

## **BoRSF Planning Committee Consideration of Support Fund Restructuring Recommendations from July 27, 2016 Meeting**

### **Support Fund as a Whole**

- Ensure Louisiana's unique Support Fund – the only such state-supported program in the country – deploys its extremely limited resources strategically to accomplish constitutionally mandated goals of building excellence in higher education and contributing to Louisiana's economic development.
- Applications for funding and funded projects must explicitly reflect the submitting campus's role, scope, mission, and strategic priorities as defined in campus-based strategic and/or master planning.
- All awards determined on a competitive basis with external review.
- Align with BoR Centers of Excellence criteria: to be eligible, a program/unit/activity must demonstrate existing or potential:
  - strong performance record and alignment with the strategic goals of the campus
  - focus in one or more areas of research, education, and/or training relevant to the State
  - appropriate range of academic, training and/or research opportunities in the area(s) of focus
  - engagement with the economic, social, and/or cultural life of the community/region
- New structure to be phased in beginning in FY 2017-18
- All existing obligations – multi-year contracts, federal matching, etc. – will be honored as the new structure is implemented
- Phase-out plan to be provided to match endowment requests received/underway when previous subprograms terminate and/or policies/match requirements change (\$7.6M in unfunded requests as of April 2016)

### **Proposed Structure**

#### **I. Enhancement for Academic, Research, and Agricultural Departments and Units<sup>1</sup>**

##### **A. Enhancement for Excellence**

- Focus on infrastructure (broadly defined) in priority areas: equipment, supplies, curriculum redesign, development of new areas of focus, etc.
- Emphasis on need for supplemental funding and benefits of BoRSF investment to students, faculty, and the community or region (economic and/or social)
- Model on current Traditional Enhancement and previous P-KSFI subprograms and operate as three components: primarily research, primarily education, and primarily workforce development – offering both small short-term grants (e.g., for an equipment purchase or specific activity) and larger and longer-term awards (3-5 years), all on a departmental/unit/center basis.
- Build into Enhancement activities undergraduate and graduate student support – research experiences for undergrads, graduate research or professional development support, supplements to recruit/retain high-performing, URM, and/or high-need students, etc. Overlap of activities in a single project – research, education, workforce – permitted and encouraged as part of a holistic approach to enhancing an academic unit.
- Encourage multi-campus, multi-level (i.e., research university-regional university-community college) partnerships for high-priority areas (e.g., LONI Institute project through P-KSFI) to support major activities including cluster hires on one campus or across multiple institutions, shared or core facility equipment purchases/access, cross-campus student opportunities, etc.
- Require projects to include sustainability plans to maintain activities after BoRSF funding.

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<sup>1</sup> “Departments and Units” is not intended to restrict eligibility to discipline-based departments. Instead, the phrase broadly refers to all formally constituted academic, research or agricultural organizational unit on the campus, including centers, multidisciplinary research groups, etc. Informal or ad hoc partnerships or collaborative groups are not included.

## **B. Federal Matching**

- Retain matching for EPSCoR projects under BoR management.
- Proposal development for major campus-based consortial proposals: very limited annual funding, to be combined with cash commitments from participating campuses, for development of major proposals to federal competitions: expenditures only for LA higher education activities and campuses per constitutional restrictions. Funds awarded on a first-come, first-served basis, pending submission and external review of a proposal to verify quality and impact.

## **C. Endowed Two-Year Workforce Scholarships**

- Continue scholarship matching in high-demand workforce areas and monitor demand and impact.
- Consider broadening opportunity to non-two-year campuses while retaining workforce focus.
- Eliminate First-Generation Scholarships – insufficient for meaningful impact on access and not aligned with the Support Fund’s constitutionally defined mission.

## **II. Targeted R&D**

- Restrict Research Competitiveness Subprogram (RCS) and Industrial Ties Research Subprogram (ITRS) to MPRAC/BoR research focus areas adopted in 2015: Advanced Manufacturing and Materials; Life Sciences and Bioengineering; Digital Media and Enterprise Software; Coastal and Water Management; and Clean Technology and Energy.
- Retain RCS as funding for basic research leading to federal competitiveness, but restrict to MPRAC/BoR focus areas.
- Increase funding for ITRS to support economic development activities:
  - Two activities: industrial partnerships and proof-of-concept/prototyping
  - Up to three years of funding
  - Tiered industrial matching – cash match at a minimum level required for large companies (500+ employees); smaller, in-kind matches allowed for in-State and smaller companies; incentives for participation of start-ups, particularly those initiated by faculty, and partnerships with SBIR/STTR applicants with significant chances of receiving federal funds, and potentially tie BoRSF funding caps to match amounts (1:1 BoRSF request with non-state industrial partner, higher increments of BoRSF request with in-state and start-up companies)
- Retain ATLAS as a small research/creative opportunity for arts and humanities faculty – including faculty partnerships with regional arts organizations (galleries, performing arts organizations, etc.), with emphasis on near-term completion and impact.
- Require all R&D projects to include student (undergrad and/or graduate student) participation in research activities; where appropriate, strongly encourage partnerships with other institutions/institutional types.

## **III. Faculty Endowment**

- 60% private-40% BoRSF match and tier minimum endowment levels by campus type: research, regional, CC/TCC while providing opportunities for campuses to seek higher endowment levels when appropriate to the subject area/function of the endowment.
- Three types of faculty endowment based on principal function of faculty holder: primarily research, primarily education, and primarily workforce.
- Multiple levels of endowment per campus type and endowment purpose: Endowed Chairs (\$1-3M+) and Endowed Professorships for Faculty Development (\$100,000-\$500,000).
- Endowment matching only for areas of high priority aligned with role/scope/mission, with preference given to MPRAC/BoR focus areas for research endowments only.
- Significantly boost minimum corpus levels for research campuses and require other campus types to justify endowment level by planned use. Endowment levels should be treated as minimum – any campus may propose higher endowments with justification.

- Higher corpus levels required for STEM and Business disciplines, which require greater investments in faculty.
- Scoring to include assessment of need for long-term investment in subject area, given permanence of endowments.
- Replace non-competitive, guaranteed Endowed Professorships with competitive Professorships for Faculty Development and restrict eligibility by campus based on role, scope, mission, and strategic priorities.

#### **IV. Graduate Student Recruitment**

- Retain endowed graduate scholarships and monitor demand and outcomes (student performance & post-graduation placement, contributions to major initiatives/priorities, etc.) to ensure such permanent investments provide strong benefits to the State.
- Retain SREB membership opportunities and introduce stipend supplements for campuses to promote and sustain strong and diverse graduate populations, and contribute to the research capacity of campuses and departments.
- Eliminate stand-alone fellowships, which keep many strong students on the sidelines of research and teaching opportunities, and incorporate significant graduate student support and participation in Enhancement and R&D projects (research assistantships, professional development opportunities, fellowship supplements in support of project goals, etc.).