Nicholls is requesting grant funds to provide 55 computer workstations and an ID scanning system for the MEW teaching and testing facility.

Description	Qty.	Unit Price	Total
Dell Computers for MEW teaching facility	25	\$1200	\$30,000
Dell Computers for testing room	30	\$1200	\$36,000
Education Workstation desks	32	\$ 120	\$ 3840
Perpetual 4300 Series chairs	33	\$ 220	\$ 7260
ID Scanners	2	\$ 200	\$ 400
Software for ID Scanners	1	\$ 550	\$ 550
			<hr/> \$78,050

4.c.2. Equipment on Hand for Project

Following is a summary of purchases by Nicholls State University in 2007 for the College Algebra project.

Description	Qty.	Unit Price	Total
Dell Computers	52	\$1,052.33	\$ 54,721.16
Projection system	1	\$6,086.24	\$ 6,086.24
Printer	1	\$1,179.00	\$ 1,179.00
Network Gear			\$ 8,287.86
Computer Desks and Chairs	52	\$ 327.94	\$ 17,052.63
Scanner	1	\$ 228.00	\$ 228.00
Electrical Upgrade			\$ 4,000.00
Cable Management			\$ 3,673.90
Microsoft Office	52	\$ 52.91	\$ 2,751.32
Drive Shield	52	\$ 13.73	\$ 713.86
McAfee Antivirus	52	\$ 15.75	\$ 819.00
Antivirus 3-yr support	52	\$ 17.01	\$ 884.52
Power strips and surge protectors			\$ 294.64
			<hr/> \$100,692.13

4.c.3. Equipment Housing and Maintenance

The new equipment will be installed in an enclosed, encapsulated MEW teaching and testing facility housed in Ellender Library on the University campus. Maintenance and security will be provided under Nicholls' existing service contracts.

4.d. Faculty and Staff Expertise

Michael J. Gray is an assistant professor of mathematics in his second year at Nicholls State University. He attained the degree of Ph.D. in Mathematics from Baylor University in Waco, Texas, in 2006. Dr. Gray also holds the degrees of M.A. in Mathematics Education (2000) and B.S. in Mathematics (1996) from the University of Central Arkansas in Conway, Arkansas.

Dr. Gray has been teaching college mathematics since 1999, in various classroom settings and with varied use of technology. Additionally, Dr. Gray worked in a corporate environment from 1997 to 1999, with responsibilities including support of a system designed for market analysts.

Dr. Gray is the Principal Investigator for this grant proposal, and will serve as Grant Administrator.

Scott J. Beslin is a professor of mathematics and Department Head of Mathematics and Computer Science who has now begun his twentieth year at Nicholls. He holds the degrees of Ph.D. in Mathematics (1988), M.S. in Mathematics (1985), and B.S. in Mathematics Education (1983), all from the University of Louisiana at Lafayette. He has directed several undergraduate and graduate student presentations at regional meetings of scholarly organizations such as the Mathematical Association of America and the Louisiana Association of Teachers of Mathematics. He has received two research grants during his tenure at Nicholls, and also was honored with the Presidential Award for Teaching Excellence in 2000. Most recently, he was a "graduate" of the state program *Preparing Tomorrow's Teachers to Use Technology*, in which he learned the utilization of various software packages and completed a technology project for the University. For the current grant, he will be responsible for disseminating results and research associated with the grant.

Sherill Dupree has been a mathematics instructor at Nicholls since 1994. Ms. Dupree holds the degrees of M.S. in Mathematics (1974) and B.S. in Computer Science (1972) from Nicholls State University in Thibodaux. Before joining the Mathematics and Computer Science Department at Nicholls, Ms. Dupree held several positions in industry, in Houma and in New Orleans, in various capacities such as programmer, programmer/analyst, and computer specialist. Before assuming the role of MEW Coordinator, Ms. Dupree mediated the implementation of learning developmental and college algebra courses into the University's mathematics computer labs, and on the World Wide Web. As Coordinator, Ms. Dupree has been involved from the onset with the design and implementation of the College Algebra course project, and will continue active participation in the project during the upcoming development and expansion.

Ianna H. West is an assistant professor of mathematics in her fourth year at Nicholls. She holds the degrees of Ph.D. in Mathematics (2004) and M.S. in Mathematics (2002) from the University of Louisiana at Lafayette, and the degree of B.S. in Mathematics Education from Nicholls State University in Thibodaux. Dr. West will assist Dr. Beslin in the dissemination of project results.

4.e. Economic and/or Cultural Development and Impact

4.e.1. Relationships with Industrial/Institutional Sponsors

Numerous recruiters from industry and government agencies, including Bellsouth/AT&T, Entergy, McDermott International, the U.S. Department of Labor, and Whitney National Bank, among others, regularly hire Nicholls graduates. Representatives from these sectors

are brought in annually to advise students of career opportunities in their respective fields. Any improvement in the mathematics skills of Nicholls graduates will result in strengthening relationships with these agencies.

4.e.2. Promotion of Economic Development and/or Cultural Resources

Nicholls State University embraces its role of providing to Louisiana capable workers who exhibit all the qualities of a well-rounded education, including serviceable mathematics skills. The implementation of the redesigned College Algebra course will impact the Louisiana work force in two positive ways. First, the focus on repetition until skill mastery is acquired will result in Nicholls graduates with a higher level of mathematical competence than in the past. Second, the positive affect of the project on retention will result in greater numbers annually of Nicholls graduates that are able to enter the work force with a bachelor's degree.

5. Previous BoR Support Fund Awards

Neither the Principal Investigator nor any of the Co-PI's for this project has received any support from any Support Fund program within the past ten years.

6. Budget and Budget Narrative

Budget

	Support Fund Money Requested	Institutional Match
A. Equipment	\$66,000	\$30,000 (in cash)
B. Software	\$ 550	
C. Supplies	\$11,500	\$16,100 (in cash)
G. Other		
1. Gray summer salary	\$ 4,775	\$ 1,500 (in cash)
2. Dupree summer salary	\$ 3,549	\$ 1,500 (in cash)
3. Lasseigne summer salary	\$ 3,450	\$ 1,500 (in cash)
4. Student summer wages	\$ 800	
H. Indirect costs	Not allowed	\$ 4,269 (in kind)
J. Total Costs (A-I)	\$90,624	\$54,869

Form 5-ENH is attached.

Budget Narrative

A. Equipment. A total of 80 computers are needed for the project. 55 Dell Optiplex Gx745 computers at approximately \$1200 each (state price to include shipping and handling) are requested for the project and are identical to the computers which the university has recently purchased for the initial pilot portion of this project. 25 Dell Optiplex

Gx745 computers at approximately \$1200 each (state price to include shipping and handling) will be purchased by the University as match.

The addition of 80 total computers for the MEW facility will bring the facility's maximum capacity to 132 students. 30 of the computers will be used to equip the testing facility for the project. The testing facility will be used for small group instruction and for overflow when not required for testing.

- B. Software. Software components for an ID scanner system, Bio-Time Clock, SKU: BTIMEDCEE is requested for student tracking purposes.

- C. Supplies. A total of 80 desk and chairs and 2 ID scanners are required. 32 computer desks, Education Workstation 36w x 30d, Prod# ED3036NL1QQ, at \$120 each, 33 computer chairs, Perpetual 4300 series, Product# 4313X1, at \$220 each, and 2 ID scanner system M2-S Fingerprint Readers SKU:M2SR, at \$200 each, are requested. 48 computer desks, Education Workstation 36w x 30d, Prod# ED3036NL1QQ, at \$120 each, and 47 computer chairs, Perpetual 4300 series, Product# 4313X1, at \$220 each, will be purchased by the University as match.

The 80 computer desks and chairs will complete the workstations for the 80 computers. The ID scanner system is needed to track student attendance and generate related reports.

- G. Other. Duties described within the narrative require faculty to prepare for the project in the summer of 2008 prior to the start of the fall 2008 classes. One month summer effort is required for preparation from the PI and MEW coordinators. The requested support fund outlay will not supplant state funds.

The proposal is that the Board of Regents and University each pay a portion to include fringe as follows:

1. Gray summer. PI-Gray based on $\$45,184/(9 \text{ mo}) = \$5,020$ plus 25% fringe = \$6275. BoR request, \$4,775; University match, \$1,500.

Dr. Gray will have many duties that are directly related to preparing the MEW facility for the fall 2008 semester, such duties to begin in June 2008. These duties include, but are not limited to: assisting the MEW Coordinators with preparation and scheduling, coordinating the disbursement of grant funds with the University, assist student workplace manager with anything requiring faculty authority, and assimilating the suggestions of visiting experts.

2. Dupree summer. Coordinator-Dupree based on $\$36,351/(9 \text{ mo}) = \$4,039$ plus 25% fringe = \$5,049. BoR request, \$3,549; University match, \$1,500.

Following is a brief list of activities to be performed by the MEW Coordinator and Co-coordinator during the summer of 2008, in preparation for the fall 2008 College Algebra sections.

- Select text book for fall, compatible with *MyMathLab*
- Setup main *MyMathLab* course
 - * Section assignments

- * Practice Problems
 - * Homework Problems
 - * Quizzes
 - * Tests
 - Create *MyMathLab* coordinator sections for each day
 - Create documentation for students
 - Setup job description and schedule for MEW staff
 - * Faculty
 - * GA's
 - * Mathematics majors
 - * Time clock workers
 - Enhance the time clock reports that are needed for record keeping
 - Design grade book
 - Prepare notes for Focus meetings
3. Lasseigne summer. Co-Coordinator–Don Lasseigne based on $\$35,642/(9 \text{ mo}) = \$3,960$ plus 25% fringe = $\$4,950$. BoR request, $\$3,450$; University match, $\$1,500$. Mr. Lasseigne's duties will be to work directly with Ms. Dupree to accomplish the objectives of the MEW Coordinator.
4. Student summer. The request is for wages for Nicholls student Cassius Dsouza, student MEW manager, based on $\$10$ per hour, 20 hours per week, for 4 weeks. Mr. Dsouza's summer 2008 MEW facility duties as student workplace manager are as follows:
- Technical responsibilities include:
 - * Assist Faculty in configuring the appropriate electronic equipment to meet lecture delivery needs as determined by the Department of Mathematics.
 - * Assist graduate assistants and mathematics student workers (MEW Staff) in software related issues.
 - * The manager will try to solve initial hardware or software problems that arise in the workplace either by resolving the issue or by redirecting the issue to the appropriate governing offices in a timely manner.
 - Administrative responsibilities entail enforcing the rules and policies set forth by the department of mathematics.
 - The manager serves as a liaison between the MEW staff and administration providing details of technical, administrative and logistical issues to various governing offices and departments when required.
- H. Indirect costs. The University matches unrecovered indirect cost based on the above salaries, calculated as $\$6,275 + \$5,049 + \$4,950 + \$800 \times 25\%$, which is the rate set by BoR when allowable.

6. Budget

BOARD OF REGENTS SUPPORT FUND TRADITIONAL AND UNDERGRADUATE ENHANCEMENT, FY 2007-2008

Directions: Each line item under the columns "Support Fund Money Requested," "Institutional Match," and "Private Sector/Other Match" must be itemized, fully explained, and justified **on a separate budget justification page(s)**. Attach additional justification pages as needed.

Title of Proposal: **Accoutrements for a Redesign Model in College Algebra**

Project Director(s): **Michael Gray, Ph.D. / Scott Beslin, Ph.D. / Sherill Dupree / Ianna West, Ph.D.**

Institution(s) of Higher Education: **Nicholls State University**

PROPOSED BUDGET:

	Support Fund Money Requested	Institutional Match ¹	Private/Other Match ²
A. Equipment ³	\$66,000.00	\$30,000.00 (in cash)	
B. Software	\$ 550.00		
C. Supplies	\$11,500.00	\$16,100.00 (in cash)	
D. Shipping/handling			
E. Installation			
F. Personnel training			
G. Other			
1. Gray summer	\$ 4,775.00	\$ 1500.00 (in cash)	
2. Dupree summer	\$ 3,549.00	\$ 1500.00 (in cash)	
3. Lasseigne summer	\$ 3,450.00	\$ 1500.00 (in cash)	
4. student summer	\$ 800.00		
H. Indirect costs	Not allowed	\$ 4,269.00 (in kind)	
I. Maintenance	Strongly discouraged		
J. Total costs (A-I)	\$90,624.00	\$ 54,869.00	

¹ Stipulate whether in-cash or in-kind. The Board strongly encourages the sharing of costs for proposed projects. Applicants and institutional officials should note, however, that the employing institution will be required to honor the commitments made in the original proposal before any awards are made. Discounts for equipment purchases are not allowable as institutional match.

² The budget page(s) must reflect and the budget justification pages must explain any external funds that are claimed in the proposal. External funds and their expenditure must be accounted for in the same manner as Support Fund money and institutional match.

³ Equipment. If applicable, itemize and describe briefly the proposed equipment and its intended use in the project. Include the name, model number, and manufacturer(s).

(TR and UG Enhancement Program Budget and Budget Justification, Rev. 8/2007)

Budget Justification:**Equipment:**

(A total of 80 computers are needed for the project.)

55 Dell Optiplex Gx745 computers @ approximately \$1200 each (state price to include shipping and handling) are requested for the project and are identical to the computers which the university has recently purchased for the initial pilot portion of this project.

BoR Request**University Match**

\$66,000

25 Dell Optiplex Gx745 computers @ approximately \$1200 each (state price to include shipping and handling) will be purchased by the University as match.

\$30,000

Software:

Software components for an ID scanner system, BioTime Clock, SKU: BTIMEDCEE is requested for student tracking purposes.

\$550

Supplies:

(A total of 80 desk & chairs and 2 ID scanners are required.)

32 computer desk, Education Workstation 36wx 30d- Prod# ED3036NL1QQ @ \$120 each and 33 computer chairs, Perpetual 4300 series Product# 4313X1 @ \$220 each. In Addition, 2 ID scanner system M2-S Fingerprint Reader SKU:M2SR @ \$200 each are requested.

\$11,500

48 computer desk, Education Workstation 36wx 30d- Prod# ED3036NL1QQ @ \$120 each and 47 computer chairs, Perpetual 4300 series Product# 4313X1 @ \$220 each will be purchased by the University as match.

\$16,100

Other:

Duties described within the narrative require faculty to prepare for the project in the summer 08 prior to the start of the 08 fall classes. One month summer effort is required for preparation from the PI and MEW coordinators. We request that both the BoR and University each pay a portion to include fringe as follows:

PI-Gray based on \$45,184/9 mo = \$5,020 x 25% fringe = \$1,255 = \$6275 (BoR request \$4,775) (University match \$1,500).

\$4,775

\$1,500

Co-Coordinator-Dupree based on \$36,351/9 mo=\$4039 X 25% fringe = \$1,010 = \$5049 (BoR request \$3,549) (University match \$1,500)

\$3,549

\$1,500

Co-Coordinator-Lasseigne based on \$35,642/9 mo=\$3,960 X 25% fringe = \$990 = \$4,950 (BoR request \$3,450) (University match \$1,500)

\$3,450

\$1,500

Student worker to manage MEW facility based on \$10 Per hour @ 20 per week for 4 summer weeks.

\$800

Indirect Cost:

The University matches unrecovered in-direct cost based on the above Salaries based on \$6,275 + \$5,049 + \$4,950 + 800 x 25% which is the rate set by BoR when allowable.

\$4,269

7. BIOGRAPHICAL SKETCH (1 of 4)

Provide the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

Name Michael J. Gray		Position Title Assistant Professor of Mathematics	
EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of Central Arkansas, Conway, Arkansas	Bachelor of Science	1996	Mathematics
	Master of Arts	2000	Mathematics Education
Baylor University, Waco, Texas	Doctor of Philosophy	2006	Mathematics

RESEARCH AND PROFESSIONAL EXPERIENCE: Starting with present position, list, in reverse chronological order, previous relevant employment, experience, and honors. Key personnel includes the principal investigator and any other individuals who participate in the development or execution of the project. Key personnel typically will include all individuals with doctoral or other professional degrees, but in some projects will include individuals at the masters or baccalaureate level provided they contribute in a substantive way to the development or execution of the project. Include present membership on any Federal Government public advisory committee. List, in reverse chronological order, the titles, all authors, and complete references to pertinent publications during the past five years and to representative earlier publications pertinent to this application. DO NOT EXCEED TWO PAGES.

EMPLOYMENT HISTORY

- Nicholls State University, Thibodaux, Louisiana, August 2006—Present
 Assistant Professor of Mathematics, Tenure Track
 Courses: Advanced Calculus, Business Calculus, Calculus I, College Algebra, Differential Equations, Linear Algebra, Mathematical Modeling
- Baylor University, Waco, Texas, August 2002—May 2006
 Mathematics Graduate Teaching Assistant and Laboratory Instructor
 Courses: Calculus for Business Students, Pre-Calculus Algebra, Pre-Calculus Algebra for Business
- McLennan Community College, Waco, Texas, June 2003—December 2003
 Adjunct Professor of Mathematics
 Courses: Beginning Algebra I, Contemporary Liberal Arts Mathematics, Introduction to Statistics, Mathematics for Business and Economic Analysis II
- Auburn University, Auburn, Alabama, August 2000—August 2002
 Mathematics Graduate Teaching Assistant and Laboratory Instructor
 Courses: Calculus I, Calculus with Business Applications II, Pre-Calculus Algebra and Trigonometry, Pre-Calculus Trigonometry
- University of Central Arkansas, Conway, Arkansas, August 1999—August 2000
 Mathematics Graduate Teaching Assistant and Laboratory Instructor
 Course: College Algebra
- Axiom Corporation, Conway, Arkansas, April 1997—August 1999
 Job Description: Worked within a team environment facilitating access and maintenance of Meredith Corporation's customer computer database.
 Duties: Project leader and contact for a specialized portion of the database used by several Meredith market research analysts.

PROFESSIONAL SERVICE

- Chair, Session on Ordinary Differential Equations, AMS/MAA Joint Mathematics National Meeting, San Antonio, Texas, January 14, 2006.

PUBLICATIONS

- Gray, Michael. Uniqueness implies uniqueness for nonlocal boundary value problems for third order ordinary differential equations. *Dynamical Systems and Applications* 16 (2007), no. 2, 277--284.
- Gray, Michael. Uniqueness implies uniqueness and existence for nonlocal boundary value problems for third order ordinary differential equations. *Communications on Applied Nonlinear Analysis* 13 (2006), no. 4, 19--30.

CONTRIBUTED CONFERENCE PRESENTATIONS

- 26th SEARCDE, University of North Carolina at Greensboro, Greensboro, North Carolina, October 27, 2006.
Uniqueness Implies Uniqueness and Existence for Non-local Boundary Value Problems for Third Order Ordinary Differential Equations.
- American Mathematical Society Session on Ordinary Differential Equations, AMS/MAA Joint Mathematics National Meeting, San Antonio, Texas, January 14, 2006.
Uniqueness Implies Uniqueness and Existence for Nonlocal Boundary Value Problems for Third Order Differential Equations.
- 25th SEARCDE, University of Dayton, Dayton, Ohio, October 7, 2005.
Uniqueness Implies Uniqueness for Non-local Boundary Value Problems for Third Order Differential Equations.

7. BIOGRAPHICAL SKETCH (2 of 4)

Provide the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

Name Scott J. Beslin		Position Title Professor of Mathematics / Chair	
EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of Louisiana at Lafayette, Lafayette, Louisiana	Bachelor of Science	1983	Mathematics Education
	Master of Science	1985	Mathematics
	Doctor of Philosophy	1988	Mathematics

RESEARCH AND PROFESSIONAL EXPERIENCE: Starting with present position, list, in reverse chronological order, previous relevant employment, experience, and honors. Key personnel includes the principal investigator and any other individuals who participate in the development or execution of the project. Key personnel typically will include all individuals with doctoral or other professional degrees, but in some projects will include individuals at the masters or baccalaureate level provided they contribute in a substantive way to the development or execution of the project. Include present membership on any Federal Government public advisory committee. List, in reverse chronological order, the titles, all authors, and complete references to pertinent publications during the past five years and to representative earlier publications pertinent to this application. DO NOT EXCEED TWO PAGES.

EMPLOYMENT HISTORY

- Nicholls State University, Thibodaux, Louisiana, 1988—Present.
Chair, Department of Mathematics and Computer Science, 2006—Present

PUBLICATIONS (SINCE 2000)

- "Rings Permitting Polynomial Interpolation," *JP Journal of Algebra and Number Theory and Applications*, 2004.
- "On the Mapping $(xy) \rightarrow (xy)^n$ in an Associative Ring," *International Journal of Mathematics and Mathematical Sciences*, 2004.
- "The Minimal Polynomials of $\sin\left(\frac{2\pi}{p}\right)$ and $\cos\left(\frac{2\pi}{p}\right)$," *Mathematics Magazine*, 2003.
- "Another Look at Factoring Polynomials," *The College Mathematics Journal*, 2001.
- "Time and Its Inverse," *PiMu Epsilon Journal*, 2000.

PAPERS PRESENTED (SINCE 2000)

- "A New Masters of Science Program at Nicholls State University," Louisiana Association of Teachers of Mathematics, Baton Rouge, 2005.
- "Floor Samples," Louisiana Association of Teachers of Mathematics, Baton Rouge, 2005.
- "Simple Mathematical Models for the Classroom," AMATYC Conference, Delgado Community College, New Orleans, 2004.
- "Identity Powers in $Z(m)$," Mathematical Association of America, Northwestern Louisiana University, Natchitoches, 2002.

- Colloquium, "Factoring Polynomials," Southeastern Louisiana University, Hammond 2001.

RECENT AWARD

- Presidential Award for Teaching Excellence (Nicholls), 2000.

PROJECTS

- University Council research Grant, "Connections between Algebra and Geometry," 1995-96. Directed student research.
- LEQSF Equipment Grant for Technology-Assisted Classroom, co-investigator, 1997.
- Preparing Tomorrow's Teachers to Use Technology, Participant, 2003-2004.
- Three-Phase Enhancement Plan for Mathematics Technology – Assisted Classrooms, LEQSF Grant, 2005.
- Referee for various professional journals.
- Graduate Coordinator, Mathematics, Spring 2006.

OTHER DUTIES

- Principal author of new M.S. curriculum in Community/Technical College Mathematics.
- Principal author of undergraduate curriculum review.
- Recruiting at area high schools.
- Directing student papers at regional meetings of the MAA.
- Directed departmental graduate scholar in research.
- Member of Speaking of Science (S.o.S.) State Speakers' Bureau.

7. BIOGRAPHICAL SKETCH (3 of 4)

Provide the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

Name Sherill Lind Dupree		Position Title Mathematics Instructor	
EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Nicholls State University, Thibodaux, Louisiana	Bachelor of Science Master of Science	1973 1974	Computer Science Mathematics

RESEARCH AND PROFESSIONAL EXPERIENCE: Starting with present position, list, in reverse chronological order, previous relevant employment, experience, and honors. Key personnel includes the principal investigator and any other individuals who participate in the development or execution of the project. Key personnel typically will include all individuals with doctoral or other professional degrees, but in some projects will include individuals at the masters or baccalaureate level provided they contribute in a substantive way to the development or execution of the project. Include present membership on any Federal Government public advisory committee. List, in reverse chronological order, the titles, all authors, and complete references to pertinent publications during the past five years and to representative earlier publications pertinent to this application. DO NOT EXCEED TWO PAGES.

Aug 94–present Nicholls State University Thibodaux, LA

Instructor/mathematics

- Coordinator involved in the design and implementation of the MEW sections of college algebra based on R2R model used by LSU and other universities
- Served as invited panelist at the Mathematical Association of America Louisiana/Mississippi Section 82nd Annual Meeting of held in Gulfport during March 3-5, 2005. The panel discussion, "The Good, the Bad and the Ugly", included topics about software for online homework, online testing, etc.
- Teach calculus, calculus for technology and business, trigonometry, college algebra, and developmental mathematics.
- Setup and maintain the computers for the mathematics department labs and the math server.
- Incorporate technology into my presentation as emphasized in PT3 program.
- Coordinate mediated learning developmental and college algebra courses both in the computer labs and on the World Wide Web.
- Taught computer literacy as an adjunct instructor.

Nov 82–present Bayou Dental Houma, LA

Computer specialist/bookkeeper

- Bookkeeping functions involving employee payroll, accounts payable and general ledger for the dental office.
- Software, hardware and computer networking.

Jan 81– Oct 82 Delta Services Houma, LA

Programmer/analyst

- Software updates on the IBM 370.
- Designed, wrote and installed pipe tracking system.

July 80–Jan 81 TBW Industries Houma, LA

Programmer

- Custom programming on the IBM System 3.

Nov 78–July 80

Ochsner Foundation Hospital

New Orleans, LA

Programmer/analyst

- Data Base Administrator for DL/I on IBM 370.
- Project leader in the installation of Data Point equipment

Jan 73–Nov 78

Terrebonne General Hospital

Houma, LA

Programmer/analyst and Supervisor of data processing

- Set up the first hospital computing system.
- Customized hospital package on Honeywell 20/20 and Four Phase.

7. BIOGRAPHICAL SKETCH (4 of 4)

Provide the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

Name Ianna H. West		Position Title Assistant Professor of Mathematics	
EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Nicholls State University, Thibodaux, Louisiana	Bachelor of Science	1997	Mathematics Education
University of Louisiana at Lafayette, Lafayette, Louisiana	Master of Science	2002	Mathematics
	Doctor of Philosophy	2004	Mathematics

RESEARCH AND PROFESSIONAL EXPERIENCE: Starting with present position, list, in reverse chronological order, previous relevant employment, experience, and honors. Key personnel includes the principal investigator and any other individuals who participate in the development or execution of the project. Key personnel typically will include all individuals with doctoral or other professional degrees, but in some projects will include individuals at the masters or baccalaureate level provided they contribute in a substantive way to the development or execution of the project. Include present membership on any Federal Government public advisory committee. List, in reverse chronological order, the titles, all authors, and complete references to pertinent publications during the past five years and to representative earlier publications pertinent to this application. DO NOT EXCEED TWO PAGES.

EMPLOYMENT EXPERIENCE

- **Assistant Professor of Mathematics**, Nicholls State University, Thibodaux, La, August 2004 – present.
- **Teaching Assistant**, University of Louisiana at Lafayette, Mathematics Department, Lafayette, LA, August 1998 – August 2004.
- **High School Teacher**, Lafayette High School, Lafayette, LA, January 1998 – May 1998.

HONORS

- *Phi Eta Sigma*
- *Kappa Delta Pi*
- *Phi Kappa Phi*
- Rowe Teaching Award, September 2003

PUBLICATIONS

- West, Ianna H.; Vatsala, A. S. Generalized monotone iterative method for integro differential equations with periodic boundary conditions. *Mathematical Inequalities & Applications* **10** (2007), no. 1, 151--163.
- West, Ianna H.; Vatsala, A. S.; Sokol, Michael. Generalized monotone iterative methods for second order boundary value problems. *Neural, Parallel & Scientific Computations* **13** (2005), no. 2, 213--227.
- West, I. H.; Vatsala, A. S. Generalized monotone iterative method for initial value problems. *Applied Mathematics Letters* **17** (2004), no. 11, 1231--1237.

8. CURRENT AND PENDING SUPPORT (1 of 4)
(From ALL sources, including Board of Regents Support Fund)

The following information MUST be provided for each investigator and other senior personnel. Use additional sheets as necessary

NAME OF INVESTIGATOR: MICHAEL J. GRAY

Status of Support: ☐ Current ☒ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title: ACCOUTREMENTS FOR A REDESIGN MODEL IN COLLEGE ALGEBRA

Source of Support: BOARD OF REGENTS

Award Amount (or Annual Rate): \$90,624.00 Period Covered: FY 2008-2009

Location of Activity: NICHOLLS STATE UNIVERSITY, THIBODAUX, LOUISIANA

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☒ 33% ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

8. CURRENT AND PENDING SUPPORT (2 of 4)
(From ALL sources, including Board of Regents Support Fund)

The following information MUST be provided for each investigator and other senior personnel. Use additional sheets as necessary

NAME OF INVESTIGATOR: SCOTT J. BESLIN

Status of Support: ☐ Current ☒ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title: ACCOUTREMENTS FOR A REDESIGN MODEL IN COLLEGE ALGEBRA

Source of Support: BOARD OF REGENTS

Award Amount (or Annual Rate): \$90,624.00 Period Covered: FY 2008-2009

Location of Activity: NICHOLLS STATE UNIVERSITY, THIBODAUX, LOUISIANA

Person-Months or % of Effort Committed to the Project: Cal Yr ☐ Acad ☐ Summ ☐

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☒ 33% ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

8. CURRENT AND PENDING SUPPORT (3 of 4)
(From ALL sources, including Board of Regents Support Fund)

The following information **MUST** be provided for each investigator and other senior personnel. Use additional sheets as necessary

NAME OF INVESTIGATOR: SHERILL LIND DUPREE

Status of Support: ☐ Current ☒ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title: ACCOUTREMENTS FOR A REDESIGN MODEL IN COLLEGE ALGEBRA

Source of Support: BOARD OF REGENTS

Award Amount (or Annual Rate): \$90,624.00 Period Covered: FY 2008-2009

Location of Activity: NICHOLLS STATE UNIVERSITY, THIBODAUX, LOUISIANA

Person-Months or % of Effort Committed to the Project: Cal Yr ☐ Acad ☐ 33% ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$ _____ Period Covered: _____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

8. CURRENT AND PENDING SUPPORT (4 of 4)
(From ALL sources, including Board of Regents Support Fund)

The following information MUST be provided for each investigator and other senior personnel. Use additional sheets as necessary.

NAME OF INVESTIGATOR: IANNA H. WEST

Status of Support: ☐ Current ☒ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title: ACCOUTREMENTS FOR A REDESIGN MODEL IN COLLEGE ALGEBRA

Source of Support: BOARD OF REGENTS

Award Amount (or Annual Rate): \$90,624.00 Period Covered: FY 2008-2009

Location of Activity: NICHOLLS STATE UNIVERSITY, THIBODAUX, LOUISIANA

Person-Months or % of Effort Committed to the Project ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$_____ Period Covered:_____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$_____ Period Covered:_____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Status of Support: ☐ Current ☐ Pending ☐ Submission Planned in Near Future

Contract Number/Proposal Title:

Source of Support:

Award Amount (or Annual Rate): \$_____ Period Covered:_____

Location of Activity:

Person-Months or % of Effort Committed to the Project: ☐ Cal Yr ☐ Acad ☐ Summ

Provost & Vice President for Academic Affairs

P. O. Box 2002
Thibodaux, LA 70310
985.448.4011
Fax: 448.4026

NICHOLLS
STATE UNIVERSITY
A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

To: Ms. Debi Benoit, Director
Office of Research and Sponsored Programs

From: Carroll Falcon, Provost
Academic Affairs



Date: 19 October 2007

This is to confirm that the University will provide an in-cash match for the proposal, entitled "Accoutrements for a Redesign Model in College Algebra". The match represents the purchase of 25 computers @ approximately \$30,000, 25 computer desk and 25 computer chairs @ approximately \$8,500 (amounts are inclusive of shipping and handling charges). The following accounts will provide these funds; 210906 and 521245.

990
Academic Computing

P.O. Box 2036
Thibodaux, LA 70310
985.449.7173

NICHOLLS
STATE UNIVERSITY
A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

Date: October 17, 2007

To: Mr. Michael Gray
Department of Math & Computer Science
College of Arts & Sciences

RE: Confirmation of Technology Fee Match

I would like to confirm your request for a cash match from the Instructional Technology Fee (account 526750) for the fiscal year 2008-2009 in the amount of \$7,600, towards your Board of Regents grant entitled "*Accoutrements for a Redesign Model in College Algebra.*" Please accept this letter as proof of maximum commitment from the Technology Fee in the amount stated above.

I would like to thank you for finding innovative ways to leverage these monies through outside sponsorship. If you have any questions, please feel free to call me at extension 4196 or email me at Sherry.Rodrigue@nicholls.edu.

Thank You,



Sherry A. Rodrigue
Assistant Director of Academic Computing
Director of Instructional Technology

CC: Tom Bonvillain, Larry Howell, Debi Benoit

Department of Mathematics & Computer Science

P.O. Box 2026

Thibodaux, LA 70310

985.448.4381

Fax: 448.4927

NICHOLLS
STATE UNIVERSITY
A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

October 19, 2007

To: Dr. Michael Gray

Re: Confirmation of Faculty Stipend Match (Acct. # 210620)

Please accept this letter as a commitment from the Department of Mathematics and Computer Science toward summer stipend pay (\$1500 each, inclusive of fringe benefits) for Dr. Michael Gray, Ms. Sherill Dupree, and Mr. Don Lasseigne, with reference to the grant entitled *Accoutrements for a Redesign Model in College Algebra,* as per conversations with Dean Asrabadi and Assistant Provost Larry Howell.

Scott Beslin

Mathematics and Computer Science