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AGENDA
ACADEMIC & STUDENT AFFAIRS COMMITTEE

February 19, 2020 • 10:50 a.m.

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Center and Institute Continued Authorization
 - 1. Center for Internal Auditing – LSU A&M
 - 2. Center for Rotating Machinery – LSU A&M
 - 3. Leadership Development Institute – LSU A&M
 - 4. Chef John Folse Culinary Institute – Nicholls State University
 - 5. Small Business Risk Management Institute – UL Monroe
 - B. Routine Staff Reports
 - 1. Staff Approvals
 - 2. Letters of Intent / Proposals in the Queue
- IV. Academic Programs
 - A. Letters of Intent
 - 1. BS Computer Science – LSU Alexandria
 - B. Program Proposals
 - 1. AS Geology – Fletcher TCC
 - 2. AS Teaching, Grades 1-5 – Southern University Shreveport LA
 - 3. UC Business Analytics – Northwestern State University
 - 4. UC Leadership Studies – Northwestern State University
 - 5. BA Music – UL Monroe
 - 6. BS Urban Construction Management – University of New Orleans
 - 7. PBC Facilities Management – LSU A&M
- V. Centers & Institutes
 - A. Centers of Excellence
 - 1. Continued Designation of the Feist-Weiller Cancer Center as a Center of Research Excellence – LSU Health Sciences Center – Shreveport

VI. Other Business

VII. Adjournment

Committee Members: Collis Temple III, Chair; Blake David, Vice Chair; Claudia Adley; William Jewell; Wilbert Pryor; Gary Solomon, Phillip May Jr.; LCTCS Representative; LSUS Representative; SUS Representative; ULS Representative

AGENDA ITEMS III A 1-5

Continued Authorization of Previously Approved Centers and Institutes Executive Summary

Section B of “Academic Affairs policy 2.05: Proposals for New Academic Programs/Units” provides for the initial approval and continued authorization of “Academic Administration or Research Units,” or those campus-based units that are organized and structured around a broad-ranging, interdisciplinary research effort. These units are identified in Regents policy as either a Center or Institute. The primary purpose of a Center is to conduct research, while the purpose of an Institute is to conduct research and offer associated instruction. Both may also include closely related academic or public service activities, and are often engaged with students, industry, and the community. Centers and Institutes are typically focused on a highly specific area and include interdisciplinary research and approaches to issues. Regents approved research units are expected to bring external funding to the institution such as through grants, contracts, and philanthropy to support the unit’s activities.

Board of Regents approval is required to initially establish and continue operation of a research unit. The items under section III A of the consent agenda are research units seeking continued authorization (also called reauthorization), which is granted to research units that have already gone through the full approval process by the Regents. The reauthorization period can be granted for up to five years, but shorter reauthorization periods may be recommended in cases where the unit remains viable but has issues that should be addressed in a shorter time frame. Issues may include lack of stable leadership, significantly shifting priorities or purpose, and/or lack of significant external funding.

AGENDA ITEM III A 1

Reauthorization of a Previously Approved Research Unit Louisiana State University and A&M College Center for Internal Auditing

Background Information

Louisiana State University and A&M College (LSU) is requesting continued authorization of the Center for Internal Auditing (LSUCIA). The Center was granted initial approval by the Board of Regents in 1999 and was most recently granted continued full authorization in December 2014. The LSU Board of Supervisors approved the request to seek continued authorization of the LSUCIA at its December 2019 meeting.

Staff Summary

1. Description

The LSUCIA primarily functions as an academic home for the Internal Audit curriculum in the E. J. Ourso College of Business. LSU is designated as one of only six programs in the US as a Center for Internal Audit Excellence by the Institute of Internal Auditors – Internal Audit Education Partnership, the body that sets educational standards for the field. The LSUCIA faculty develop and teach the internal audit courses at LSU, place approximately 70 student interns each summer, and are a valuable resource connecting employers with LSU students and graduates in internal auditing and related positions.

2. Activities & Plans

Since the last reauthorization in 2014, the Center's activities and achievements include:

- Since 2014, the center has had visiting scholars from institutions in New York, Washington, and South Africa.
- Beginning fall 2017, the LSUCIA began offering an undergraduate minor in internal auditing.
- LSUCIA has produced over 35 internal audit case studies as part of the Internal Audit Education Partnership, with 15 produced or updated since 2014.
- LSUCIA has a long-standing student and faculty exchange with the University of Pretoria in South Africa. During summer 2019, LSUCIA had one faculty and six students attendees to the LSUCIA Case Studies Course, and the same number are expected for this summer.
- Enrollment in the LSUCIA program has remained steady with 75-100 students from business and non-business majors completing the program each year.
- Since 2014, approximately 75 students per year are placed in internship positions with just over 70% of student participants accepting their first job after college with their internship employer.

With reauthorization, the LSUCIA plans to:

- Build executive training opportunities for internal auditing professionals relating to enterprise risk management, governance, information technology, security and data analytics.
- Formalize the process of connecting employers with interns and alumni and becoming a “one stop shop” for organizations seeking auditing, governance, and risk professionals.
- Build research partnerships with other faculty studying governance, risk, and controls.
- Expand the curriculum to serve the College's executive, professional, and online MBA programs.

3. Resources and Administration

The Center reports to the Chair of the Department of Accounting in the E. J. Ourso College of Business. The LSUCIA's Director and Assistant Director, full time accounting faculty, co-teach the nine CIA courses per year, a total of 15 sections. Equipment and other resource needs are covered by contributions from external sponsors and donors.

4. Budget

The Center anticipates approximately \$104K per year in revenue from external sources based on the average of the past five years. Revenue sources include an ongoing \$12K/year grant from the Institute of Internal Auditors Internal Audit Foundation, approximately \$75K/year contributions from partner businesses and donors, and revenue from the annual Fall Alumni Conference. Salaries for the Director, Assistant Director, and three graduate assistants per year are allocated funds from the College. Other operating and activity expenses for the Center are approximately \$78K/year, with an additional \$3K allocated for this year to support the LSUCIA's 35th anniversary celebration.

Staff Analysis

The LSUCIA has a long history of providing the internal audit curriculum at LSU and connecting employers with LSU students and graduates. Plans to expand the reach of the curriculum into professional development and training will broaden the reach of the Institute serving the State's business and industry and providing additional opportunities for revenue to supplement the institution's investment in LSUCIA activities.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Center for Internal Auditing at Louisiana State University and A&M College for a period of five years. A progress report and request for reauthorization shall be due by December 1, 2024.

AGENDA ITEM III A 2

Reauthorization of a Previously Approved Research Unit Louisiana State University and A&M College Center for Rotating Machinery

Background Information

Louisiana State University and A&M College (LSU) is requesting continued authorization of the Center for Rotating Machinery (CeRoM). The Center was granted initial approval by the Board of Regents in 2000 and was most recently granted continued full authorization in 2014. The LSU Board of Supervisors approved the request to seek continued authorization of CeRoM at its December 2019 meeting.

Staff Summary

1. Description

CeRoM focuses on tribology, wear, fatigue and lifetime prediction of materials and machinery components, with emphasis on rotating machinery. It provides research and development services to industries in these areas and has a broad portfolio of industrial support and funding.

CeRoM focuses on interdisciplinary research and development, in close collaboration with industry. By providing cutting-edge technological innovation to solve complex problems in engineering systems, the Center serves as an intellectual foundation to industry with a focus on continuous improvement and long-range development.

One of the primary goals of the Center is to develop partnerships with industry through a variety of collaborative activities to solve challenging technical problems, and to make advanced scientific breakthroughs through invention of the next generation of vital mechanical components. By transferring its R&D activities to industry, the Center plays an active role in boosting productivity, reliability, and global competitiveness, thus providing an economic competitive edge through innovation. CeRoM is now entering its most important phase of R&D since the College of Engineering is in the pursuit of establishing an NSF Industry-University Cooperative Research Center (IUCRC).

The IUCRC is an NSF Center-type funding initiative established in 1973. This successful program seeks to encourage academic institutions to partner with industry. Specifically, it focuses on bridging the gap between early academic research and commercial readiness. It is a proven mechanism for enabling sustainable and industry-relevant pre-competitive research and technology development among its partners in a specified focal area. Industry members directly contribute funds to the IUCRC Centers through membership fees. NSF also provides funds on an annual basis. CeRoM will be one of the most important assets for establishing the IUCRC. Indeed, NSF Program Officers, an NSF Review Panel, and teams of potential industry partners have recently toured CeRoM's laboratories, where the industry expressed significant interest in collaboration with the Center. The extension of the on-going and planned projects at CeRoM and its significant infrastructure are among the important factors considered for new industry members to join the IUCRC.

2. Activities & Plans

The CeRoM has participated in several activities in partnership with various industries. An example of this partnership is with Gulf South Rotating Machinery Symposium (GSRMS). GSRMS represents a large group of oil and gas industry professionals which are dedicated to educating and improving the compression and rotating machinery industry. With GSRMS, CeRoM has offered short courses and participated in exhibits and conferences. CeRoM also partners with local and regional economic development alliances such as Louisiana Economic Development. Partnerships of this nature have led to opportunities

for a variety of funding activities such as grants. CeRoM has become a magnet for attracting visiting scholars from around the globe. Over the past few years, it has hosted numerous senior researchers, post-doctoral research associates and visiting scholars from many of the best institutions and universities who apply to join CeRoM.

CeRoM continues to offer short courses and seminars at industries and to the public. Examples include CeRoM presentations to the Board of Directors of the Louisiana Chemical Association (LCA), as well as the Greater Baton Rouge Industrial Alliance (GBRIA). Furthermore, the Center in collaboration with industry, has and continues to sponsor Senior Design Projects, the capstone project course for undergraduate students in mechanical engineering. These are two-semester courses where students gain significant knowledge while interacting with the Center faculty, post-docs and graduate students as well as the industry.

3. Resources and Administration

The Center is administered by a director and an associate director. CeRoM's associated faculty include ten professors from the Departments of Mechanical and Industrial Engineering. An Industrial Advisory Board is engaged in Center operations and includes members from the Gulf South Rotating Machinery Executive Committee and representatives from Kaydon, Energy Services, 360-International and ExxonMobil.

Over the past five years the Center has expanded its operating space considerably and purchased and/or built a significant number of new test rigs. These test machines will enable the Center to further its research objectives, enhance its reputation nationally, and attract funds from different sources.

4. Budget

The primary state funding source is through the BoR Support Fund (BoRSF) and it is competitively awarded to LSU through proposals. Other major sources of revenue for CeRoM come from federal and industry grants and contracts. Additional revenue is provided by the director's endowed chair and an additional industry contribution.

Staff Analysis

Staff commends the Center for its productivity and affirms its relevance to the University. The Center's accomplishments are notable as is the funding secured to date. The CeRoM is anticipated to successfully continue its mission for many years to come.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Center for Rotating Machinery at Louisiana State University and A&M College for a period of five years. A progress report and request for reauthorization shall be due by December 1, 2024.

AGENDA ITEM III A 3

Reauthorization of a Previously Approved Research Unit Louisiana State University and A&M College Leadership Development Institute

Background Information

Louisiana State University and A&M College (LSU) is requesting continued authorization of the Leadership Development Institute (LDI). The Institute was granted full approval by the Board of Regents in 2014. The LSU Board of Supervisors approved the request to seek continued authorization of LDI at its October 2019 meeting.

Staff Summary

According to the LDI website, “The Leadership Development Institute (LDI) offers cutting-edge, customized, evidence-based leadership development preparation, interventions, and coaching tailored to individuals, boards, communities, and organizations in the education, youth advancement, government, non-profit, and human services sector.” The LDI aims to make LSU a frontrunner in discovering and implementing leadership development processes that grow student, community, and organizational leaders more effectively in the social impact sectors. The LDI team has developed a five phased model for leadership development and assessment and has the long-range vision to apply the LDI model across various sectors relating to social impact including K-12, public safety, and social work.

1. Activities & Plans

Since 2014, the LDI went through several changes to promote stability and growth including the establishment of a full-time executive director position to ensure stable, focused leadership. LDI’s most significant growth and achievements have been in the past few years, and include:

- Initiated new programs and services, including short- and long-term training based on its leadership development and assessment model supported by a group of competitively selected professional coaches to support leadership development in education settings. Recent clients have included West Baton Rouge School District, LSU AgCenter at Burden Gardens, and Project EXPLORE Interns.
- Built and implemented a business model, increased training and contract revenue, and developed a plan to seek grant and philanthropic support.
- Established the LDI advisory board made up of experts in leadership development from various industry, nonprofit, and government sectors. The advisory board conducted a SWOT analysis for the LDI and produced a set of recommendations now being implemented.

For the next five years, the LDI aims to:

- Continue to promote the LDI brand for leadership development efforts in the social impact workforce.
- Foster, develop, and institute a forum for interdisciplinary collaboration and study of leadership and leadership development.
- Provide focus to private fundraising efforts including grant and contract revenue along with philanthropic support.
- Continue the promotion and growth of work in K-12 schools leveraging the successful impacts of LDI efforts on school culture and educator job satisfaction in pilot school systems.

2. Resources and Administration

The LDI was originally housed in the School of Leadership and Human Resource Development (SLHRD) but was later moved up to the College of Human Sciences & Education (CSHE) to broaden the reach and visibility of the Institute. Leadership for the institute was originally a part time addition to the responsibilities of a full time faculty member, but in response to high turnover in that position and the slow progress of the institute, the College has created a full time executive director position, which is currently filled on an interim basis as a search for a permanent leader is conducted over the next year. Since initial approval, the LDI has also added a graduate assistant, a program coordinator, and 18 part time as needed coaches to implement the in-depth training the LDI now offers in area K-12 schools. A seven-member advisory board informs the work of the institute and is made up of a variety of representatives from education, private business, military, and out of state higher education. The LDI is housed in a newly renovated space in Coates Hall, a project funded by the CSHE Dean's office. The space includes offices and fully equipped training spaces.

3. Budget

The addition of the full-time executive director position added just over \$100K per year to the Institute's budget. The benefits of having a full-time leader have quickly resulted in the institute nearly tripling revenue from contracts and training services from \$218,250 in AY 19/20 to \$577,500 already signed for in AY 20/21. That amount is expected to continue to grow significantly for each of the next five years with target contract and training revenue at approximately \$1.3 million by AY 23/24. The increases in revenue are expected to result in the institute being completely self-funded by next year. The growth in revenue will also support the addition of a full-time staff coordinator, student workers, and other activities. The LDI team continues to explore opportunities for grant funding, public-private partnerships, and is working with the College's development staff to identify and cultivate potential donors.

Staff Analysis

LSU's LDI has overcome leadership challenges by committing to the institute's success through the creation of a full-time leadership position, a move that has had rapid positive impact. The model of leadership development created by the Institute has had proven success and popularity as is evident through the growth in contracts and training solicited by K-12 schools and other social service agencies and organizations. Staff anticipate that the growth and success of the LDI will continue, and that the LDI is an asset serving LSU, its students, and the greater community through the active training and development of strong leaders.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Leadership Development Institute at Louisiana State University and A&M College for a period of five years. A progress report and request for reauthorization shall be due by December 1, 2024.

AGENDA ITEM III A 4

Reauthorization of a Previously Approved Research Unit Nicholls State University Chef John Folsie Culinary Institute

Background Information

Nicholls State University (Nicholls) is requesting continued authorization of the Chef John Folsie Culinary Institute. The Institute was initially approved by the Board in 1995, and most recently granted continued authorization in 2011. The UL System office granted administrative approval of continued authorization and submitted the request to the Regents in December 2019.

Staff Summary

1. Description

The Chef John Folsie Culinary Institute was established with Chef Folsie's vision to preserve Louisiana culture and cuisine by teaching chefs, students, and community members to master the art of Cajun and Creole cooking. It is the academic home of an AS Culinary Arts and country's first and state's only public BS Culinary Arts, programs designed in a 2+2 format. The AS program averages 20 graduates per year and the BS program averages 38 graduates per year. The BS degree's eleven concentrations range from culinary specialties to business operations to culinary journalism. In 2015, the newly constructed 33K square foot Lanny D. Ledet Culinary Arts building became the Institute's new home along with Bistro Ruth, a student-operated restaurant. The Sophomore and Senior internship program provides students with hands-on experience, employers with well-trained graduates, and close connections between the Institute and industry.

2. Activities & Plans

Activities since the last reauthorization include:

- Opening the new facilities in the Lanny D. Ledet Culinary Arts Building.
- Establishing six of the eleven current concentrations through collaborations with the departments of Education, Business, and Mass Communication.
- In summer 2019, in collaboration with eh LSU Health Sciences Center – New Orleans, the Institute offered a new culinary medicine elective to 3rd year medical students, with an additional program planned for 4th year students this summer.
- This past October, the Institute hosted the annual Institut Paul Bocuse Alliance Educator Seminar with fifteen educators from eight countries. The event was sponsored by five local businesses and included a student-prepared farewell dinner for participants, students' families, and other Institute supporters.
- Six of the program's courses implemented Online Education Resources in conjunction with LOUIS, and two more are planned for next year. Courses were prioritized based on the greatest ongoing impacts to student cost reduction.

Goals and plans going forward include:

- Similar to the program currently offered at ULL, establish healthy-eating courses with the Cardiovascular Institute of the South targeted to begin in 2021.
- Explore additional educational opportunities including a MS in Culinary Arts and post-baccalaureate certificates, and an online version of the BS concentration in culinary management.
- Continue to improve on the workforce relationships in the region's culinary communities, and work with industry to increase the variety of high paying professional opportunities in the hospitality field.
- Engage both students and faculty in scholarly research in areas that inform and enrich healthy community dietary practices.

3. Resources and Administration

In 2015, the Institute moved into its new facility, which includes four state-of-the-art kitchen lab areas, three classrooms, and the student-run restaurant, Bistro Ruth. In February 2019, Regents approved the request to move the Institute out of the College of Nursing & Allied Health, and the Director now reports directly to the Provost. The Institute employs four full time faculty, five instructors plus adjuncts as needed, and five support staff.

4. Budget

The Institute's annual "LA to Lyon" fundraiser generates approximately \$100,000 in profits, which cover expenses for Institut Paul Bocuse dues and expenses for students who attend their summer program faculty development, hiring adjunct instructors, and unplanned equipment repair and replacement. Carl Perkins grants fund kitchen equipment and chef demos at about \$22,000 per year. In 2019, the Institute received \$15,000 in Regents grants for faculty to write OER materials. According the Nicholl's website, all students who enroll in the Institute's academic programs pay in-state tuition. Tuition and fee revenue of approximately \$1.7 million per year covers the approximately \$1.1 million in Institute employee salaries.

Staff Analysis

The Chef John Folsie Institute is considered by Nicholls to be an area of excellence for the institution. Tuition and fees, plus philanthropic and grant funding more than cover the Institute's expenses and activities. The new facility was built to encourage significant growth in program enrollment and graduation numbers, and staff look forward to seeing the results of this focus in the next reauthorization request.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Chef John Folsie Culinary Institute at Nicholls State University for a period of five years. A progress report and request for reauthorization shall be due by December 1, 2024.

AGENDA ITEM III A 5

Reauthorization of a Previously Approved Research Unit University of Louisiana at Monroe Small Business Risk Management Institute

Background Information

The University of Louisiana at Monroe (ULM) is requesting continued authorization of the Small Business Risk Management Institute (SBRMI). The Institute was initially granted full approval by the Board of Regents in 2013, and most recently granted continued authorization in 2016. The UL System Board of Supervisors approved continued authorization of the SBRMI at its October 2019 meeting.

Staff Summary

1. Description

The primary purpose of ULM's Small Business Risk Management Institute (SBRMI) is to provide both advocacy and education to support small businesses in the area of risk management, and to serve as a source of relevant, reliable, and nonpartisan information that may significantly enhance small businesses' development and success.

The ongoing primary objectives of the Institute are to:

1. *Provide advocacy for small businesses;*
2. *Support economic and workforce development for small businesses;*
3. *Develop training materials for use by small businesses; and*
4. *Produce applied research that is beneficial to small business owners.*

2. Activities & Plans

Since the last reauthorization five years ago, the SBRMI has supported undergraduate students in the BBA Risk Management and Insurance program, which has grown significantly in the past five years (6 grads in AY 14/15; 38 grads in AY 18/19) in conducting over 500 risk assessments for local small businesses. Business range in age and size with most being in retail and services. Students complete a training program and work under the guidance of a faculty member on completing the assessment and are able to develop skills including communication with business owners through the field-based project. The Institute also provides continuing education training for Louisiana insurance agents. The Institute intends to continue these activities going forward.

3. Resources and Administration

The Director of the Small Business Risk Management Institute reports directly to the Vice President of Academic Affairs, and the Institute is housed in the College of Business and Social Sciences in the School of Management and is directly connected to the BBA in Risk Management and Insurance program. The Director staffs the institute with other ULM faculty contributing to the SBRMI's work. Facilities and equipment remain adequate, and no needs are anticipated in the foreseeable future. Adequate faculty are available to teach courses associated with the institute.

4. Budget

Funding for the SBRMI comes from the institution and endowed professorship income. The institute's \$40K annual budget includes a portion of the Director's salary and a graduate assistant.

Staff Analysis

SBRMI fulfills important needs for local and regional businesses while providing excellent opportunities for students in the university's Risk Management and Insurance program. However, staff see an opportunity to leverage the success of the undergraduate program and expand the reach of the institute by actively including more businesses through an advisory board or other formalized business community partnership, expanding efforts to secure grant funding by more actively including additional faculty, and to establish a business model to generate additional revenue from risk assessments and continuing education. These efforts could allow the institute to expand activities and become increasingly financially independent. Staff recommend a two-year reauthorization rather than the standard five, and the next request for continued authorization should address these issues.

STAFF RECOMMENDATION

Senior Staff recommend continued authorization of the Small Business Risk Management Institute at the University of Louisiana at Monroe for a period of two years. A progress report and request for reauthorization shall be due by December 1, 2021.

AGENDA ITEM III B 1

Routine Academic Requests & Staff Approvals

Institution	Request
LSU	Request to offer the existing MA Liberal Arts (24.0101) and the MS Industrial Engineering (14.3501) 100% online. <u>Approved</u>
McNeese	Request to offer the existing MAT Elementary Education (13.1202), the MAT Secondary Education (13.1205), the PBC Elementary Education (13.1202), the PBC Secondary Education (13.1205) and the PBC Middle School Education (13.1203) 100% online. <u>Approved</u>
McNeese	Request to eliminate the Department of Chemical, Civil & Mechanical Engineering and to rename the Department of Electrical Engineering & Computer Science to the Department of Engineering & Computer Science. The terminated department's three programs (BS Engineering CIP 14.0101, BSME Mechanical Engineering CIP 14.0101, and MEng Engineering CIP 14.1901) will be moved to the newly named department. The requests are the next steps in this past fall's creation of the College of Science, Engineering, and Mathematics. The combined departments will ensure all engineering and computer science programs, faculty, and resources are under one department head with improved focus and coordination of administration and activities. <u>Approved</u>
UL Monroe	Request to rename the School of Accounting, Financial, and Information Services to the William Hoover School of Accounting, Financial, and Information Services to honor Mr. William Hoover, a ULM graduate and longtime supporter of ULM's College of Business and Social Sciences. <u>Approved</u>
UL Monroe	Request to rename the School of Management to the David and Sharon Turrentine School of Management to honor their impact on the region through Standard Enterprises, Inc. and their support of ULM's College of Business and Social Sciences. <u>Approved</u>
University of New Orleans	Request to offer the existing BA Romance Languages (16.0101) 100% online. <u>Approved</u>

AGENDA ITEM III B 2

Letters of Intent and Proposals in the Queue Submitted to BoR by Management Boards

Request	Campus	Program	Received	Status
Program Proposals	UNO	UC Unmanned Systems Management	08.29.19	10.11.19 – Staff contacted campus with several concerns regarding lack of details provided in proposal; 12.14.19 & 12.17.19 – Campus submitted revised proposal and direct responses to concerns; 2.8.20 – After further discussion between staff and the campus, UNO requested additional time before Regents consideration of the proposal.
	LSU	MS Financial Economics	12.6.19	1.27.20 – Four external reviewers turned down the offer to conduct the review. Staff asked the campus to research a revised list of potential qualified reviewers and provide justification for recommendations.
	LSU	MS Sport Management	12.6.19	External review is due 2.26.20
	LSU	PhD Experimental Statistics	12.6.19	External review is due 2.26.20
	LSU	3 GCs Environmental Science	1.13.20	Under Staff Review
	LSU	GC Education Technology	1.13.20	Under Staff Review

AGENDA ITEM IV A 1

Letter of Intent to Develop a BS Computer Science Louisiana State University of Alexandria

Background Information

Louisiana State University of Alexandria (LSU-A) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Computer Science. The LoI was approved by the LSU Board of Supervisors in September 2019 and forwarded to the Board of Regents for consideration in November. The LoI was then circulated to Chief Academic Officers (CAOs) statewide for review and comment.

Staff Summary

The proposed program would leverage existing resources in LSU-A's computer science concentration in their BS Math. The curriculum conforms to the Accreditation Board for Engineering and Technology (ABET) standards for programs in computer science, and the institution has started the initial review process to obtain ABET accreditation.

1. Value

- a. Same or Similar In-state Programs: While ten of Louisiana's public 4-year institutions offer a BS Computer Science, all of them have strong graduation numbers (18/19 average 39 graduates per institution, 390 statewide), and no opposition to an additional program was offered during the statewide CAO review given that it is a fairly standard program for a four-year institution and because of workforce demand for the region, state, and country. Northwestern does offer some courses from its BS Computer Information Systems at its Alexandria campus at the request of the campus' faculty.
- b. Workforce Demand and Job Opportunities: US DOL projects a 2016-2026, 31% growth for software developers, 29% growth for Information Security analysts, and a 13% increase for general computer science occupations. The letter of intent identifies several employers who increasingly report having trouble filling computer science positions both inside the region (such as Fort Polk, Rapides Regional Medical Center, and Red River Bank) as well as throughout the state (such as CenturyLink, DXC, and IBM). LSU-A interprets the region's exceptionally low location quotient for computer and math occupations (0.19) along with high demand from area employers to be evidence of a severe shortage of qualified employees.
- c. Student Enrollment and Completion: Growth in the computer science concentration's enrollment, strong support for a standalone computer science program in a student survey (of 140 students, more than half of respondents indicated computer science as their #1 or #2 choice for a new program at LSU-A), and hundreds of prospective student inquiries indicating interest in computer science provide the foundation for LSU-A's projected enrollment of 46 students in the program by year 5.

2. Resources

LSU-A indicates that current faculty will be sufficient for the first two years of the program, and plan to hire one additional tenure track faculty in year three. No other implementation costs are anticipated.

3. Master Plan Priorities

Courses required for the program will be available on campus and 100% online, providing access to a variety of traditional and non-traditional students.

Staff Analysis

While CAOs around the state support the development of a computer science or related program at LSU-A, and there was no opposition to the addition of the program, there were some concerns raised, the most significant and frequently mentioned being the institutions lack the necessary number of qualified faculty to implement the program and attain ABET accreditation. While the institution indicates plans to hire one additional faculty member in year three, several reviewers indicated that the institution would need an additional two for implementation and three total additional faculty by year three. A proposal from LSU-A must account for this need for additional faculty, as well as account for the costs in time and resources to go through the ABET accreditation process, and an analysis of the enrollment required to cover these costs. The proposal must also address how the curriculum meets the particular needs of employers in the region it aims to serve and provide more specific regional demand for students with this credential. Staff recommend that the proposal go through an external review process before the proposal be considered by the Board, and staff will work with the campus on this process.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Computer Science at Louisiana State University of Alexandria.

AGENDA ITEM IV B 1

Proposed Associate of Science in Geology Fletcher Technical Community College

Background Information

Fletcher Technical Community College requests Board of Regents' approval to offer an AS in Geology. The program proposal was approved by the LCTCS Board of Supervisors at its October 2019 meeting.

Staff Summary

The proposed program is intended for both students matriculating from high school interested in pursuing a bachelor's degree in Geology and those who want to obtain an entry level technician position. The program will also serve adult students seeking a career change or career advancement. The curriculum was developed with input from the Coastal Restoration Advisory Board which is made up of industry, government and academic partners. The program is also designed to allow for articulation agreements with UNO's Earth and Environmental Sciences department and LSU's Coast and Environment program.

The goal of the proposed program is to offer a pathway for students who seek employment in local coastal restoration efforts, the local petroleum industry or working as a geology technician for both private and government sectors. The demand is high for students with field experience in coastal restoration efforts. This program will allow students to build a strong foundation in math, science and an introduction to geology that will transfer into skillsets in coastal restoration and petroleum fields of employment. The courses were developed with consultation from faculty at partnering institutions to provide seamless transfer to an appropriate baccalaureate program.

1. Value

- a. Same or Similar In-state Programs: Currently no community college in the state offers an AS in Geology.
- b. Workforce Demand and Job Opportunities:
 - The workforce needed to protect, preserve and restore the LA coastline is diverse. The program is designed for students seeking employment in local coastal restoration efforts, the local petroleum industry or as geology technicians in private or governmental sectors.
 - The Coastal Master Plan details job opportunities that have been or will be realized within this area. While not all specific to the geology field, a large cohort of FTCC's students could easily move into these employment opportunities after completing the proposed program. Geologists can find themselves employed by water management, coastal restoration, and the energy sector. All three of these broad industries require strong Geologists to work on their diverse teams.
 - According to the US Bureau of Labor Statistics, employment of geological and petroleum technicians is projected to grow 7% from 2018-2028, faster than the average for all occupations. In addition, demand for natural gas is expected to increase demand for geological exploration and extraction in the future.
- c. Student Enrollment: FTCC's enrollment projections were based off historical data from Fletcher Technical Community College and reporting from Community Colleges that offer an Associates of Science in Geology from the states of California, Colorado, Georgia, Maryland, New York, Ohio, Oklahoma, Texas, Washington, and Wyoming.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Projections	15	30	40	50	50

2. **Resources:** Outside of revenue from tuition and fees FTCC is continually seeking grant funding for this program, especially in the build out of the coastal restoration tracks to follow.

	Current	Needed	Addtl Costs
Faculty	Hired one full-time faculty in 19-20	Additional adjunct may be needed in next five years	\$1200.00/yr.
Physical (Facilities, Equipment, Library, & Technology)	Geology lecture and labs currently taught in dedicated classroom	No additional resources projected.	\$0
Student Support	Recently completed geology lab with specialized equipment	No additional resources projected.	\$0

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

- **Accessibility:** FTCC plans to offer courses in face-to-face format, hybrid, online, and evening courses.
- **Affordability:** Many first-year courses and some upper-level courses already utilizing OER content; OER texts not available for all courses yet, but once they are available online, its FTCC's priority to switch to that usage. FTCC also willing to begin developing some OER content themselves as necessary.
- **Partnerships:** FTCC's advisory board comprised of workforce and academic partners assisted them in developing this degree program and other Coastal Restoration pathways. Some of their partners include but are not limited to: The Water Institute, CWPPRA, The Meraux Foundation, CPRA, JESCO Enterprises, Royal Engineers & Consultants, GNO Inc, Shell Pipeline, Restore or Retreat, Lafourche Parish Govt, Terrebonne Parish Govt, Duplantis Design Group, Nicholls State University, Louisiana State University, and University of New Orleans.
- **Work-based learning:** Though no specific opportunities identified at this time, the institution and department are continuing to build relationships with industry partners that will allow for the development of applicable internships and credit-bearing work-based learning options.
- **Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner:** The goal of this program is to train local talent with the education needed to participate in many of the job opportunities in their backyard. FTCC's Coastal 101 boot camp course is designed for all under and unemployed individuals to learn about some of the work in the area and programs available at FTCC to help them gain employment. In addition, they are targeting specific groups, such as the Houma Indian Nation that has seen some of their lands lost due to sea level rise.

Staff Analysis

FTCCs proposed Associate of Science in Geology program is both employable and transferrable. The program was created with input from industry in response to the need for graduates trained with the necessary skills to solve the impending issues facing Louisiana's coastline. The proposed program was also designed with collaboration from UNO and LSU for students wishing to pursue a bachelor's degree in Geology, increasing their chances of obtaining higher level positions within the industry.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed AS in Geology (CIP 40.0601) at Fletcher Technical Community College, with a progress report due October 1, 2021.

AGENDA ITEM IV B 2

Associate of Science in Teaching (Grades 1-5) Southern University at Shreveport

Background Information

Southern University at Shreveport (SUSLA) requests Board of Regents' approval to offer an Associate of Science in Teaching (Grades 1 – 5) (AST). The Southern University Board of Supervisors approved the proposal in October 2017, and the proposal was submitted to the Regents for consideration in May 2018. Staff recommended SUSLA hold the proposal during the transition period while 4-year programs revised teacher preparation curricula due to the new mandatory year-long residency. During the transition period, Regents staff worked with 2-year institutions around the state to consider changes to the AST to accommodate changes to the 4-year programs. SUSLA's proposal was removed from the Regents queue in September 2018 with the agreement that they would submit a revised proposal after the review of statewide AST requirements was complete. Regents staff and 2-year colleges later determined that no changes would be made to the AST. SUSLA contacted the Regents in January 2020 for consideration of the program, and a revised proposal was submitted for review.

Staff Summary

The proposed program was developed in response to a growing local and national shortage of teachers. The curriculum was developed with consultation from faculty at partnering 4-year institutions to provide seamless transfer to an appropriate baccalaureate program.

1. Value

- a. **Same or Similar In-state Programs:** Currently, the AST is offered at five Community Colleges: Baton Rouge Community College, River Parish Community College, Delgado Community College, Nunez Community College, and Bossier Parish Community College. The proposed program at SUSLA is essential to meet the needs of students in Northwest Louisiana and the demands of the teacher workforce. The prospective students need degree programs that will prepare them for the job market and/or programs that will transfer seamlessly into a four-year baccalaureate degree. Currently, SUSLA does not offer a pathway to become a certified teacher. The proposed degree is consistent with and supports the mission of the university to either prepare students for seamless transfer into a baccalaureate program or to prepare students to enter the workforce.
- b. **Workforce Demand and Job Opportunities:** According to the US Department of Education Office of Post-Secondary Education (2016), Louisiana is currently experiencing a teacher shortage in the areas of elementary education, mathematics, and sciences. Nationwide, there is a shortage of African American and Hispanic teachers for employment in public education. According to Louisiana Labor Market projections, by 2024, primary, secondary, and special education teachers are expected to increase by 5.5%. More specifically, Region 7, which includes Shreveport, is expected to see a 9.2% increase in available positions.
- c. **Student Enrollment and Completion:** There is a need for programs that provide students who have creative potential with a professional career option as well as future degree options. According to the Board of Regents Completers Report, in 2011 SUSLA graduated 22 students who earned an Associate's degree in education and a certificate in child development. In 2012, the school saw 5 students graduate. Because of state guidelines, the university could no longer offer the education degree; however, it maintained the child development certificate. Providing a pathway for students to enter into the four-year program is necessary for the development of certified minority teachers and is vital to the impact of SUSLA's mission.

	Year 1	Year 2	Year 3	Year 4
NEW Enrollment	10	15	20	25

2. **Resources:** The program will be administered by the Department of Education within the Division of Arts, Humanities, Social Sciences. The new program will not affect the present administrative structure. The Department of Education is currently housed in the NCR Building and the HPE Building. There is ample space in both facilities to operate the program. Personnel needs include one full-time faculty member to serve as the coordinator of the program. There will be a need for additional administrative support, there are minimal administrative costs associated with the addition of this new degree. The University plans to award scholarships to deserving students. Based on the institution's projection of expenses and tuition revenue, the additional expenses will be covered completely by Year 2.

	Current	Needed	Addnl Costs
Faculty	Two full time faculty, one full time instructor, and one adjunct will directly support the program.	1 Full-time Faculty member to serve as coordinator	\$45,000 per year
Physical (Facilities, Equipment, Library, & Technology)	The department has adequate faculty office and classroom space to support the program.	None	\$0
Student Support	None	Fellowships/Scholarships up to \$12,000 (\$1,000 per student)	\$3,000 per year

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

- Accessibility: The program will be available both on-campus and in a hybrid online/on-campus format.
- Partnerships: SUSLA developed the program in partnership with LSU Shreveport and is working on articulation agreements with other 4-year teaching programs in the region.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: SUSLA, built into its role as an HBCU, has a mission to close the achievement gap and to increase the number of teachers of color in the state.

Staff Analysis

The Department of Education at SUSLA had a strong education program until state guidelines changed leading to the termination of the AS Early Childhood Education in 2010. Currently, there are dedicated faculty and administration on campus and in the community, who will support the re-establishment of an education program. The SUSLA Department of Education has created an appropriate program of study meeting the Louisiana Board of Regents guidelines. In addition, the Department ensured course offerings will transfer seamlessly into a 4-year baccalaureate degree at a nearby 4-year institution in Shreveport. This proposal meets workforce needs to address the current teacher shortage, as well as several Master Plan priorities of accessibility, affordability, partnerships, and closing the achievement gap with underserved populations.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed Associate's in Teaching Grades 1-5 (CIP 13.0101) at Southern University at Shreveport, with a progress report due October 1, 2021.

AGENDA ITEM IV B 3

Proposed Undergraduate Certificate in Business Analytics Northwestern State University

Background Information

In February 2019 the Board of Regents approved the addition of a new upper level Undergraduate Certificate (UC) in Academic Affairs Policy 2.15, *Definitions of Undergraduate Degrees & Undergraduate/ Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for upper level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper (junior/senior) level.

Northwestern State University (NSU) requests Board of Regents approval to offer an Undergraduate Certificate in Business Analytics. The proposal was approved by the UL Board of Supervisors at its June 2019 meeting. Regents staff delayed consideration of the proposal because of significant concerns with lack of evidence supporting student and employer demand and contacted the campus with concerns in November. Responses were submitted in December.

Staff Summary

The proposed 100% online certificate program will replace the existing unsuccessful post-bacc program in business analytics in order to open access to more students, especially current NSU students. The aim of the program is not only to prepare students for business analytics positions such as market research analyst, management analyst, and financial analysts, but to bridge the gap between employer needs and student skills in the area of business data analysis. Key workforce needs identified by NSU that will be served by this program include accounting, business administration, and computer information systems. The six-course program made of existing business courses at NSU cover the skills critical to business analytics including business statistics, database systems, and market research.

1. Value

- a. Same or Similar In-state Programs: The proposed program will replace Northwestern's existing post-bacc certificate in business analytics allowing the program to be available to current students. Other analytics programs exist around the state from community college Certificate of Technical Studies programs through a Graduate Certificate and MS at LSU. A UC in Data Analytics was recently approved at UNO, and the proposed program is distinct from that program with its focus on business.
- b. Workforce Demand and Job Opportunities: The focus of the proposed program is to supplement student studies in preparation for a variety of fields and jobs by providing add-on skills in data analysis in a business setting. For those who wish to specifically work in analytics positions, USDOL and LA Works data was used as evidence of strong employment prospects.
 - In May 2019, NSU conducted a job search on the LAWorks website and found 282 five-star jobs were posted for business analyst positions.
 - According to the US DOL, within the top 14 jobs with the highest number of projected job openings through 2026 that require at least a baccalaureate degree, three are specifically business and systems analyst positions. US DOL projects over 300 thousand job openings with median annual salaries between \$63K and \$88K each. This does not include job openings outside the top 14 nor the countless jobs where employers and employees will benefit from these skills.

- c. **Student Enrollment and Completion:** Both current students and local working professionals looking to expand analytics skills are expected to be attracted to the program. NSU used the School of Business' total student enrollment of 1200 plus the approximately 6000 students at Northwestern as the basis for enrollment projections.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	5	15	20	25	30
Prog. Graduates	3	9	12	15	18

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program. A marketing budget of \$1K has been allocated for the first year.

	Current	Needed	Addtl Costs
Faculty	Current faculty already teach all of the courses required for the program on an alternating schedule arranged to ensure students can complete the program in a timely manner.	None	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing resources are adequate to support the program.	None	\$0
Student Support	Existing student advisors and infrastructure to support online delivery are adequate to support the program.	None	\$0
Marketing	N/A	Marketing for the program has been allocated for the first year only.	\$1000

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

- **Accessibility:** The conversion of the existing post-bacc to an undergraduate certificate will open the program to students who have not completed a bachelor's degree providing opportunity to those who have an associate's, or some college no degree, as long as they have met pre-requisite requirements for the program's required courses. The 100% online delivery will ensure the program is accessible to a variety of students including traditional and non-traditional.

Staff Analysis

Given the rapid growth of data analytics in the workplace through all industries, and the growth of analyst jobs in all sectors, the value of an undergraduate-level business analytics program is clear. The focus on business needs will set NSU's program apart as having particular value for that area. Staff commend the replacement of the post-bacc certificate with the proposed undergraduate certificate to provide access to a broader range of current students and members of the community. Staff encourage the institution to market and promote the program internally and externally beyond just the first year to ensure maximum benefit to the target population and strong enrollment in the program. The program will be monitored for progress toward enrollment and graduation targets through regular progress reports in the first several years of implementation.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed UC Business Analytics (CIP 52.1301) at Northwestern State University, with a progress report due October 1, 2021.

AGENDA ITEM IV B 4

Proposed Undergraduate Certificate in Leadership Studies Northwestern State University

Background Information

In February 2019 the Board of Regents approved the addition of a new upper level Undergraduate Certificate (UC) in Academic Affairs Policy 2.15, *Definitions of Undergraduate Degrees & Undergraduate/ Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for upper level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper (junior/senior) level.

Northwestern State University (NSU) requests Board of Regents approval to offer an Undergraduate Certificate in Leadership Studies. The proposal was approved by the UL Board of Supervisors at its June 2019 meeting. Regents staff delayed consideration of the proposal because of questions regarding the program's purpose and contacted the campus with questions in November with responses received in December.

Staff Summary

NSU seeks to build upon their successful Presidential Leadership Program (PLP) where 90 students per year as selected to participate starting freshman year. The proposed program will utilize a combination of classroom instruction and experiential learning. The program includes three courses in place for PLP students, plus upper level courses in organizational communication, leadership, and a capstone course within the student's major. The program is designed to build the soft skills employers report lacking in recent graduates such as problem solving and the ability to work on a team, while also building students' confidence and ability to work autonomously.

1. Value

- a. Same or Similar In-state Programs: There are no other degree or certificate programs in the state in leadership studies. Leadership programs that do exist are primarily non-degree, non-credit professional development programs. Other for-credit leadership programs in the state are focused on education leadership.
- b. Workforce Demand and Job Opportunities: The program is designed to supplement a student's undergraduate studies in any major to provide work-place valued leadership, mentoring, mediation, and communication skills. These skills also translate into the employer desired traits of critical analysis and problem solving. Therefore, no data on specific jobs for graduates were provided.
- c. Student Enrollment and Completion: Each year, 90 students participate in the PLP program starting freshman year. A survey of PLP students showed very high interest in the proposed program with 63% of respondents indicating they were very or extremely interested in pursuing the 18-credit certificate program. NSU projects program implementation with about half of PLP students enrolling and completing the program, plus a 10% per year growth in the first five years with additional marketing and enrollment of non-PLP students.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Enrollment	45	50	55	60	66

2. **Resources:** NSU plans to use the connections with students of existing staff, faculty, and leaders to promote and support the program and its growth with current NSU students. Additional adjunct faculty to teach courses may be needed as the program grows.

	Current	Needed	Addnl Costs
Faculty	The program will be implemented with existing faculty for the first year.	Based on anticipated enrollment growth, additional adjunct faculty are expected at .25 FTE in the second and third year for a total of .5 FTE beyond current NSU faculty.	\$5280/yr.
Physical (Facilities, Equipment, Library, & Technology)	Existing resources will meet the needs of the program for the foreseeable future.	None	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	None	\$0
Marketing	Internal resources including building support with deans, department heads, faculty, academic advisors, and student leader mentors will be leveraged to recruit current NSU students into the program.	Funding for additional marketing has been allocated for year 1.	\$1000

Staff Analysis

Given the success of the PLP, staff are confident the program will meet its objectives in building strong leadership skills in students, and that the credential will serve as a signal to employers that students have focused on this area in their education. Strong enrollment is likely also due to the success of PLP and strong interest from students in completing the program. Currently, the program does not include a curricular option for non-PLP students who cannot enroll in the freshmen PLP leadership courses, and the development of this alternative is planned for this coming year. Staff do not support program implementation until this alternative equivalent option is available, ensuring the program is accessible to all NSU students, including those not admitted into PLP as freshmen.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed UC Leadership Studies (CIP 52.0213) at Northwestern State University, not to be implemented until an equivalent curriculum for non-PLP students is in place, with a progress report due October 1, 2021.

AGENDA ITEM IV B 5

Proposed Bachelor of Art Music University of Louisiana at Monroe

Background Information

The University of Louisiana at Monroe (ULM) requests Board of Regents' approval to offer a BA in Music. A Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in October 2018 with subsequent approval by the Board of Regents in June 2019.

Staff Summary

The proposed program aims to reach students with an interest in having music be a part of their career but who do not necessarily want to teach music in the classroom or pursue a performance career. Candidates for the proposed BA will develop knowledge in at least one additional area beyond music. The goal of the program is to offer a unique pathway for students to pursue a diverse set of four- and five-star careers in the Northeast Regional Labor Market. The proposed program will provide a deeper and more intense study and practice of music as that found in a music minor (24 hours of music), but less than a B.M. in Music (70+ hours). By combining a student's love for music with a concentration area (business, marketing, medicine, etc.) they are better prepared for jobs needed in the region, such as music producer, music critic, or music therapist. Recognizing the value of arts education in the medical school curriculum, the university has already engaged in conversations with their colleagues at the Louisiana campus of the Edward Via College of Osteopathic Medicine being built on the grounds of ULM. If approved, ULM plans to seek programmatic accreditation by the National Association of Schools of Music (NASM).

1. Value

- a. Same or Similar In-state Programs: Differs from ULM's existing BM in Music and other institution's BA in Music programs (GSU, LaTech, LSU, Nicholls, ULL and UNO) in its intent and flexibility.
- b. Workforce Demand and Job Opportunities:
 - The proposed degree will develop creative individuals ready for employment in a variety of industries consistent with the Ouachita Business Alliance's plan for economic development in Northeastern Louisiana.
 - Louisiana Workforce Commission Employment Projections: Long-term projection data provided by LWC for this area indicate a 33% growth from 2016-2026.
 - The proposed degree program received positive feedback and letters of support from numerous civic and business leaders in the area, including the Director of Bands at West Monroe High School, Executive Director of the Monroe Symphony Orchestra and the President of the Northeast Louisiana Arts Council.
- c. Student Enrollment and Completion: Enrollment and completion projections were based on surveys and conversations with different groups of current ULM students and recruits.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	12	24	36	48	60
Prog. Graduates			10	20	32

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

	Current	Needed	Addtl Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	ULM's world-class music facility and other existing resources are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- **Accessibility:** All courses needed for the BA in Music are already taught at ULM in a variety of formats such as face-to-face, hybrid, and online.
- **Affordability:** All incoming freshman currently take a no-cost music theory examination before starting classes to determine the best placement for them, allows them to bypass courses that they do not need. ULM also has articulation agreements in place to allow for smooth transition for students from two-year colleges and other four-year institutions in the Louisiana, Arkansas, Texas, and Mississippi area.
- **Partnerships:** In their final semester, BA students will complete a capstone project constructive to their intended career path which could be an internship with a local music organization, like as the Monroe Symphony Orchestra, a local recording studio, music store or the blues educational center in Bastrop, LA being planned by Dr. Mable John.
- **Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner:** ULM serves as a major resource to underserved populations due to its location in NE LA. The BA in Music could become an outlet for adult learners who desire a career change or for former students who left ULM before finishing their BM in Music. With the flexibility available in the program, former students could tailor their remaining coursework to better suit whichever careers they entered after leaving ULM. For example, the bassist who performed at the reception at the UL System Conference this January is a former student who did not complete his BM degree. With a few courses in business, he will be able to complete his BA degree in one semester. There are other examples like him of first-generation former students from underserved populations who would be able to finish their degrees in a semester or two with this flexible degree.

Staff Analysis

The proposed BA in Music can be executed utilizing existing faculty and resources. As a result, program implementation can occur at no cost to the University. Positive support from numerous civic and business entities along with the potential to collaborate with the new Edward Via medical school provides backing for implementation of the program. Staff expects to see strong enrollment and job placement numbers in progress reports based on the reported need and interest in the program.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed BA in Music (CIP 50.0999) at University of Louisiana at Monroe, with a progress report due October 1, 2021.

AGENDA ITEM IV B 6

Proposed Bachelor of Science in Urban Construction Management University of New Orleans

Background Information

The University of New Orleans (UNO) requests Board of Regents approval to establish a Bachelor of Science in Urban Construction Management. The Letter of Intent was approved by the Regents in June 2019 after several months of discussion between staff, the campus, GNO, Inc., and LSU (offers a BS in Construction Management), the issue of unnecessary duplication being the primary concern. The result was Regents approval of a Letter of Intent to develop a specialized program that would have minimal overlap with the focus areas of LSU and would be designed to serve the needs of New Orleans and the surrounding areas. UNO revised the program concept, and the UL Board of Supervisors approved the proposed BS in Urban Construction Management at its October 2019 meeting.

Staff Summary

UNO's proposed interdisciplinary program will leverage existing strengths in the institution's business, civil engineering, and urban studies programs to offer a degree that will prepare students to handle the unique challenges of urban construction management including high cost of land, availability of extra space during construction, city regulations, and complex utility systems. Graduates will be knowledgeable about urban planning, design, sustainable construction, and the preservation and restoration of historically significant buildings and other structures.

1. Value

- a. **Same or Similar In-state Programs:** ULM and LSU both offer a BS Construction Management. During the CAO review, both programs indicated that the intended program would be unnecessary duplication given the strength and size of the two programs, particularly LSU's with its proximity to New Orleans. After extensive discussions, a review of the focus areas of LSU's program, and further analysis of the specific needs of New Orleans and the immediate region, UNO revised the program's focus to urban construction management, including residential and restoration construction to distinguish its program from the others while addressing local industry need and demand.
- b. **Workforce Demand and Job Opportunities:**
 - GNO, Inc. (New Orleans regional economic development agency): Job openings for construction managers is projected to be 390 annually in Louisiana 2017-2027 with 62 openings per year in the New Orleans area. Using the BLS Employment Projections program, these positions have been identified as both new and replacement jobs. Annual salaries for construction managers in Louisiana in 2016 were in the mean wage range of \$85K-\$94K.
 - US DOL: Nationally, employment of construction managers is expected to grow 11% from 2016-2026.
- c. **Student Enrollment and Completion:** UNO has worked with GNO, Inc. to connect with fourteen industry partners to ensure the program will meet their needs and to recruit students. Based on their interest, UNO anticipates enrolling 15-20 students per year.

	Year 1	Year 2	Year 3	Year 4
New Enrollment	15-20	15-20	15-20	15-20
TOTAL Prog. Enrollment	15	25	35	50

2. **Resources:** The program will be housed in the Department of Civil and Environmental Engineering and will seek American Council for Construction Education (ACCE) accreditation. With anticipated tuition and fee revenue generated from annual enrollment of 15-20 new students per year, UNO has planned the addition of faculty and other resources to ensure the program remains profitable from year one.

	Current	Needed	Addnl Costs
Faculty	The interdisciplinary program will be implemented primarily with existing faculty in various departments including Urban Studies and Planning, Marketing, Management and Accounting, and Civil Engineering.	One additional adjunct will be hired in each of the first three years at \$10K each. In year 4, at full program implementation, two additional full-time faculty will be needed at \$85K each along with two adjuncts at \$10K each.	Yr1: \$10K Yr2: \$20K Yr3: \$30K Yr4: \$190K
Graduate Assistants	N/A	Two graduate assistants per year at \$15K each will be hired to support the program.	\$30K per year
Scholarships	N/A	The program plans to offer five \$1K scholarships per year.	\$5K per year
Physical (Facilities, Equipment, Library, & Technology)	The available material testing lab, structure lab, soil lab, surveying equipment lab, capstone lab, and several computer labs that support the civil engineering and urban studies programs will be adequate to support the proposed program.	Industry-specific software will be needed, and the institution intends to seek support for these needs through existing institutional resources and through industry partnerships.	\$0
Student Support	Existing faculty, student advisors, and alumni support network will provide needed student support.	None	\$0

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

- **Affordability:** UNO anticipates that most courses will be taught using faculty developed or industry partner resources, reducing textbook costs for students. When textbooks are required, students will be able to rent them as a campus-wide commitment to reducing textbook costs.
- **Partnerships:** The proposed program was designed closely with input and support of area industry. Several local businesses have committed to providing internships and training opportunities for students as well as providing professional adjunct instructors for the program.

Staff Analysis

The proposed program at UNO was requested by and developed with area businesses, and includes courses focused on the unique nature of urban construction management. The revised focus of the program provides students with a program that provides the foundation needed for construction managers and distinguishes itself from the state's two other construction management programs. Staff will closely monitor the program through the first several years including that students are participating in regional internships with workforce partners and are able to secure employment in the unique focus areas of the program.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed BS in Urban Construction Management (CIP 52.2001) at the University of New Orleans, with a progress report due October 1, 2021.

AGENDA ITEM IV B 7

Proposed Post-Baccalaureate Certificate Facilities Management Louisiana State University A&M

Background Information

Louisiana State University A&M requests Board of Regents’ approval to offer a PBC in Facilities Management. The request was approved by the LSU Board of Supervisors in December 2019 and forwarded to the Board of Regents for consideration.

Staff Summary

Facilities management is an interdisciplinary business function of coordinating supply and demand of facilities and services within public and private organizations. Essentially, facilities management is the practice of coordinating the physical workplace with the people and work of the organization, integrating principles of business administration, architecture, and the behavioral and engineering sciences with the number one priority to provide a safe and healthy working environment. This program will be offered 100% online and will prepare career change graduate students (especially those in architecture and business), qualified military personnel, and individuals with several years of industrial facility operations/maintenance experience for managerial positions within the industry. The program, which consists of 18 units of upper-level undergraduate courses, is also designed to lead interested students into the Master of Science in Construction Management, with four courses being transferrable between programs.

1. Value

- a. **Same or Similar In-state Programs:** Program will be first of its kind in Louisiana.
- b. **Workforce Demand and Job Opportunities:**
 - The gulf coast holds the largest number of petrochemical plants in the world, and the industrial sector is virtually untapped as it relates to facilities management education. The objective of the proposed certificate is to train professional facility managers in related industries.
 - A market analysis for construction professionals completed in 2018 by EAB Global, Inc. found that of the top 141,416 national job postings, over 70,000 listed skills germane to facility manager.
- c. **Student Enrollment:** The proposed PBC will attract various types of students from all over due to it being available online. Military veterans or veterans in the field could take advantage of the program while deployed. Business or architecture majors may seek this PBC as they seek career changes in the industry. The proposed certificate would also attract students from various municipalities, government agencies, large institutions, property management and capital facility owners and supervisors of petrochemical plants. These projections are based on the growth rate of a similar program, the Post Baccalaureate Certificate in Construction Management (CCM), and national job market for industry professionals. Due to the two cohorts per year, CCM history has shown a graduating rate of 50-65% of the total annual enrollment.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	30	60	90	120	150
Prog. Graduates	15	30	45	60	75

2. **Resources:** Initially, faculty will be paid through additional compensation or with adjuncts. Once the program is fully established, LSU may seek to hire two full-time tenure-track faculty for the program by years 4 and 5, (dependent on enrollments). As with all LSU Online courses, Graduate Assistants will assist instructors and provide technical support for students.

	Current	Needed	Addtnl Costs
Faculty	Program will be administered by the Dept. of Construction Mgt. which currently has seven administrative staff and 15 full-time and adjunct faculty.	Teaching will initially be paid through additional compensation or with adjuncts. Once program fully established, LSU may seek to hire 2 full-time tenure-track faculty for the program.	<u>Yrs. 1-3:</u> \$6000 per course; 12 courses annually <u>Yrs. 4-5:</u> \$250K per year for 2 addl. full-time faculty
Physical (Facilities, Equipment, Library, & Technology)	Existing resources are adequate to support the program.	None	\$0
Student Support	Existing resources are adequate to support the program.	None	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan. (List only those that are addressed by program)
- **Accessibility:** Program will be offered 100% online.
 - **Affordability:** Up to a maximum of 9 credit hours can be transferred through articulation or prior learning assessments (PLA). The Department already uses the American Council on Education (ACE) recommendations posted to the military transcripts to determine if BSCM, MSCM or CCM credit may be awarded for military experience. The same will occur with the proposed program.
 - **Partnerships (with industry, other institutions):** Industry was a key partner in the development of LSU’s BSCM, MSCM and the CCM as they were instrumental in determining curriculum that meet their needs. For the PBC in Facilities Management, they will again work with the department to develop four new courses.

Staff Analysis

The proposed PBC in Facilities Maintenance will prepare individuals seeking a career change, qualified military personnel and individuals with years of industrial facility operations/maintenance experience for managerial positions within the industry. The program can also lead interested students into the MS in Construction Management.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed Post-Baccalaureate Certificate in Facilities Management (CIP 19.0604) at Louisiana State University, with a progress report due October 1, 2021.

AGENDA ITEM V A 1

Continued Designation as a Center of Research Excellence Louisiana State University Health Sciences Center Shreveport Feist Weiller Cancer Center

Background Information

The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), that it is engaged with the greater community, and that it is a hallmark of the institution recognized as uniquely strong in its focal area. A Center of Research Excellence develops new knowledge, enhances the research productivity of faculty, integrates education and research, and positively impacts economic development in the state.

Louisiana State University Health Sciences Center Shreveport (HSC-S) is requesting continued authorization of the Feist Weiller Cancer Center (FWCC) as a Center of Research Excellence. The FWCC was granted initial approval by the Board of Regents in 1991 and was granted designation as a Center of Research Excellence in December 2014 for a period of five years. The LSU Board of Supervisors approved the request to seek continued Center of Research Excellence designation of the FWCC at its October 2019 meeting.

Staff Summary

1. Description

Since its inception, the FWCC's mission has been to: (1) stimulate multidisciplinary cancer research; (2) provide access to new treatment methods, including access to cancer clinical trials; and (3) educate Louisiana residents and health care providers in the prevention, treatment and science of cancer. The Center's initial purpose continues to remain a high priority for the region. The Center was initially formed in response to the regional issue of a population presenting with late stages of cancer in part due to high rates of poverty, low literacy and education, and limited access to modern approaches to cancer prevention, detection, and treatment. During the next ten years the number of patients afflicted with cancer will continue to grow as the baby boom generation ages. According to American Society of Clinical Oncology, a 25% increase in cancer cases will lead cancer to become America's #1 killer by 2030, which will be a particular burden in elderly and minority populations. Louisiana continues to be in the top ten states with age adjusted incidence rates of cancer, according to the CDC. The FWCC's focus on research, treatment, and education are critical to the needs of the State.

2. Evidence of Excellence

The FWCC has served patients from 53 of Louisiana's 64 parishes. The number of patients continues to grow each year with 236,000 visits in the past five years and over 12,000 unique patients last year. Some areas of specialization for the region include bone marrow transplant, gamma knife radiation therapy, and the mobile cancer screening program with 3 vans offering screening services through the regions poor and rural communities. The FWCC's Cancer Integrative Medicine and Lifestyle Medicine programs, as well as the cancer genomic testing lab are unique in the State. In conjunction with Ocshner, the FWCC recently developed and implemented an Oncology Service Line model, which addresses quality of patient care, access, and efficiency. The project has resulted in adding valet services at the center, decreasing patient wait times by 25%, streamlining lab efficiencies to decrease processing time and costs, and improving a variety of administrative processes and structures. The FWCC continues to expand services and programs incorporating cutting edge technology and patient care strategies.

In the last five years, the FWCC has had 83 grants/contracts awarded for research totaling \$49,555,115. Almost half of the clinical research projects at the University are by FWCC faculty. The FWCC has just

completed the first 5 years of the NIH Funded Minority and Underserved National Community Oncology Research Program (MU-NCORP). FWCC collaborated with Stanley Scott Cancer Center at LSU Health New Orleans and the Mary Bird Perkins Cancer Center at Our Lady of the Lake in Baton Rouge in the formation of the Gulf South Minority Underserved NCORP (GS MU NCORP) for a total of 24 sites in Louisiana and Mississippi, and the recent addition of Ochsner's Benson Cancer Center in New Orleans the number of sites increased to 37. The GS MU NCORP was funded again for six years, starting August 1, 2019. Publications by the faculty of FWCC include 446 publications in referred journals. The Center has submitted over 188 grant applications with 80 grants awarded. The FWCC's commitment to supporting the Research Core Facility of LSU (RCF) continues. Fifty-two of the LSUHSC faculty have used RCF equipment Sponsored by the FWCC, as have 14 external investigators. The Center has provided almost \$1.3 million in support to the RCF for new equipment, service contracts or salaries of the RCF personnel.

The FWCC is involved in multiple educational programs in the School of Medicine, School of Allied Health and the School of Graduate studies. The FWCC has graduated 27 fellows in Hematology/Oncology, areas of great demand and chronic shortages, with about a quarter staying in Louisiana. Scientific researchers that graduate with a Master of Science (M.S.) or a Ph.D. degree from labs associated with the FWCC are in high demand and often stay in the state to continue their training. Over the years, the Center has had success in retaining trainees at all levels allowing LSU HSC-S to recruit undergraduate and graduate students to the state with the goal of eventual long-term employment in the state.

3. Resources and Administration

The FWCC director has the status equivalent to a department chairman, with associate directors heading the three divisions: Basic and Translational Cancer Research; Clinical Cancer Research & Treatment; and Cancer Prevention & Control. An 11-member Internal Advisory Committee meets on a monthly basis to assist the Center in formulating policy (including short- and long-term goals) and the development of programs for the three divisions. The most visible component of FWCC is the 60,000 square foot building opened in 2004 to house the multidisciplinary outpatient facility and Clinical Cancer Research program. The building was a public/private partnership combining \$2M of the Feist endowment, \$2M in federal funding, and \$8M in state funding, plus another \$6M from the Feist endowment.

4. Funding and Budget

Since the Center's designation as a Center of Excellence in 2014, it has generated nearly \$50 million in research funding through grants and contracts, received over \$2 million in gifts and donations, and seen a 14%, or nearly \$10 million increase in the Carol Feist Legacy endowed fund. The FWCC spends 4% of endowment funds per year, and with a projected 7-8% return over the next ten years, the endowment will continue to grow. Total projected revenue for next year from all sources is nearly \$40 million increasing to nearly \$46 million by 2024. Expenditures for personnel, equipment and supplies, professional services, and other operational expenses is estimated at just over \$12 million for each of the next five years.

Staff Analysis

The FWCC continues to demonstrate excellence in cancer research, treatment, and education, and is a tremendous asset to LSU HSC-S, the northeast Louisiana region, and the State.

STAFF RECOMMENDATION

Senior staff recommend continued designation of the Feist Weiller Cancer Center as a Center of Research Excellence at Louisiana State University Health Sciences Center Shreveport. A progress report and request for continued designation shall be due by September 1, 2025.