

EXCELLENCE IN THE '80S

The Master Plan for Higher Education in Louisiana



BOARD OF REGENTS
State of Louisiana

April 1984

Master Plan -- 1984

RSM – BoR is dedicated to continued development of a statewide HEd system in which each institution develops along clear defined roles & functions

- Institution RSM statements.
- Recommended adoption of a 25-unit “Regents Core” for HS.



**EXCELLENCE IN THE EIGHTIES:
THE MASTER PLAN FOR HIGHER EDUCATION
IN LOUISIANA**

**Board of Regents
State of Louisiana**

April, 1984



**STATE OF LOUISIANA
BOARD OF REGENTS
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April, 1984

To the Governor, The Legislators, and the Citizens of Louisiana

The Board of Regents is pleased to provide you with a copy of Excellence in the Eighties: The Master Plan for Higher Education in Louisiana. An executive summary of the plan is also enclosed for your convenience.

This plan, the second such plan developed by the Board, is offered in response to the constitutional mandate that the Regents ". . . formulate and make timely revision of a master plan for higher education." In developing this document, the Board received advice from a master plan advisory committee representative of the three higher education management boards, the institutions under the control of those boards, all independent institutions of higher education in Louisiana, and the Board of Elementary and Secondary Education. When the draft plan was fully developed, the Regents held public hearings in New Orleans, Baton Rouge, and Shreveport. At these hearings, testimony was given by representatives of public and private institutions, boards of higher education, and concerned citizens. All advice and testimony received was given careful consideration by the Regents prior to final adoption of Excellence in the Eighties on April 26, 1984.

There are several critical issues facing higher education in Louisiana during the coming years. These issues are fully addressed in the planning document and are summarized below.

Student preparedness for higher education—If we are to achieve excellence in higher education in the eighties, it is imperative that all responsible parties continue to stress the necessity for the college-bound student to pursue a rigorous high school curriculum. Both the Board of Regents and the Board of Elementary and Secondary Education have taken action to impress on parents and students the strong relationship between a rigorous high school curriculum and success in college. Only through a heightened awareness of this relationship and a positive response to this awareness can we hope to turn the dollars and the energies our institutions of higher education expend on remedial instruction away from that level and toward the level of instruction appropriate to the role of higher education.

The need for differentiation—If all the varied demands on our institutions of higher education are to be met adequately, the institutions must be different one from another. No single institution can meet the varied needs of the citizens and the state for instruction, research, and public service. In an effort to assure that the necessary variety is maintained, the Regents developed, in cooperation with the institutions, a unique statement of role, scope, and mission for each institution in the

public sector of higher education. These statements, while general in nature, provide a framework for future development such that two-year, four-year, and post-baccalaureate educational opportunities are available in proper balance to meet the needs of the state and its citizens. Support for LSU as the state's only comprehensive university is especially critical if we are to attain excellence in our higher education system. LSU faces national competition for outstanding faculty and students as well as research grants. State support has placed LSU at a competitive disadvantage with similar institutions in the south, to say nothing of the nation. The unique role which LSU plays in our system requires significant increases in state support, especially for research. LSU's success in achieving national eminence as a research university will accrue to the benefit of the state, the entire system of higher education, and business and industry either located in Louisiana or considering locating here.

Pursuit of academic excellence through programmatic review—The Board of Regents has conducted reviews of existing academic programs since 1975 when constitutional authority to do so was granted by the voters of the state. These reviews have resulted in a variety of actions by the board including termination of programs, maintenance and strengthening of programs, and commendation of programs. The Board intends to continue the program reviews and articulate these reviews even more closely with policies and procedures pertaining to long-range planning and finance. The Regents also plan to launch reviews in the near future which focus on general education within the baccalaureate degree and computerization in higher education, topics which are critical and timely.

Financing higher education—The Regents continue to recommend strongly that the State Appropriation Formula be funded at 100 percent. In 1984-85, approximately 75 million additional dollars would be required to achieve this goal. Adequate financial support for the higher education enterprise is essential to achieve excellence, and full funding of the formula is the first step toward the necessary support. Recognizing that support of higher education is a shared responsibility, the Regents continue to call also for greater student support through increased tuition and fees. Several funding mechanisms designed to promote quality are also recommended in the plan. These mechanisms include a quality enhancement carry-over fund, support for the Louisiana endowment trust fund for eminent scholars, and greater institutional flexibility in the distribution of across-the-board salary increases. While it is often noted that financial support does not ensure excellence, it is equally true that a lack of adequate financial support ensures mediocrity at best.

Expanding educational opportunity—In September, 1981, a consent decree was filed in settlement of a long-standing lawsuit brought against the state by the U. S. Department of Justice. The decree represents a plan designed to expand educational opportunity for all citizens through enhancement of the state's predominantly black

institutions and closer cooperation between the proximate predominantly white and predominantly black institutions. The master plan was developed with a full understanding of the state's obligations under the consent decree. The suggestions, recommendations, and observations contained in the plan are designed to complement and supplement the opportunities provided by the decree to improve the state's higher education system in terms of both access and quality.

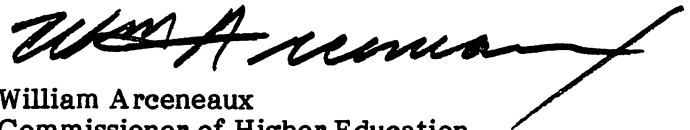
The independent sector of higher education—The Board of Regents continues to support public assistance to the independent sector of higher education. Such assistance serves the public good by complementing the offerings of public institutions and providing alternative educational opportunities to the citizenry. In addition to recommending public assistance to the independent sector, the Board encourages cooperative endeavors between public and independent institutions. The benefits of cooperative efforts are numerous: cost effectiveness can be improved; academic programs can be enhanced; cultural opportunities can be expanded; and the resources of both the public and independent sectors of higher education can be better utilized.

Excellence in the Eighties: The Master Plan for Higher Education in Louisiana addresses many topics not covered in this letter of transmittal, and we urge you to read the document in its entirety. Additional topics that are addressed include facilities; research; partnerships for progress and economic development; and the future planning agenda. The Regents commend this plan to you for your careful consideration and respectfully request your support for its implementation.

Sincerely yours,



John Thistlethwaite
Chairman



William Arceneaux
Commissioner of Higher Education

JT:WA:SB:chb

ACKNOWLEDGEMENTS

Excellence in the Eighties: The Master Plan for Higher Education in Louisiana was developed with assistance from numerous individuals and groups.

The Planning and Research Committee of the Board spent many hours in meetings and public hearings devoted to consideration of the plan. Under the able leadership of Joe D. Smith, Jr., this Committee developed a draft of the plan for consideration by the full Board. Other members of the Committee include Richard D'Aquin, E. Edwards Barham, Robert J. Bodet, Donald T. Bollinger, Parletta Holmes, Edith Kirkpatrick, and Frank Pruitt.

The staff of the Board of Regents developed the original draft of the plan. Staff members who made significant contributions include William Arceneaux, the commissioner of higher education; Sharon Beard, Larry Tremblay, and Tony Williams of the planning and research division; Kerry Davidson, Ron Luckett, Gerard Killebrew, and Adam Hayward of the academic affairs division; and Bill Silvia, Mike Galloway, and Doug Rewerts of the finance division. Special mention should also be made of Rebecca Johnson and Carolyn Blanchard who typed many drafts of the plan and Carol Coltharp who proofread the plan.

The staff received advice from a Master Plan Advisory Committee composed of Donald Ayo, Melinda Bartley, James A. Caillier, Lance E. Dickson, Daniel E. Dupree, John C. Finerty, James W. Firnberg, Leonard Haynes, Manuel L. Ibanez, Cheney C. Joseph, Jr., John Kehoe, Denver T. Loupe, Harold Lundy, Fritz A. McCameron, Wesley McClure, Sean McGlynn, Lois Michelli, Donald Rawson, Daniel Reneau, Donald O. Rogers, Frank W. Wright, Joanne Ferriott, Jane Greene, Alfred Guillaume, Elton Harrison, Edward L. Heath, Francis Lawrence, Darrell Loyless, and

Norman Roussell. William Fuller, executive director of the Nebraska Coordinating Council for Higher Education and Stephen Wright, president emeritus of Fisk University, also advised the staff and the Board during the development of the plan.

To each of these individuals, a special thank you.

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PREFACE

The Board of Regents is constitutionally mandated "to formulate and make timely revision of a master plan for higher education." This document represents the Board's continuing effort to fulfill that mandate. This plan has been developed in anticipation of circumstances which include slow or no growth in total enrollments, shifts in enrollments among disciplines and levels, and a continued decline in the rate of growth of state revenues. In spite of these circumstances, the Board of Regents is optimistic that, with careful planning and increased cooperation among and between the citizens of Louisiana through their elected representatives and the state's colleges, universities, and boards, the quality of higher education services in Louisiana can be improved significantly in the years ahead. Additionally, this plan contains the necessary flexibility to meet the higher education needs of Louisiana should any of the abovementioned assumptions fail to materialize.

In shouldering its responsibilities to plan for higher education, the Board of Regents is guided by the following principles:

1. Planning should be viewed as an ongoing and continuous process that offers flexibility and resilience. It provides a mechanism and/or framework to deal with changes in the environment.
2. Support for higher education is Louisiana's best investment. A higher education system which produces graduates equipped to lead productive lives is the most worthwhile contribution to the future that can be made.
3. Since the future well-being of Louisiana depends, in large measure, on an educated citizenry, the state cannot afford mediocrity in its educational system.
4. Higher education provides the means to utilize the ever-increasing amount of available information in meeting the changing needs of the state.
5. While not every citizen will choose to participate in higher education, opportunities must be available for those individuals who desire to do so.
6. An effective, responsive system of higher education benefits all citizens and extends its influence throughout the entire state, the region, and the nation.
7. In addition to the recognized functions of providing instruction, research, and public service, higher education must assume the responsibility of providing students with the intellectual climate and the information that will enable them to make ethical decisions, to appreciate aesthetic values, and to develop the whole person. The creation and recording of the "intellectual, moral, and aesthetic heritage of mankind" is the Durants' (Will and Ariel) dialectic of history. In The Story of Civilization, the moral heritage of the United States is based upon the Judeo-Christian ethic, and the aesthetic heritage comes from thousands of poets, artists, and musicians. Therefore, higher

education has the obligation to provide the climate to produce a well rounded individual, one who has learned to place a value on knowledge; intelligence; aesthetics; moral, ethical, and spiritual values; and rational thought.

Guided by the principles set forth above, the Board of Regents' intentions in developing this document are to ensure (1) that the quality of higher education programs and services is enhanced, (2) that the higher education system is assured of the flexibility necessary to be responsive to the changing needs of society, and (3) that the needs of Louisiana's citizens for higher education programs and services are better met in the future than they have been in the past.

The Board of Regents is mindful of the risks involved in planning for an uncertain future and recognizes that planning must be a continuing process. As the Board exercises its authority over higher education and endeavors to improve its every aspect, it will be vigilant in identifying both threats to and opportunities for the advancement of excellence. New policies will be developed as necessary to guide the state's educational progress. Two prime examples of this kind of continuing planning and subsequent Board of Regents' action occurred in the early '80s, when the Regents identified two areas in which there was a recognized need for policy development—telecourse viewing for college credit and the academic preparation of the college-bound student. The Regents responded to the need for policy development to guide telecourse offerings first by surveying other states, only to find that no state had as yet developed a policy in this emerging and expanding area. Subsequent to the survey, the Board adopted a policy designed to expand educational opportunities while simultaneously safeguarding instructional quality in telecourse offerings. This policy enhances the important public service capabilities of the institutions and provides continuing education opportunities to persons who might otherwise be denied them. Regarding the academic preparation of the college-bound student, the Regents established a task force composed of secondary school teachers and counselors and university personnel to advise the Board on the appropriate means of preparing students for higher education. Based on the advice of the task force, the Regents developed and widely disseminated a curriculum recommended for college-bound high school students and instituted the Regents' Scholar Award for students who complete the recommended curriculum. As new issues emerge, new initiatives to deal with those issues will be developed.

Another example of continuing planning is the Board of Regents' reviews of both existing and proposed new academic programs. In late 1983, the Regents completed reviews of all existing graduate level academic offerings in the public (and most of the independent) institutions of higher learning in Louisiana. Reviews of existing professional and baccalaureate offerings are well underway. These reviews are founded on concerns for quality and need. In reviewing proposals for new academic programs, the Regents are likewise guided by evidence of potential quality and documented need. In the course of these reviews, planning issues are often identified. When such issues are identified and the Board discerns the need to depart from the course charted in this document, it will act accordingly. (For further discussion of this topic, see Chapter VIII.)

The Board of Regents annually studies the State Appropriations Formula in an effort to assure adequate and equitable funding of higher education. In the past, the Board added to the Formula a factor to aid the institutions in meeting the fiscal demands of inflation. Studies are currently underway to determine ways in which the Formula can address the ever-increasing cost of energy and the need to fund institutional operations that are not student related. The Regents will continue to take action as necessary to assure that the Formula remains flexible and relevant to the financial needs of higher education.

The Board of Regents will be active rather than passive in guiding the state's higher education system. The hallmarks of this plan—quality and excellence in the pursuit of educational opportunity—will provide the basis for the Board's decisions during the coming years. These decisions will be made as the Board of Regents exercises its constitutional authorities and meet its responsibilities in the policy development, academic, and budgetary areas. The Board is convinced that the recommendations contained in this plan, if implemented by the responsible entities, will keep higher education in Louisiana on the right track. However, as Will Rogers said, "Even if you are on the right track, you'll get run over if you just sit there."

CHAPTER I

A BRIEF HISTORY OF LOUISIANA HIGHER EDUCATION*

THE NINETEENTH CENTURY

Higher education in Louisiana, as in most other states, has its origins in private institutions founded by religious organizations and/or philanthropic groups. Four such institutions were established in Louisiana during the nineteenth century.

The first institution of higher learning in Louisiana was founded in 1825. It was called the College of Louisiana and was located at Jackson, Louisiana. In 1845, ownership and control of the college was transferred to the Methodist Conference of Louisiana and Mississippi. In 1839, the Conference founded a college named Centenary at Clinton, Mississippi. In 1845, the two schools were merged under the name Centenary College of Louisiana, located in Jackson. In 1906, the leadership of Centenary College of Louisiana made plans to move the campus to Shreveport, where classes were held for the first time on what is now the campus in 1908.

Louisiana's second institution of higher learning opened its doors in 1834, when a group of New Orleans physicians founded the Medical College of Louisiana, the first medical school in the deep south and southwest. Eleven years later, the constitutional convention of 1845 granted a charter to establish the state's first officially recognized higher education institution, the University of Louisiana located in New Orleans, and, in 1847, this institution incorporated the Medical College of Louisiana as its medical department. The university closed temporarily during the Civil War. In 1884, through the generosity of a wealthy New Orleans merchant named Paul Tulane, and with the concurrence of the state legislature, the University of Louisiana was reorganized as an independent institution and renamed Tulane University.

Louisiana College, founded and owned by the Louisiana Baptist Convention, can trace its origins to the 1850's. Mt. Lebanon University, located at Mt. Lebanon in Bienville Parish, was founded in 1852 by the North Louisiana Baptist Convention as a college for men. Keatchie Female College, located at Keatchie in DeSoto Parish, was founded in 1857 by the Grand Cane Association of Baptist Churches. By 1899, both institutions were under the control of the State Baptist Convention. Determined to build an institution in a more central location, an education commission appointed by the Louisiana Convention decided to close Mt. Lebanon and Keatchie and establish a new college. Pineville was selected as the location for the college, and Louisiana College opened its doors in 1906.

One other independent Louisiana institution of higher learning can trace its roots to the nineteenth century. In 1869, two religious organizations founded two separate

*The information contained in this chapter is drawn primarily from The Master Plan for Higher Education in Louisiana, Louisiana Board of Regents, 1978. For a more thorough review of the history of Louisiana higher education, the reader is encouraged to consult Chapter III of the 1978 Plan.

colleges, both located in New Orleans. The Congregational Church founded Straight University, while the Methodist Episcopal Church established Union Normal School. In subsequent years, Straight University was renamed Straight College, and Union Normal School was renamed New Orleans University. On June 6, 1930, New Orleans University and Straight College merged to form Dillard University. The university was named for James Hardy Dillard, a man noted for a long, distinguished career dedicated to the education of blacks in the South.

Two private institutions for the education of blacks were established in the second half of the nineteenth century and continued in operation into the twentieth century. Leland College, founded in 1869 by Holbrook Chamberlain, a New York philanthropist, was originally located in New Orleans. In 1915, the college was destroyed by a hurricane. In 1923, Leland reopened in Baker, Louisiana, where it remained in operation until 1960 when, for financial reasons, it was forced to close its doors. Coleman College was founded in Gibsland, Louisiana, in 1890 by O. M. Coleman, a black resident of Mississippi, on land donated by a citizen of Gibsland whose name is now lost. The institution, which included a four-year high school, remained in operation under the leadership of the Coleman family until 1929. Both of these institutions received financial support from the American Baptist Home Mission Society.*

In 1855, the state legislature took steps to establish and support a public university. In that year, the legislature founded the Louisiana State Seminary of Learning and Military Science, located at Pineville, Louisiana. The institution welcomed its first class in 1860, with William Tecumseh Sherman as superintendent. The Louisiana Seminary of Learning and Military Science closed the following year when most of its students enlisted in the Confederate Army and its superintendent returned north. The seminary reopened in 1865 under the leadership of David French Boyd. In 1869, the institution was relocated in Baton Rouge and renamed Louisiana State University. In 1874, the legislature, pursuant to the Morrill Land Grant Act of 1862, established Louisiana State Agricultural and Mechanical College in New Orleans. By an act of the 1876 session of the legislature, these two institutions were merged to form the Louisiana State University and Agricultural and Mechanical College located in Baton Rouge.

Between 1880 and the turn of the century, the Louisiana legislature chartered four more public colleges and provided for an agricultural research enterprise under the jurisdiction of Louisiana State University. The first public college established during this period was Southern University, a school for black students created in 1880 and located in New Orleans. In 1890, the United States congress passed the Second Morrill Act, and two years later Southern University was recognized by the federal government as a land-grant institution. In 1912, Act 118 of the Louisiana legislature authorized the closing and sale of Southern University in New Orleans and the reestablishment of the university on a new site. In 1914, the New Orleans campus was closed, and in the same year the "new" Southern University was opened in Scotlandville, Louisiana.

*Sources: Dr. Sue Eakin, Department of History, Louisiana State University at Alexandria, and Dr. Clifton Johnson, Director, The Amistead Research Center, New Orleans, Louisiana.

The second institution of higher learning chartered by the legislature in the waning years of the nineteenth century was the Louisiana Normal School at Natchitoches. Beginning in 1884, the date of its founding, the Normal School offered two-year courses of study for the training of teachers. In 1918, the Louisiana Normal School initiated baccalaureate programs in the area of teacher education. This institution now exists as Northwestern State University. Also in 1884, the year of the founding of Northwestern, the legislature passed an act authorizing the establishment of an additional venture at Louisiana State University—the Agricultural Experiment Station. In 1886, the station was organized at Baton Rouge, and in the next year it became eligible to receive federal funds under the Hatch Act of 1887.

In 1894, the state legislature created the Industrial Institute and College of Louisiana located in Ruston. Designed to educate citizens in, among other areas, "the practical industries of the age," that institution now operates as Louisiana Tech University. The last public institution of higher learning chartered in the nineteenth century was created by an act of the 1898 legislature. The school was called the Southwestern Louisiana Industrial Institute and was located in Lafayette; it stands today as the University of Southwestern Louisiana.

THE TWENTIETH CENTURY

In the first decade of the twentieth century, the major higher education developments in Louisiana were the creation of Grambling College as a private industrial school for blacks in 1901, Louisiana State University's addition of a law school in 1906, and the establishment of the Louisiana State University Graduate School in 1909. In 1918, Grambling became a public training school governed by the Lincoln Parish School Board.

Four independent institutions were established between 1900 and 1920. In 1904, the Society of Jesus founded Loyola College in New Orleans. At that time, Loyola consisted of three years of high school and two years of college. In 1911, the high school students of Loyola were transferred to the College of the Immaculate Conception, and, in 1912, Loyola received its charter from the state legislature and was named Loyola University. In 1908, the Dominican Sisters, Congregation of St. Mary, began planning for the establishment of a Catholic normal school and liberal arts and sciences college for women in New Orleans, and, in 1910, the state legislature authorized St. Mary's Dominican College.* Five years later, in 1915, the Sisters of the Blessed Sacrament, a Catholic religious community dedicated to the education of American minorities, founded Xavier University. Xavier was a high school for two years, but, in 1917, a university division was established and recognized by the state legislature.

The last independent institution founded prior to 1920 was established by the Marianites of Holy Cross, a Catholic order of sisters. The sisters, already operating a high school called the Academy of Holy Angels, received a charter from the 1916 Louisiana legislature to grant degrees in the "College Department" of the Academy. In 1960, the Holy Angels College Department moved to its present location in Aurora

*Present plans are that St. Mary's Dominican College will close its doors in August, 1984.

Gardens on the West Bank of the Mississippi River in New Orleans and was renamed Our Lady of Holy Cross College. Since 1916, with the founding of the institution that was later to become Our Lady of Holy Cross College, no additional regionally accredited, independent institutions of higher learning have been established.

During the twenties, the expansion of higher education in Louisiana once again shifted to the public sector. In 1921, a constitutional convention convened for the purpose of writing a fundamental law for Louisiana. The constitution restructured the governance of public higher education by creating two governing boards for Louisiana's state colleges and universities, the State Board of Education and the Louisiana State University Board of Supervisors. Also in 1921, the legislature authorized the expansion of two institutions to senior college status: the Louisiana Industrial Institute at Ruston became Louisiana Polytechnic Institute and Southwestern Louisiana Industrial Institute at Lafayette became Southwestern Louisiana Institute of Liberal and Technical Learning. In 1922, the legislature made Southern University a four-year institution.

Local governmental units became involved in the expansion of public higher education during the 1920's. In 1921, the City of New Orleans opened a vocational trades school which eventually was to become Delgado Community College. In 1925, the property owners in Tangipahoa Parish opened Hammond Junior College, later to become Southeastern Louisiana University. In 1928, Grambling became a state junior college and was transferred from the Lincoln Parish School Board to the State Board of Education.

With the exception of the creation of the Louisiana State University Medical Center in 1931, expansion of higher education in Louisiana during the thirties dealt with two-year schools. In 1931, Ouachita Parish Junior College opened under the Ouachita Parish School Board, and, in 1934, it was made a branch of Louisiana State University. In 1936, the two-year Grambling was reorganized to offer rural teacher education programs, and, in 1937, Southeastern Louisiana College extended its curriculum to four years. In 1939, McNeese was founded as Lake Charles Junior College, a division of Louisiana State University. Also in 1939, the Louisiana State University branch institution, Ouachita Parish Junior College, had its name changed to Northeast Junior College of Louisiana State University.

The growth of higher education slowed during the war decade of the 1940's. In 1940, however, the year before the nation's involvement in World War II, two changes were made in existing institutions. Lake Charles Junior College became John McNeese Junior College, and Grambling College began offering a four-year curriculum. During the war, in 1944, Louisiana State Normal College was renamed Northwestern State College of Louisiana. After the war, the pace quickened. In 1948, two notable steps occurred in the development of higher education in Louisiana: Francis T. Nicholls Junior College of Louisiana State University opened in Thibodaux, and Southern University established its law school.

In the 1950's, during the period of the Cold War and the G.I. Bill, Louisiana substantially reorganized and expanded its higher education system. In 1950, two institutions became four-year schools, were given new names, and were shifted from Louisiana State University governance to the State Board of Education. These schools were McNeese State College and Northeast Louisiana State College. In 1954, Northwestern State College became the first college under the State Board of Education to award the master's degree.

An unusually active year in state higher education circles was 1956. In that year, Francis T. Nicholls Junior College became Francis T. Nicholls State College, a four-year institution with its governance transferred to the State Board of Education; the School of Pharmacy was established at Northeast Louisiana State College; and two public colleges were authorized for construction in New Orleans. These schools were the New Orleans branch of Louisiana State University and the New Orleans branch of Southern University. In 1957, Southern University, the University of Southwestern Louisiana, and Louisiana Tech opened graduate schools, and, in 1959, the Louisiana legislature authorized the establishment of Louisiana State University at Alexandria.

Expansion is the primary characteristic of higher education in Louisiana in the sixties. In 1960, Delgado began granting junior college degrees, and McNeese began awarding master's degrees. That same year, Southwestern received its present name, the University of Southwestern Louisiana. By 1961-62, all public four-year colleges and universities were conferring degrees in the fields of business and commerce, education, humanities, English, fine and applied arts, mathematics, the sciences, and the social sciences. In 1963, Louisiana State University in New Orleans established its graduate school.

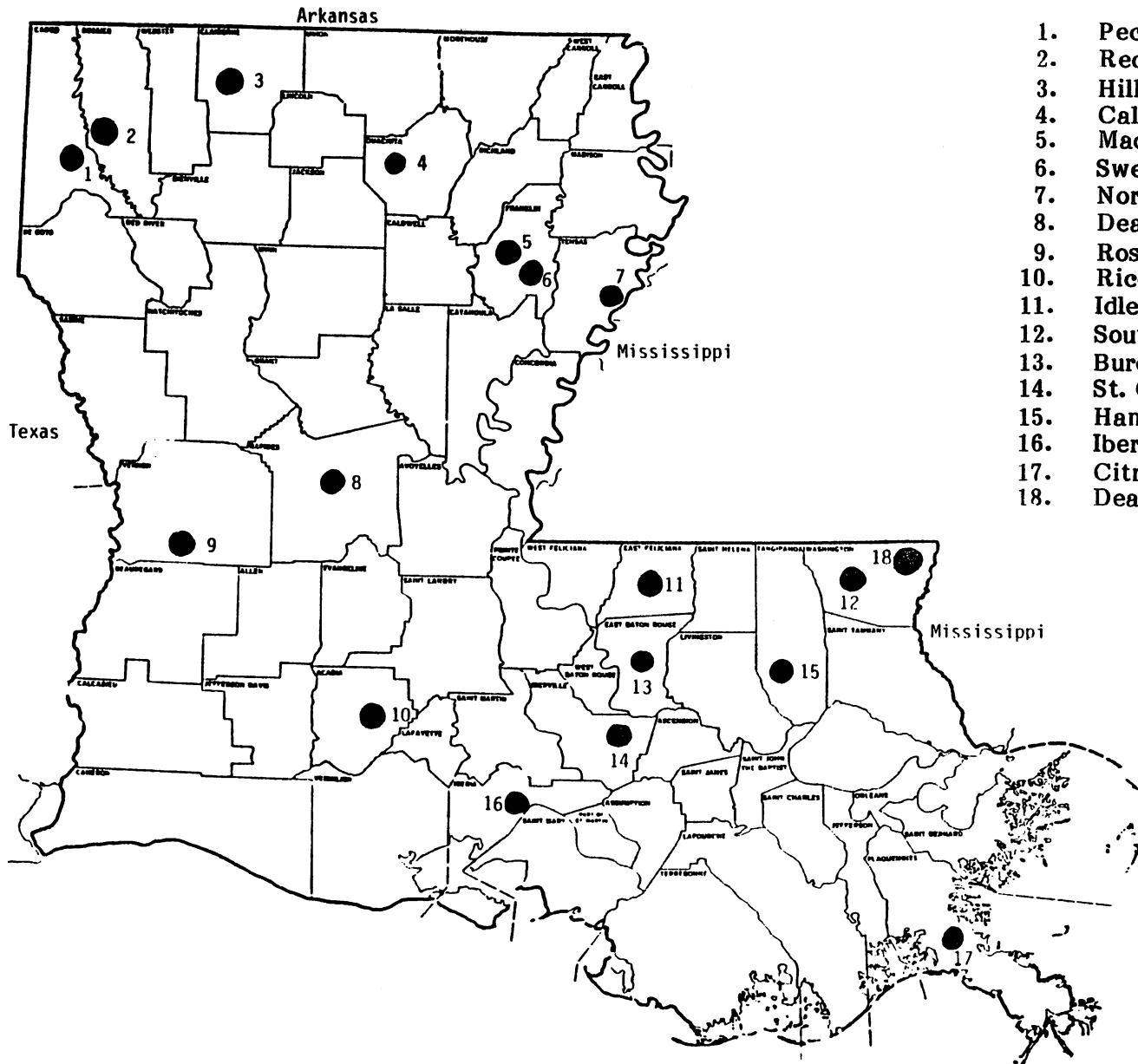
In 1964, the legislature authorized the creation of three new schools: Louisiana State University at Eunice, Louisiana State University at Shreveport, and Southern University at Shreveport-Bossier City. The following year, Nicholls State College established its graduate school. The Louisiana State University School of Medicine in Shreveport and the School of Dentistry in New Orleans were authorized in 1966. In 1967, Louisiana Tech, McNeese, Northeast, Northwestern and Southwestern were authorized to grant doctoral degrees. In 1968, the School of Veterinary Medicine at Louisiana State University was authorized by the legislature.

In the decade of the 1970's, the most significant occurrence in higher education was the reorganization of the governance structure through the constitutional creation of three management boards—the Board of Trustees for State Colleges and Universities, the Louisiana State University Board of Supervisors, and the Southern University Board of Supervisors—and one statewide planning and policy-making board—the Board of Regents. In 1970, six colleges were redesignated as universities: Louisiana Tech University, McNeese State University, Nicholls State University, Northeast Louisiana University, Northwestern State University of Louisiana, and Southeastern Louisiana University. In that same year, Delgado Junior College was placed under the State Board of Education. In 1972, Louisiana State University at Shreveport acquired four-year status, and the LSU Board of Supervisors created an autonomous new element, the Center for Agricultural Sciences and Rural Development. The Center has administrative control over Louisiana State University's Cooperative Extension Service and the Louisiana Agricultural Experiment Stations. (See Figure I.) In 1974, Louisiana State University-New Orleans was renamed the University of New Orleans, and, in that same year, Grambling State College was redesignated Grambling State University. In 1978, the LSU Board of Supervisors created, with the approval of the Board of Regents, the LSU Paul M. Hebert Law Center as an autonomous unit separate from LSU and Agricultural and Mechanical College.

In 1976, a new dimension was added to Louisiana's higher education system when a large, metropolitan hospital was placed under the jurisdiction of the Board of Regents and the management control of the Louisiana State University Board of Supervisors.

FIGURE I

L.S.U. Agricultural Experiment Stations



1. Pecan Research-Extension Station
2. Red River Research Station
3. Hill Farm Research Station
4. Calhoun Research Station
5. Macon Ridge Research Station
6. Sweet Potato Research Station
7. Northeast Research Station
8. Dean Lee Research Station
9. Rosepine Research Station
10. Rice Research Station
11. Idlewild Research Station
12. Southeast Research Station
13. Burden Research Station
14. St. Gabriel Research Station
15. Hammond Research Station
16. Iberia Research Station
17. Citrus Research Station
18. Dean Lee Memorial Forest

Confederate Memorial Hospital, a 100-year-old state supported charity hospital located in Shreveport, was transferred from the state Bureau of Hospitals to the Louisiana State University Medical Center. In 1978, the name of the hospital was changed to the Louisiana State University Hospital, reflecting the hospital's reorientation from an institution committed only to the delivery of medical care to the indigent to a full-fledged teaching hospital.

Today, the higher education community in Louisiana is composed of twenty-eight institutions or units. (See Figure II.) Twenty are in the public sector, while eight are in the private sector. In the public sector, one management board, the Board of Trustees for State Colleges and Universities, governs nine units: Delgado Community College, Louisiana Tech University, the University of Southwestern Louisiana, Southeastern Louisiana University, Nicholls State University, Northwestern State University, Northeast Louisiana University, Grambling State University, and McNeese State University. A second management board, the Louisiana State University Board of Supervisors, governs eight units: Louisiana State University at Alexandria, Louisiana State University and Agricultural and Mechanical College located at Baton Rouge, Louisiana State University at Eunice, Louisiana State University Paul M. Hebert Law Center, Louisiana State University at Shreveport, Louisiana State University Medical Center, the Center for Agricultural Sciences and Rural Development, and the University of New Orleans. A third management board, the Southern University Board of Supervisors, governs three units: Southern University and Agricultural and Mechanical College located at Baton Rouge, Southern University at New Orleans, and Southern University at Shreveport-Bossier City. The eight regionally accredited independent institutions are: Centenary College, Dillard University, Louisiana College, Loyola University, Our Lady of Holy Cross College, St. Mary's Dominican College,* Tulane University, and Xavier University. In the fall of 1983, these 27 institutions (excluding the Louisiana State University Center for Agricultural Sciences and Rural Development which enrolls no students) enrolled a total of 175,226 students, 153,034 in the public sector and 22,192 in the independent sector. (See Appendix A, Table B-I.) Collectively, these institutions constitute one of Louisiana's greatest assets.

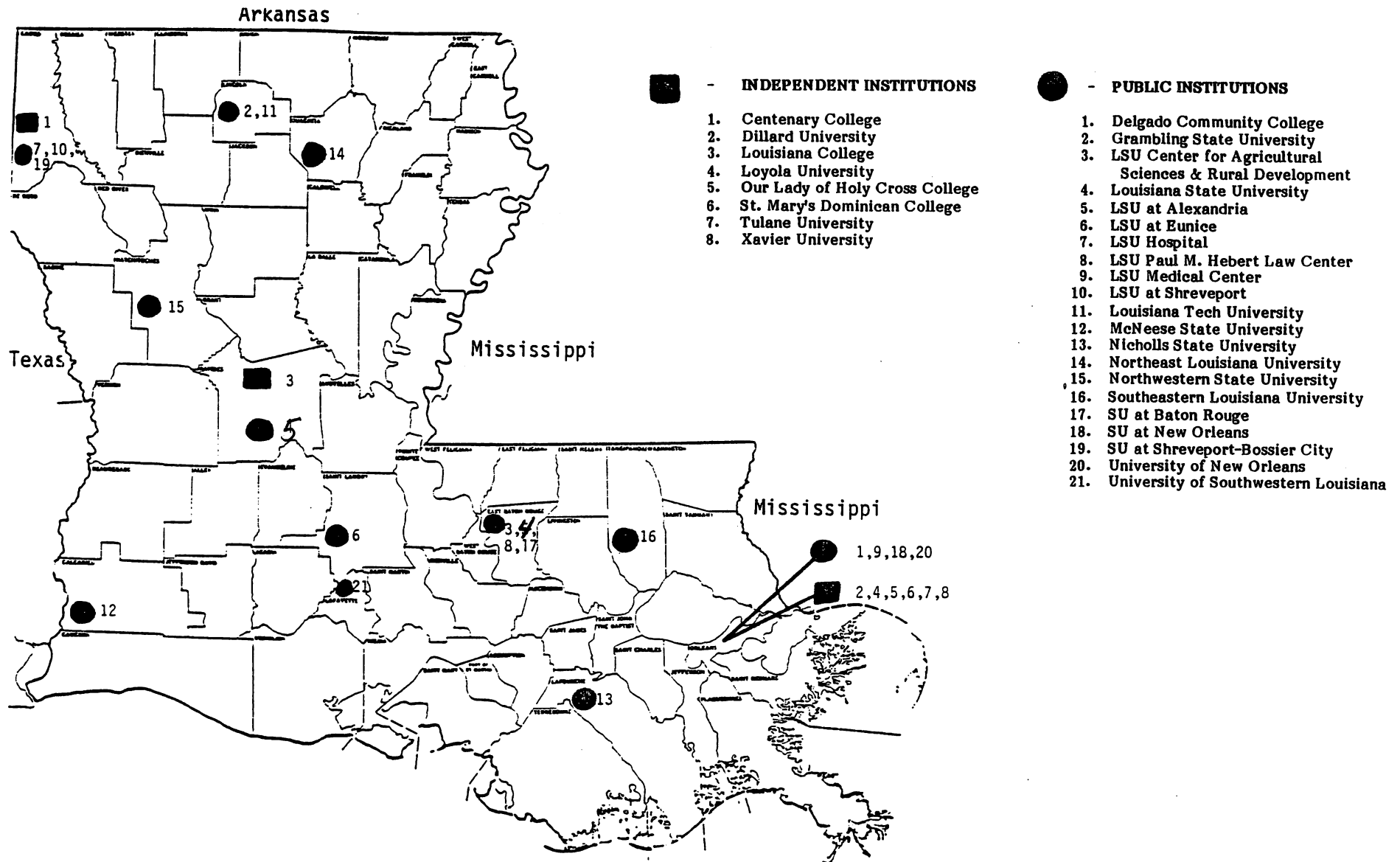
STATEWIDE PLANNING EFFORTS

Planning for the orderly development of the state's higher education system is a recent phenomenon in Louisiana. In 1968, the Louisiana electorate voted to amend the state constitution and authorized the legislature to establish the Louisiana Coordinating Council for Higher Education (LCCHE). The enabling legislation states, "In order that unnecessary duplication might be avoided and the resources of the state devoted to higher education might be better utilized, a Council to provide the leadership which such coordination requires should be established to the end that the State of Louisiana may achieve excellence in the higher education of its youth through the efficient and effective utilization of all available resources and facilities." The Coordinating Council for Higher Education adopted its Master Plan Toward Balanced Growth in Louisiana Posthigh School Education: Quantity and Quality in 1972.

*St. Mary's Dominican College is expected to cease operations in August, 1984.

FIGURE II

Louisiana Higher Education Institutions



The Coordinating Council's Master Plan contained 50 recommendations grouped under six major headings: (1) admissions and enrollment; (2) expanded educational opportunities; (3) coordination, organization, and governance of posthigh school education; (4) graduate and professional programs; (5) institutional scope and mission; and (6) off-campus instruction. The Coordinating Council was a planning, coordinating, and advisory agency of state government with no management authority. Therefore, its Master Plan recommendations could be implemented only by voluntary cooperation of the State Board of Education, the Louisiana State University Board of Supervisors and the legislature. Even its planning and coordinating functions were weak because the Coordinating Council lacked the necessary sanctions to enforce compliance with many of its policies. The LCCHE, as a result of its constitutional and statutory limitations, was unable to become the driving force in Louisiana higher education that its creators envisioned. Although disagreement existed as to specifics, by the early 1970's there was a growing consensus that a stronger statewide entity was needed to guide the destiny of Louisiana higher education.

The Coordinating Council believed that an important ingredient to the full realization of its goal to improve the availability and quality of higher education in Louisiana was the ultimate establishment of a single governing board for all public higher education in Louisiana. In 1973, a constitutional convention was assembled to begin work on a new state constitution. Its work was completed in December, 1973, and on April 20, 1974, the citizens of Louisiana voted to adopt this new fundamental law. In adopting a new constitution in 1974, the Louisiana electorate was given a choice between a single statewide planning and governing board (Alternative A) and a four-board system consisting of three management boards—the Board of Supervisors of Louisiana State University, the Board of Supervisors of Southern University, and the Board of Trustees for State Colleges and Universities—and one statewide planning and coordinating agency—the Board of Regents (Alternative B). The LCCHE reversed its traditional position and openly supported "Alternative B," the four-board system. The reasons for this reversal were more than justified. In the waning moments of the constitutional convention, the then state superintendent of public education successfully introduced an amendment to the higher education section of the proposed new constitution which would make him the chief executive officer of the single, statewide higher education board proposed in Alternative A. The effect of this amendment—if adopted—was to make the state superintendent the chief executive officer of both the statewide board for elementary and secondary education (established in another section of the proposed new constitution) and the single statewide higher education board. Opposition to Alternative A, as amended, developed because of the massive concentration of power in the hands of one individual. Coupled with this major defect was the equally serious flaw that the proposed single higher education board would have no control over its staff. The proposed board, appointed by the governor, would have a staff headed by a statewide elected official answerable every four years to the electorate but not to the board charged with responsibility for higher education in the state. The citizens of Louisiana agreed with the position of the Coordinating Council and overwhelmingly chose Alternative B. These boards were established by Article VIII of the 1974 Constitution of Louisiana and were implemented by Act 313 of the 1975 Regular Session of the Legislature. Both the constitution and the legislative act resulted in the authority of the Board of Regents extending far beyond that of the Coordinating Council.

Following approximately two years of research and review, the Board of Regents adopted The Master Plan for Higher Education in Louisiana in December, 1977 (published in April, 1978). The 1978 Plan contained approximately 50 recommendations in seven broad areas: (1) access and opportunity; (2) coordination and governance; (3) diversity; (4) academic programs; (5) faculty; (6) finance; and (7) facilities.*

The state's earlier planning efforts mentioned above have contributed significantly to the orderly development of higher education in Louisiana. Access, opportunity, and accountability have been heightened by wide dissemination of the planning documents developed by the Coordinating Council for Higher Education and the Board of Regents. In addition to the Board's scheduled planning efforts, another higher education plan was formulated in the early eighties. In September, 1981, a consent decree was filed in settlement of a long-standing lawsuit brought against the State of Louisiana by the United States Department of Justice. (See Appendix D.) The Justice Department contended in the suit that Louisiana operated a racially dual system of higher education. While the state denied the charges brought against it by the federal government, it was nevertheless pleased to settle the dispute without a trial. The State of Louisiana will be bound by the provisions of the decree through December, 1987.

The consent decree represents a carefully developed plan designed to expand educational opportunities for all citizens through enhancement of the state's predominantly black institutions and closer cooperation between the proximate predominantly white and predominantly black institutions. Under the terms of the decree, each institution has goals for other-race enrollment and other-race employment.

Included in the consent decree are the following strategies to assist institutions in reaching their other-race enrollment goals:

1. implementation of intensified other-race student recruitment by all institutions;
2. expansion of developmental education offerings for underprepared students;
3. increases in informational activities designed to inform the public of available higher education opportunities;
4. scholarships for black graduate and professional students; and
5. regular dissemination of lists of college-bound students who take certain standardized tests.

The institutions will be assisted in reaching their other-race employment goals by the following strategies:

1. operation of a Black Faculty and Professional Staff Clearinghouse designed to identify a pool of black applicants interested in employment in Louisiana's system of higher education;

*For further discussion of selected recommendations from the 1978 Plan, see Chapter II.

2. establishment of a Graduate Fellowship Program to increase primarily the number of blacks available to teach in the state's predominantly white colleges and universities; and

3. regular dissemination of lists of blacks expected to graduate from graduate and professional programs in Louisiana.

The state's predominantly black institutions will be enhanced by the following terms of the decree:

1. provision of general enhancement funds in the amount of \$1 million per year for six years;

2. improved physical facilities;

3. implementation of specific new academic programs;

4. establishment of faculty development programs to benefit current faculty members who lack the terminal degree; and

5. employment of an assisting agency to aid Southern University at Shreveport-Bossier City in its development as a comprehensive community college.

Also included in the decree are goals for the exchange of students and faculty members between the proximate institutions. These cooperative efforts will quickly result in an other-race presence on the campuses involved and will lead to the enhancement of educational experiences for the individuals involved.

It is clear from this brief description of the consent decree that the state initiatives taken in accord with the decree hold promise for an improved system of public higher education in Louisiana. The implementation of new academic programs by the predominantly black institutions will expand educational opportunities for all of the state's citizens. The cooperative programs established under the decree will result in more effective use of existing state resources. The faculty development programs at the predominantly black institutions will improve the quality of instruction and research on those campuses. The employment of an agency to assist Southern University at Shreveport-Bossier City in its development as a comprehensive community college will expand educational opportunities in the area served by that institution.

This master plan was developed with a full understanding of the state's obligations under the consent decree. The suggestions, recommendations, and observations contained in this plan are designed to complement and supplement the opportunities provided by the decree to improve the state's higher education system and to look to the years following the full implementation of the decree when Louisiana can continue to build on those opportunities.

CHAPTER II

ARTICULATED PLANNING

This document represents one step in the Board of Regents' ongoing efforts to plan for higher education in Louisiana. Although the Board is publishing this new plan, it is by no means intended to replace totally the 1978 Plan. Many of the efforts initiated in the 1978 Plan are continued, refined, and expanded in this document. Chapter II examines briefly selected recommendations from the 1978 Plan and comments on the Board of Regents' efforts in the current plan to reinforce many of those recommendations.

As mentioned earlier, the 1978 Plan contained recommendations in seven broad areas: (1) access and opportunity; (2) coordination and governance; (3) diversity; (4) academic programs; (5) faculty; (6) finance; and (7) facilities. Regarding access and opportunity, the Board of Regents urged two-year institutions to expand their occupational/technical programs. The Board also urged that, in areas where a need was demonstrated and no two-year institution existed, senior institutions, when appropriate to the institutional mission, develop and/or expand associate degree and certificate programs. Between the adoption of the 1978 Plan and January 1, 1984, the Board of Regents conditionally approved 60 certificate/associate degree programs at Louisiana's public colleges and universities. Of these 60 programs, 40 are located at senior institutions.

To further increase access and opportunity, the Board of Regents urged continued support for the Southern Regional Education Board's (SREB's) Academic Common Market and Contract-for-Services programs. The SREB Academic Common Market program allows students enrolled in particular programs to pay in-state tuition while studying outside their home states. During 1983-84, Louisiana residents had access to 17 baccalaureate, 86 masters, 3 specialist and 36 doctoral programs offered by universities in other southern states. Generally, programs available through the Academic Common Market are not available at an in-state public institution. The Contract-for-Services program provides educational opportunities in optometry and podiatry. The strategies to improve access and opportunity described in the 1978 Plan have served Louisiana citizens well and are worthy of continued support.

In the area of coordination and governance, the Board urged that cooperation and coordination between the Regents, the management boards, the Board of Elementary and Secondary Education, and the independent sector be strengthened. Only through dedicated cooperation and communication would the educational leaders in Louisiana acquire the insight and information to determine the proper future direction for education. Examples of continued and expanded cooperation between the education boards include task forces which have addressed such issues as special education, developmental education, and criminal justice programs. The independent sector, through the Louisiana Association of Independent Colleges and Universities, continues to work with the public sector for the betterment of higher education in Louisiana.

With respect to diversity, the Board defended in the 1978 Plan the need for different types of institutions, defined the components of a balanced system of higher education, categorized the institutions according to the defined components, and provided a role, scope, and mission statement for each public institution and unit of

higher education. The inclusion of revised role statements in this document is testimony to the Board's continued commitment to diversity. (See Chapter VI.) Additionally, the Board outlined the contributions of the independent institutions of higher education in Louisiana. The Board's ongoing support for the independent sector of higher education is outlined in Chapter VII.

In the area of academic programs, the Board outlined in the 1978 Plan its ongoing program review process. In 1980-81, the Board of Regents undertook a comprehensive review of teacher preparation programs. The Board's concern for the quality of education at all levels and the role of teacher preparation in assuring quality education continues to receive attention in the planning process. (See Chapters V and XIII.)

In the 1978 Plan, the Board cautioned institutions that, with existing economic conditions and a projected stabilization and decline in student enrollment, maintaining staffing flexibility is paramount. The Regents outlined the dangers of awarding tenure to a high percentage of the faculty. The Board recommended that the remainder of the decade be devoted to improving and diversifying the faculties of Louisiana's institutions and suggested that the difficulty of infusing a relatively static faculty with new ideas and improved performance could be lessened by concentration on programs of faculty development. The statistics provided in Chapter IV indicate that the institutions heeded the Board's warning. Nevertheless, the recommendation in this document to continue to guard against becoming "tenured in" is evidence of the Board's ongoing concern.

In the area of financing higher education, the Board noted in 1978 that, although Louisiana had fared well in recent years, appropriations for higher education remained below regional averages. The Regents recommended that Louisiana strive to reach the regional average of state appropriations per fulltime equivalent student. Information contained in Chapter IX indicates that Louisiana has reached its 1978 goal. While reaching the regional average was a worthy goal in 1978, a quality system of higher education requires more than average support. The need for additional financial resources to support quality is evident in the recommendations of Chapter IX.

The Board also proposed in 1978 that a gradual increase in tuition, coupled with a sound package of student financial assistance, could contribute significantly to improving the financial position of higher education without creating a hardship for the student. The Board continues to support tuition policies which recognize the shared student/state responsibility in financing higher education.

Related to the goals of access/opportunity and finance, the Board of Regents recommended in the 1978 Plan that: (1) the legislature appropriate additional student financial assistance funds at a level commensurate with the level of State Student Incentive Grant (SSIG) funds and any other programs available annually from the federal government; (2) the Governor's Special Commission on Services to Education give consideration to increasing the State Guaranteed Student Loan program; and (3) the T. H. Harris Scholarship program be funded at a considerably higher level in order to assist students from middle-income families who may not qualify for need-based student assistance programs. With reference to the SSIG, the State of Louisiana has fully matched available federal dollars for this program since 1981. The Board of Regents endorses continued support for this program. The Guaranteed Student Loan program has grown by over 500 percent since the 1978 Plan, and funds available for the T. H. Harris Scholarship program have increased significantly since 1978.

The 1978 Plan noted the necessity to preserve the state's investment in the physical plants of public institutions of higher education and urged that the implementation of strong preventive maintenance and energy conservation programs be at the heart of each institution's facility plan. The high priority given to projects to eliminate emergencies and the number of renovation projects funded to preserve the physical plants are evidence of the Board's efforts to protect the state's investment. In addition, the Board has sponsored training sessions related to preventive maintenance as well as energy conservation.

The brief overview above indicates that the 1978 Plan has served the State of Louisiana well. Many of its themes and recommendations are spread throughout this document. It is the Board's intention that the spirit of the 1978 Plan be carried forward in this plan to help guide Louisiana higher education through the eighties. As noted elsewhere in this document, planning is continuous, and, consequently, planning documents cannot be cast in stone. Therefore, when substantive changes to this plan are deemed necessary, the Regents will announce the needed change and hold a public hearing to allow interested parties to express their view. This commitment on the part of the Regents does not extend to the necessity for interpretation of this document, a right which the Board of Regents must reserve as a part of its constitutional responsibilities.

Just as the Board of Regents committed its continuing support to earlier planning efforts in Louisiana, so, too, does the Board commit itself to an annual assessment of all written suggestions which have been submitted or may be submitted in the future by the management boards and others concerned for the orderly development of excellence in higher education in Louisiana.

CHAPTER III

GOALS AND ASSUMPTIONS

The nature of planning is such that revised or new planning documents do not necessarily render previous documents obsolete. As mentioned earlier, although this plan is a new plan, it is part of a continuing process. Many of the problems, concerns, issues, and ideas found in the Coordinating Council for Higher Education Plan of 1972 and the Regents Plan of 1978 remain with us today. The recommendations of earlier plans are, in many instances, still valid, and the Regents, management boards, and institutions will continue to work together to implement the relevant recommendations contained in earlier plans.

GOALS

Although the characteristics and patterns of higher education change, the goals remain constant. The development of the individual's intellect and character, the pursuit of wisdom through the discovery and advancement of knowledge, and the overall improvement of the quality of life remain the overriding goals of higher education.

The Board of Regents' 1978 Plan delineated eight specific goals of the higher education system. These goals remain valid today and are worth repeating as a reaffirmation of the state's commitment to higher education.

1. **Access**—It is a goal of Louisiana's higher education system to maintain and enhance the access of all its citizens to publicly supported institutions of higher education without regard to race, age, sex, physical condition, religion, socio-economic status, or ethnic background.
2. **Opportunity**—It is a goal of Louisiana's higher education system to provide sufficient opportunities for higher education to assure that Louisiana's citizens are not denied the right to pursue their individual social, economic, and educational goals to the extent of their abilities and motivations.
3. **Quality**—It is a goal of Louisiana's higher education system to protect the essential freedoms and provide the support necessary to assure educational experiences of the highest caliber at all levels in order to attain excellence in Louisiana's total system of higher education.
4. **Diversity**—It is a goal of Louisiana's higher education system to provide and support higher education programs and services sufficient to meet the diversified needs of all the state's citizens as well as the diversified needs of the state.
5. **Financial Support**—It is a goal of Louisiana's higher education system to seek the optimal financial support for Louisiana's institutions of higher learning and to ensure that such support is equitably distributed and effectively utilized for the benefit of all citizens.

6. **Responsiveness**—It is a goal of Louisiana's higher education system to ensure that Louisiana's institutions of higher learning are responsive, within the limits of their role and scope, to the needs of the citizens of the state and their government.

7. **Cooperation**—It is a goal of Louisiana's higher education system to strive for cooperation among the individual institutions and the public and independent sectors of higher education and to participate in efforts toward regional cooperation in order to assure the most efficient and effective use of the resources of the state, the southern region, and the nation.

8. **Responsibility**—It is a goal of each component of Louisiana's public system of higher education to continue to perform the functions assigned by the people of the state through the constitution and the acts of the legislature in a responsible manner.

In addition to the general goals stated above, the State of Louisiana has adopted goals specifically as a result of the filing of the consent decree.

1. **Integration**—It is a goal of Louisiana's public system of higher education to assure, to the extent possible, that students can choose to attend public institutions in the system regardless of the traditional predominant race of the institutions.

2. **Enhancement**—It is a goal of Louisiana's public system of higher education to enhance the attractiveness of the predominantly black institutions, both academically and physically, to assure that these institutions appeal to all students and faculty.

3. **Cooperation**—It is a goal of Louisiana's public system of higher education to effect permanent means to assure continuing cooperation between institutions in geographic proximity so that students and faculties experience diverse educational and teaching experiences of the highest possible quality.

ASSUMPTIONS

In addition to defining the goals we plan to strive for, planners must attempt to identify those social, political, demographic, and economic factors that are expected to be in force during the planning period. These assumptions are important because they in part determine the issues to be addressed. Certain assumptions are made on the basis of statistical analysis of trends. Other assumptions are more intuitive in nature and are based on a general knowledge of higher education.

Following are thirteen assumptions which the Board of Regents deems appropriate for planning in the eighties:

1. The number of high school graduates in Louisiana will decline annually for the next five years, thus decreasing the potential number of 18-24 year olds enrolling in Louisiana's institutions of higher education.

2. The size, composition, and distribution of the population served by higher education will change.

3. Services required by the new student population will differ from those required in the past.
4. Changes in enrollment will affect different institutions in different ways.
5. Proposed changes in federal laws and the condition of Louisiana's economy may tend to limit state revenues.
6. Competition for limited resources will increase as public priorities change.
7. Concerns for advancement and employment security among faculty and staff will increase.
8. The desirability of cooperation among various institutions will increase.
9. The use of innovative delivery systems to provide higher education will continue to grow.
10. The national emphasis on technology and education will challenge and benefit our colleges and universities.
11. Weakened economic conditions will probably have the effect of encouraging higher enrollments than would occur under normal economic circumstances.
12. The gradual increase in the academic requirements for graduation from high school will begin to decrease the need for developmental education programs in higher education.
13. State level oversight of institutions of higher learning will continue to increase.

Webster defines assumption as "the supposition that something is true." This plan reflects the Board of Regents' supposition that the 13 conditions listed above will prevail for at least the next several years. The conditions will be monitored, and, if changes occur, adjustments to the recommendations contained in the plan will be made accordingly.

CHAPTER IV

THE PLANNING ENVIRONMENT

When one undertakes development of a plan, it is important to be aware of recent trends and current conditions. Numerous changes have occurred in higher education during the last decade—changes which could have significant implications for the future. Chapter IV traces recent trends in the following areas: population, enrollment, degrees conferred, and faculty.

POPULATION

There has been a steady growth in Louisiana's population since the turn of the century. Figure III depicts the actual growth in the state's population from 1900 to 1980 and the projected growth through the year 2000. Louisiana's population has increased 2,824,275, or 204 percent, since 1900. The state's population is projected to increase by 1,304,609, or 31 percent, between 1980 and the year 2000.

An analysis of Louisiana's population in 1980 (4,205,900) yields the following statistics: of the total, 2,039,894 (48.5%) were male, and 2,166,006 (51.5%) were female; 69.3 percent were white, 29.4 percent were black, and 1.3 percent were other races. The racial mix of the population is expected to remain relatively stable for the remainder of the twentieth century, i.e., blacks are projected to equal 29.0 percent of the population in 1990 and 2000. Males as a percentage of the total population are projected to increase from 48.5 percent in 1980 to 49.3 percent in the year 2000.

Between 1970 and 1980, growth occurred in both the urban and rural populations. The population in urban areas increased from 2,424,000 to 2,887,000 during the ten year period, an increase of 19.1 percent, and the rural population increased from 1,220,000 to 1,319,000, or 8.1 percent. The population inside Standard Metropolitan Statistical Areas (SMSAs) increased by 18.0 percent. However, most of the growth within the boundaries of the SMSAs was experienced outside city limits. Overall, Louisiana's population increased by 15.4 percent during the decade of the seventies compared to an increase of 11.4 percent nationally.

In addition to the size and distribution of the population, the general wealth of the population is important as it relates to support of public higher education.* In 1979 (the latest figures available), the median family income in Louisiana was \$17,822 or \$2,095 below the national average of \$19,917. In 1979, 12.4 percent of the population in the United States was categorized as living in poverty, compared to 18.6 percent of Louisiana's population in this category. More recently, Louisiana's per capita income of \$9,486 in 1981 ranked 36th nationally, \$1,031 below the national average.

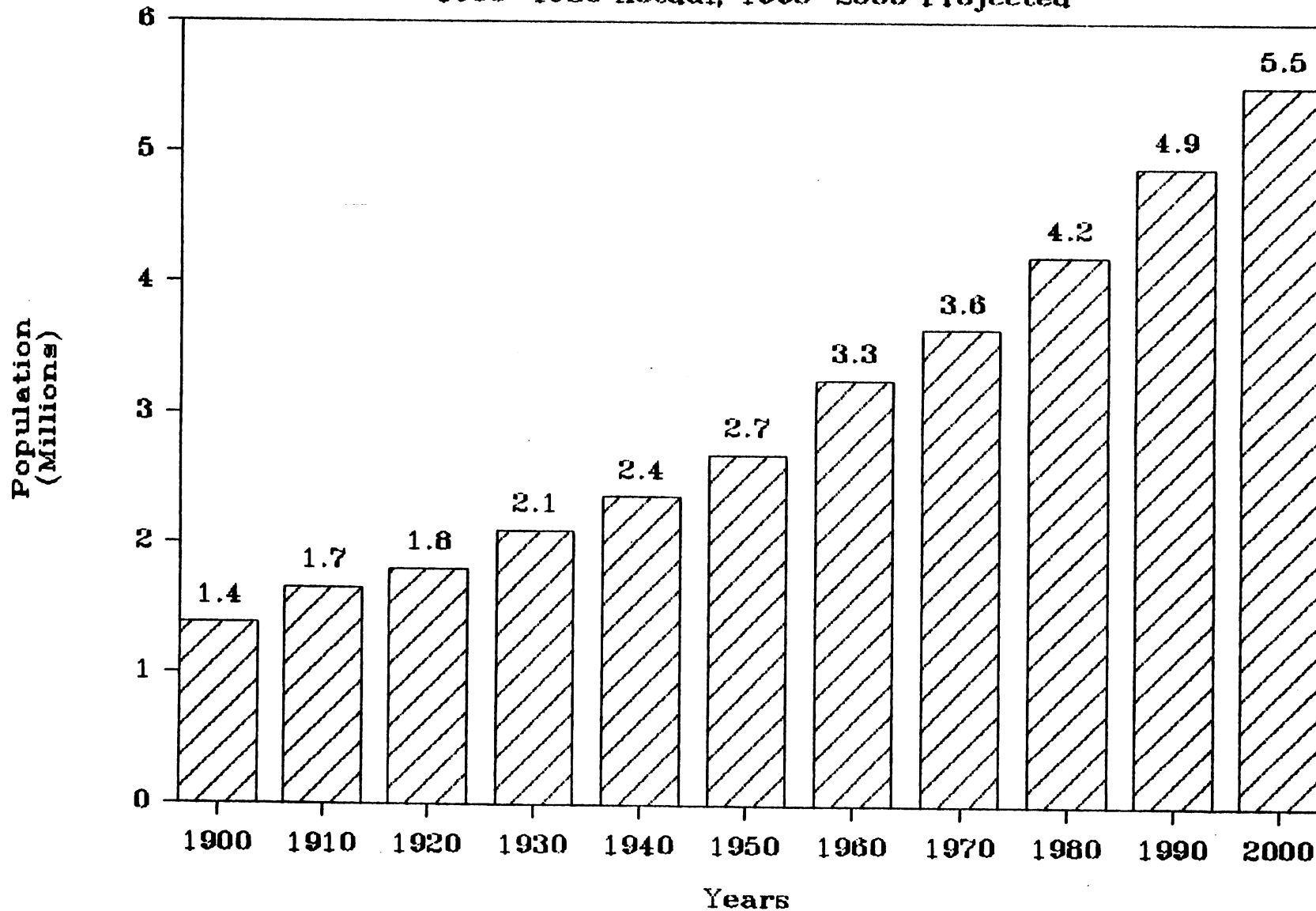
Of significance to higher education are the changes in population age cohorts. Table I displays live birth data for Louisiana from 1960 through 1982. It is apparent that

*For further information on state support for higher education, see Chapter IX.

FIGURE III

Total Louisiana Population

1900-1980 Actual, 1990-2000 Projected



the number of people who will be college age, i.e., 18-24 years old, in the next 10 to 15 years will decline. For example, in 1974, the number of live births was 27 percent less than in 1960. Live births began to increase gradually in 1975, but these people will not attain college age until the mid-1990's. The increase in live births since 1979 will begin to have an impact on college enrollment near the turn of the century.

Although the average age of college students continues to increase, recent high school graduates remain the primary population from which higher education draws.

TABLE I

Total Live Births in Louisiana, 1960-1982

<u>Year</u>	<u>Number</u>	<u>Year</u>	<u>Number</u>
1960	90,126	1972	68,340
1961	88,892	1973	66,412
1962	88,005	1974	65,868
1963	85,334	1975	67,792
1964	86,061	1976	69,356
1965	79,533	1977	74,989
1966	77,223	1978	74,655
1967	75,199	1979	79,224
1968	74,098	1980	82,113
1969	77,770	1981	82,187
1970	74,615	1982	84,539
1971	73,014		

Source: Statistical Report of the Division of Public Health Statistics, Louisiana State Board of Health.

Table II displays actual high school graduates from 1978 through 1983 and projected graduates from 1984 through 1999. The number of Louisiana high school graduates began a gradual decline in 1978, and the decline is projected to continue until 1994 when the number of high school graduates will commence a steady increase. The number of high school graduates will not reach the high levels experienced in the mid-seventies until the next century, however. While changes in the overall number of high school graduates are projected over the next 15 years, the racial composition is expected to remain relatively stable with black high school graduates representing between 32 and 34 percent of the total. The male/female composition is projected to remain stable also with males representing approximately 47 to 48 percent of high school graduates.

Since the number of live births and subsequent number of high school graduates will have a direct effect on college enrollment, it is appropriate to examine the changes in Louisiana's population age cohorts. Table A, Appendix A, depicts the changes in population age cohorts from 1970 to 1980 and the projected changes to the year 2000. As the data in Table A indicate, Louisiana's population is aging. In 1970, 50.3 percent of the

TABLE II

**Louisiana High School Graduates, 1978-1983 Actual,
1984-1999 Projected**

<u>Actual</u>		<u>Projected</u>			
<u>Year</u>	<u>Number</u>	<u>Year</u>	<u>Number</u>	<u>Year</u>	<u>Number</u>
1978	56,039	1984	46,768	1992	38,926
1979	55,750	1985	45,399	1993	40,065
1980	55,114	1986	43,677	1994	40,950
1981	54,695	1987	43,547	1995	45,255
1982	54,428	1988	43,704	1996	45,523
1983	47,019	1989	43,296	1997	48,496
		1990	41,096	1998	50,431
		1991	40,042	1999	50,613

Source: Louisiana Board of Regents, 1984.

population was under the age of 25. By 1990, only 40.7 percent of the population will be in this age bracket. The number of individuals in the high school and college age cohorts (15-19 and 20-24) is projected to level off in the mid-eighties before declining. The number of individuals in the age cohort 20-24 in the year 2000 will still be 12 percent below 1985 levels. At the other end of the spectrum, the number of Louisiana citizens over the age of 65 continues to increase. The number of individuals 65 years and over increased by 97,610, or 31.8 percent, between 1970 and 1980. This age group is projected to increase by 128,810, or 31.9 percent, between 1980 and the end of the century.

In summary, the population in Standard Metropolitan Statistical Areas is increasing at a faster rate than the rural population. The decline in the number of individuals graduating from Louisiana's high schools will continue until 1994 and will not equal the number of graduates in the mid-seventies until after the turn of the century. Louisiana's population is aging with the number of older individuals growing at a much faster rate than previously and the younger age groups projected to experience actual declines in the coming years.

The size of the population to be educated has a significant impact on Louisiana's higher education system. The "baby boom" has ended. The end of this era will surely affect higher education. The effects, however, will differ among institutions depending on the campus's mission, programs, location, and response to change. Planners should not overreact to the projected declines in enrollment. Data indicate that increasing numbers of younger students will again enroll in higher education in the decade of the nineties. Louisiana's investment in faculty, programs, and facilities should be carefully guarded during the eighties if the state is to be prepared for a return to an era of growth.

ENROLLMENT

Nationally, enrollment in public higher education increased from 7,070,635 in 1972 to 9,674,538 in 1982, an increase of 36.8 percent. In 1975, however, enrollment began to

drop and continued to do so until 1979. Trends in enrollment in public higher education in Louisiana reflect the national trends. Figure IV displays enrollment data for Louisiana public higher education in the last decade. (Data for individual institutions can be found in Table B, Appendix A.) From 1972 through 1975, enrollment in public higher education in Louisiana increased by 17,148, or 15.0 percent. The years from 1975 through 1978 witnessed a slight decline in enrollment. Between 1978 and 1982, enrollment in Louisiana public higher education increased by 21,599, or 16.8 percent, compared to a growth in enrollment of 10.1 percent nationally during the same period.

Although reviewing statistical trends in total enrollment is meaningful, it is also worthwhile to examine the makeup of the enrollment. An examination of the makeup of the student body by sex and race and by undergraduate/graduate status provides a more enlightened frame of reference from which to anticipate the future.

A recent enrollment trend is the increase in the number of women enrolled in colleges and universities. The increase in the number of women enrolled in Louisiana public higher education is displayed in Figure V. In fall, 1978, female enrollment surpassed male enrollment in Louisiana for the first time. Nationally, this phenomenon first occurred in 1979. It is important to note that when male enrollment in Louisiana public higher education declined approximately 10 percent between 1975 and 1979, the corresponding increase in female enrollment (8.8%) offset most of the decline. In fall, 1982, female enrollment in Louisiana declined by 160 (0.2%), the first such decline in recent history. Nationally, female enrollment increased one percent in 1982.

A second population group which has enrolled in public higher education in increasing numbers is blacks. Between 1976 and 1982, the number of black students enrolled in public higher education in Louisiana increased by 1,907, or 6 percent. This percentage increase equalled the growth in black enrollment nationally. In spite of the overall increase in the number of blacks enrolled in public higher education, black enrollment as a percentage of total enrollment has remained relatively stable with slight declines over the past six years at both the national and state levels. Table C, Appendix A, displays enrollment figures for blacks in Louisiana from 1974 to 1982.

Related to the growth in female and black enrollment is the increase in the last decade in the number of parttime students enrolling in Louisiana's public institutions of higher education. Working men and women, housewives, retirees, and the under-employed/unemployed often find enrolling in college on a parttime basis more practical and financially feasible than enrolling on a fulltime basis. Nationally, parttime enrollment increased 65 percent between 1972 and 1982, while fulltime enrollment increased 20 percent. In 1972, less than 23 percent (or approximately one of every five) of the students enrolled in Louisiana's institutions of public higher education were enrolled parttime. By fall, 1982, the percentage had increased to 32.34, or approximately one of every three students. Figure VI displays the trend in parttime enrollment growth in Louisiana, and Table D, Appendix A, displays these changes in actual terms. Between 1972 and 1982, parttime enrollment in Louisiana's public institutions increased 85.6 percent, while fulltime enrollment increased only 15.4 percent. Of the 36,067 increase in total student enrollment between 1972 and 1982, 22,446, or 62.2 percent of the increase, was attributable to the increase in parttime enrollment.

FIGURE IV

Total Fall Student Headcount

Louisiana Public Higher Ed., 1972-1982

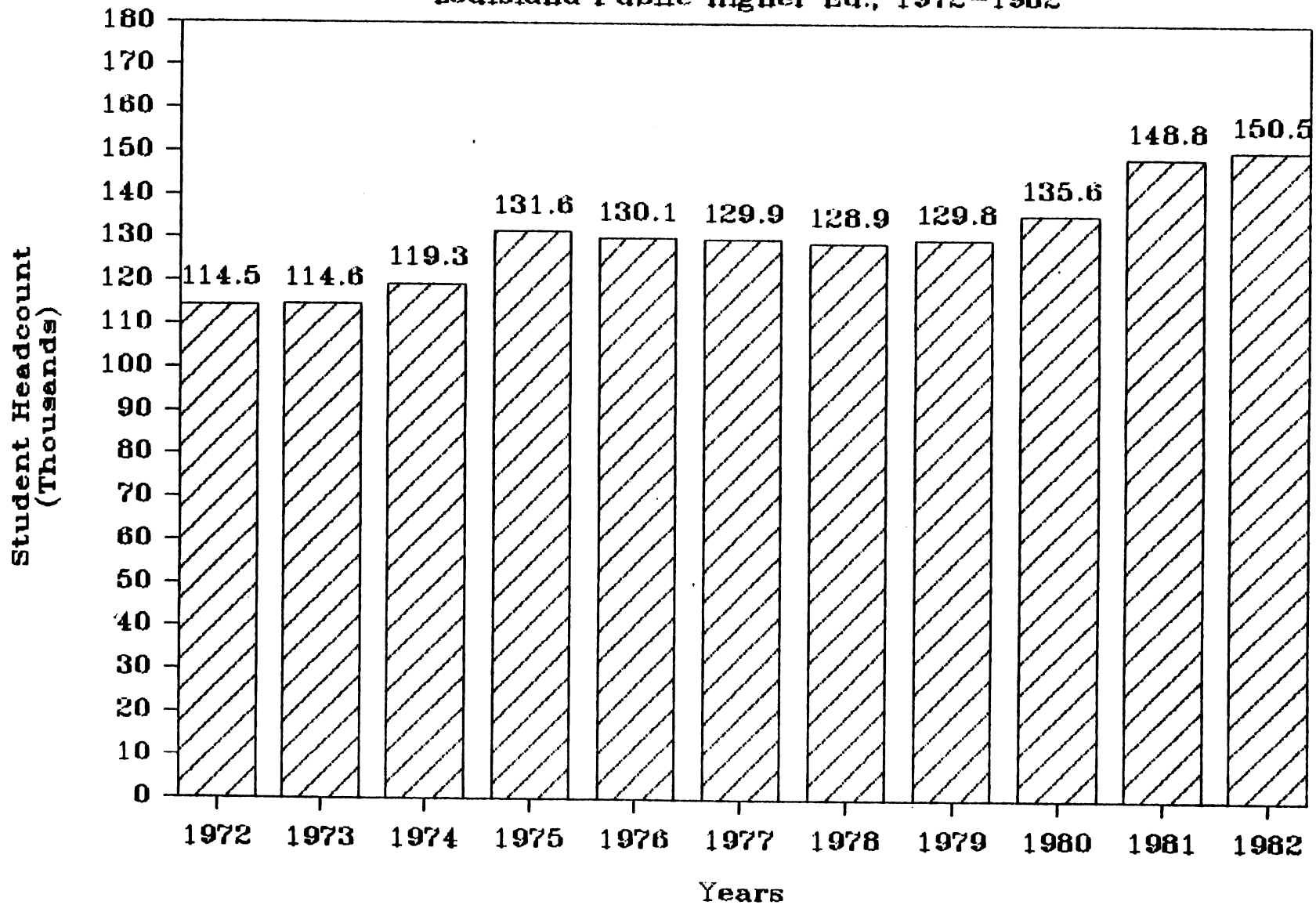


FIGURE V

Male/Female Fall Headcount Enrollment

Louisiana Public Higher Ed., 1972-1982

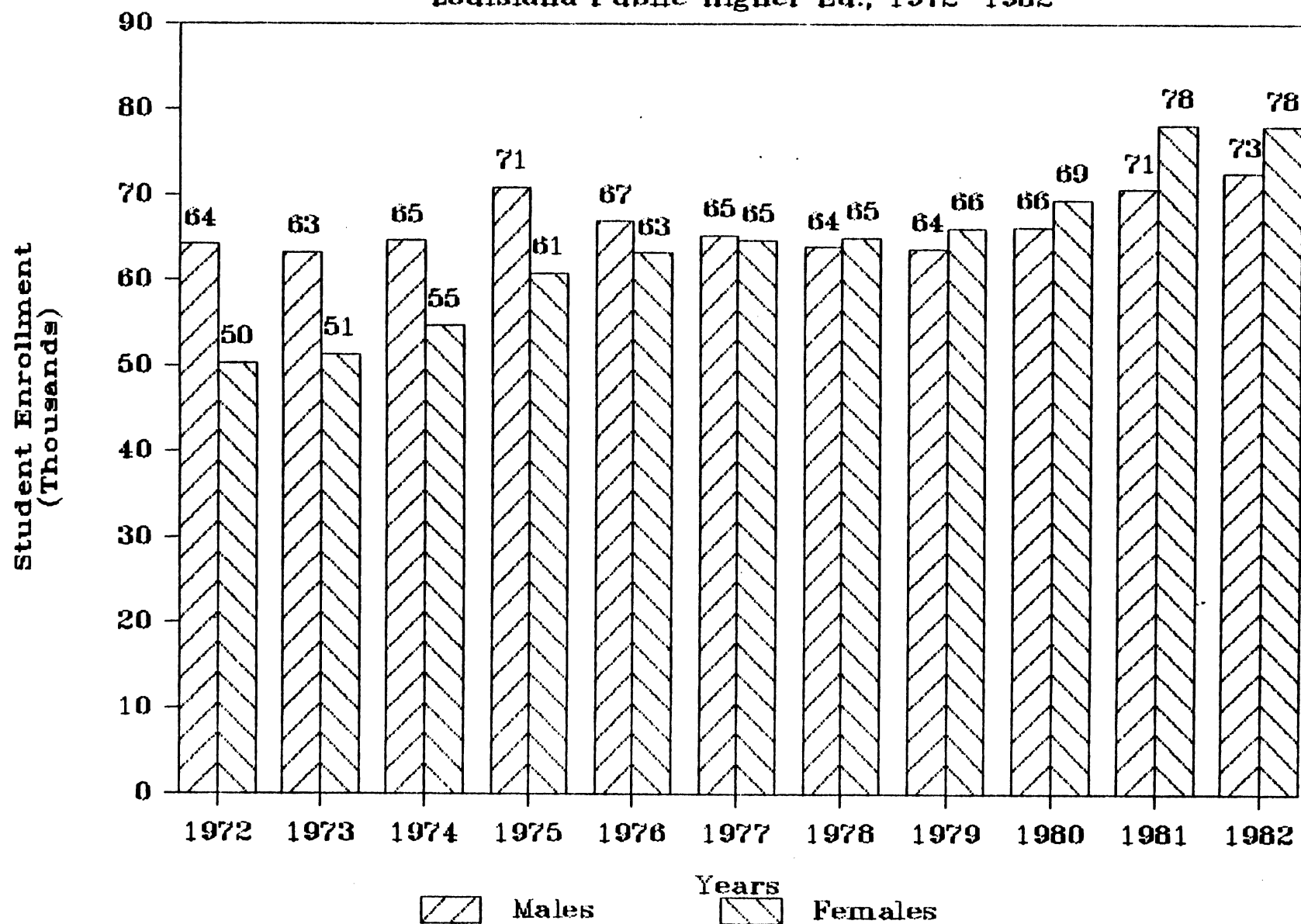
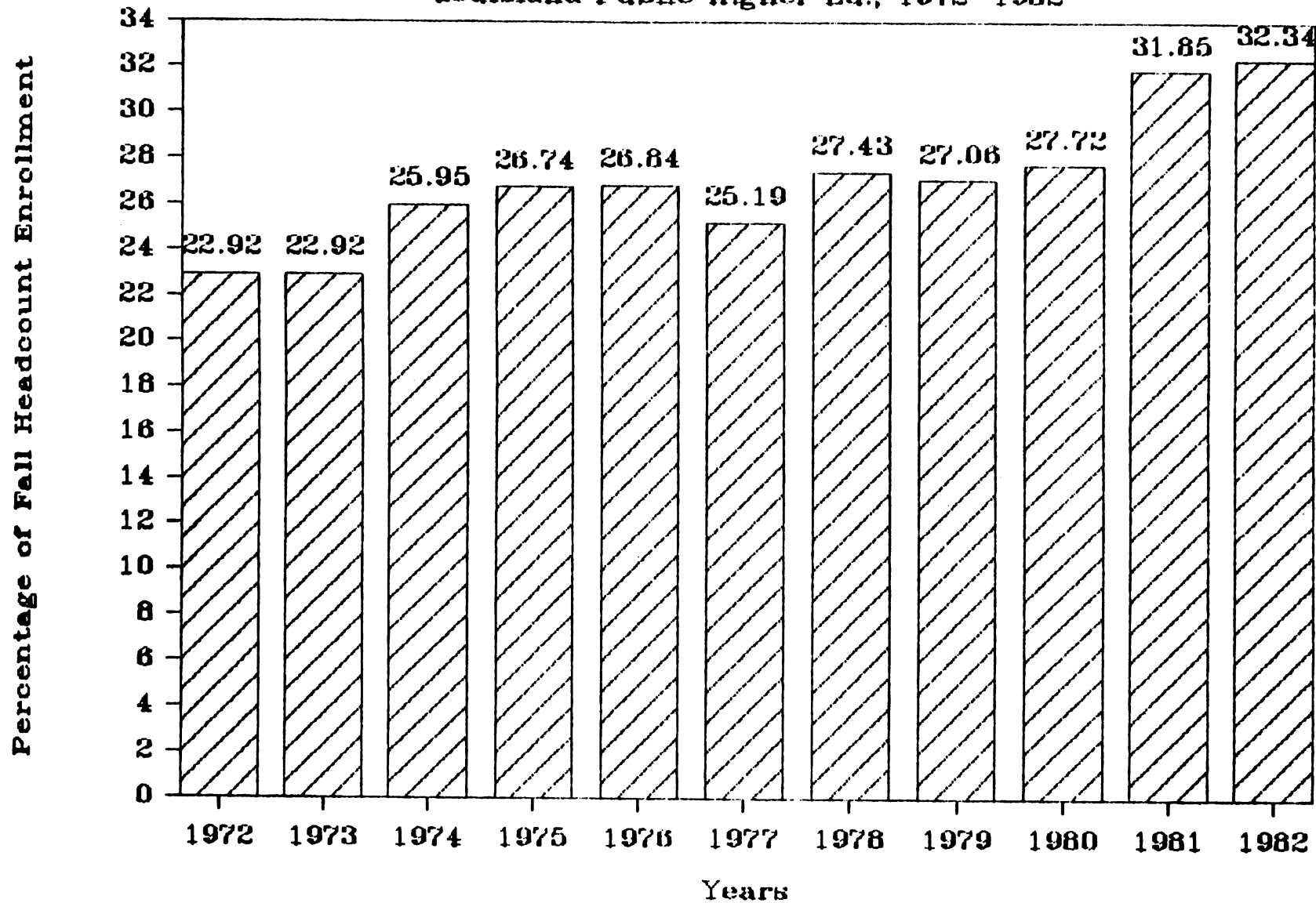


FIGURE VI

Parttime Student Enrollment Percentages

Louisiana Public Higher Ed., 1972-1982



The fact that parttime student enrollment is increasing must be closely monitored for several reasons. Approximately three parttime students are required to produce the same number of credit hours as one student enrolled fulltime. Since funding for Louisiana's public institutions is generated presently by a student credit hour driven formula, parttime students do not produce the level of funding produced by their fulltime counterparts. Nevertheless, many of the administrative costs attributable to enrolling a fulltime student (admissions, record keeping, etc.) are equally high for a parttime student. In addition to the financial implications of an increase in parttime students, there are implications for the provision of student services. Scheduling access to counseling centers, libraries, computer terminals, etc. for the parttime student has implications for the traditional timetables of institutions of higher learning.

The undergraduate/graduate enrollment mix is another important variable in planning. Nationally, undergraduate enrollment represented 86 percent of total enrollment in 1974, and 89 percent of total enrollment in 1982. As the data in Table III indicate, Louisiana's undergraduate/graduate enrollment composition remained relatively stable over the past eight years. Graduate enrollment as a percentage of total enrollment experienced declines from 1974 through 1980. In 1982, graduate enrollment increased by 5,699 (31.1%) over graduate enrollment in 1980. The majority of this increase can be attributed to the enrollment of Louisiana's elementary and secondary educators in the Professional Improvement Program (PIP).

TABLE III

**Undergraduate/Graduate Enrollment as Percentage of Total
Enrollment in Public Higher Education, 1974-1982**

<u>Year</u>	<u>Undergraduate</u>		<u>Graduate</u>		<u>Total Number</u>
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	
1974	100,000	83.8	19,277	16.2	119,277
1976	110,000	84.6	20,000	15.4	130,069
1978	111,513	86.5	17,407	13.5	128,920
1980	117,347	86.5	18,299	13.5	135,646
1982	126,521	84.1	23,998	15.9	150,519

In summary, enrollment in Louisiana public higher education increased steadily in the early 1970's, declined slightly during the latter years of the decade, and has increased slightly since 1979. In the past 5-10 years, women, black, and parttime students have participated in higher education in increasing numbers.

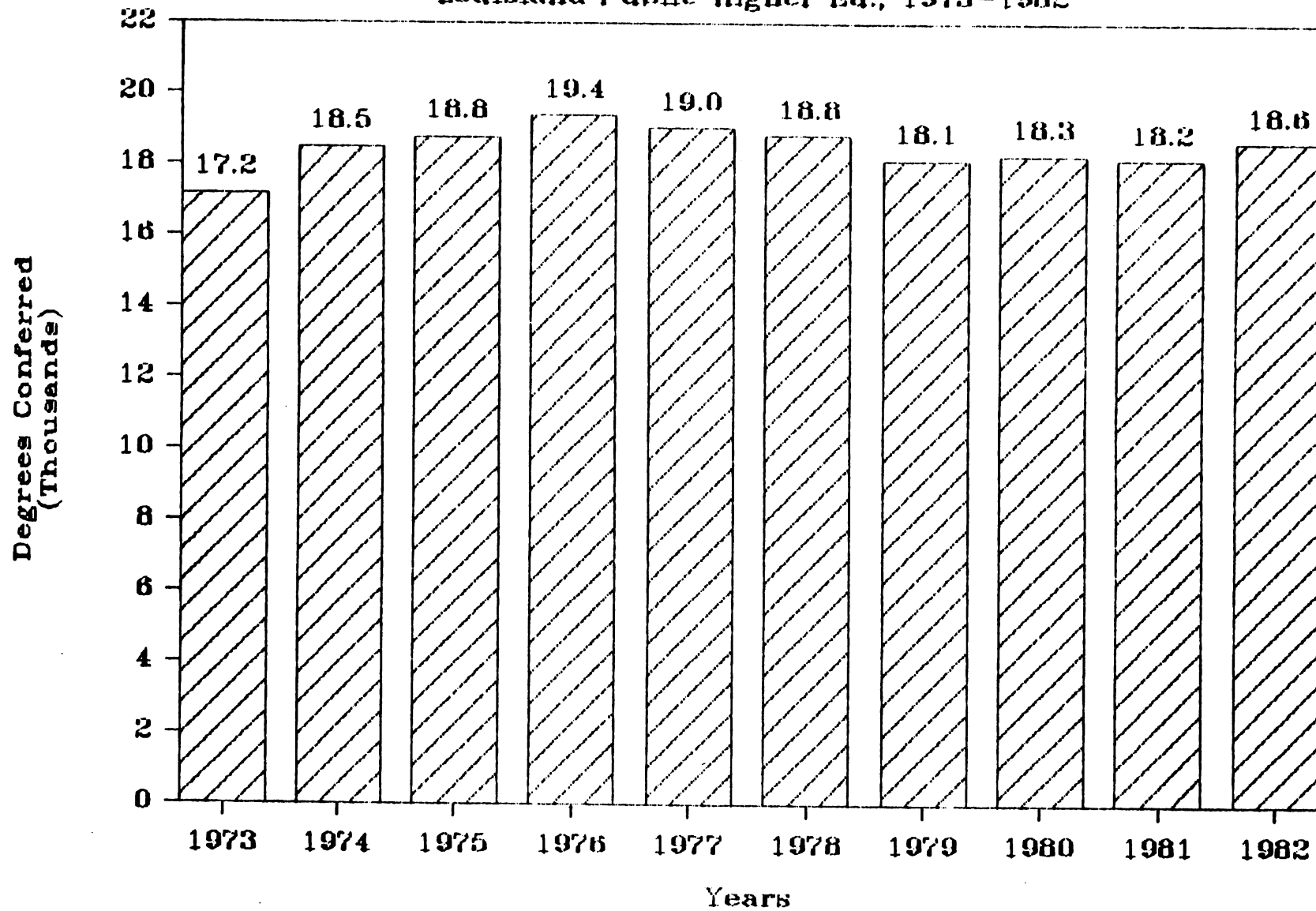
DEGREES CONFERRED

The most visible products of institutions of higher education are their graduates. Figure VII tracks the number of degrees conferred annually during the last decade. The

FIGURE VII

Total Degrees Conferred

Louisiana Public Higher Ed., 1973-1982



number of degrees conferred increased 2,213, or 12.9 percent, between 1973 and 1976, followed by a decline of 1,242, or 6.4 percent, from 1976 until 1979. There has been a slight increase (501, or 2.8 percent) in degrees conferred since 1979 (1979-1982). Overall, in 1982, 1,472 (8.6%) more degrees were conferred by Louisiana public institutions of higher education than were conferred by these institutions in 1973. Nationally, 1,229 more degrees (less than a 1 percent increase) were conferred in 1982 than were conferred in 1973.*

Table E, Appendix A, displays information on degrees conferred by Louisiana's public institutions of higher education annually over the past decade by degree level. Degrees conferred at the bachelor's, master's, and doctoral levels experienced actual declines between 1973 and 1981; the decline halted in 1982. Nationally, the number of bachelor's and master's degrees increased slightly while the number of doctoral degrees conferred declined. In the last decade, there has been an increase of 1,578, or 332.2 percent, in the number of associate degrees awarded in Louisiana. The number of professional degrees awarded in Louisiana has increased by approximately 75 percent over the last decade while professional degrees awarded nationally increased approximately 43 percent.

Trends in degrees conferred in particular subject areas have implications for both academic program planning and manpower planning. Table F, Appendix A, provides data on the top ten subject areas with respect to the number of degrees conferred in 1977 and 1982: education, business/management, health professions, social sciences, engineering, biological sciences, agriculture and natural resources, public affairs and services, health services and paramedical technologies, business and commerce technologies.

In 1977, Louisiana's public institutions of higher education conferred 5,469 degrees in education. The area of business and management ranked second to education in number of degrees conferred with 2,679, approximately one-half the number conferred in education. Comparing degrees conferred in 1977 with those conferred in 1982 reveals significant differences. The number of degrees conferred at all levels in education decreased by 2,123, or 38.8 percent, during the five-year period. In an era of concern over shortages of teachers in Louisiana, it is significant to note that the number of undergraduate degrees in education declined by 1,446, or 46 percent, during this same period. The number of degrees conferred in education now ranks behind those conferred in business and management.

A comparison of the number of degrees conferred in 1977 and 1982 in the ten areas noted above shows an increase in four subjects: engineering (90.1%), business and management (36.8%), business and commerce technologies (25.8%), and health professions (3.0%). The number of degrees conferred in the remaining six subject matter areas declined: education (-38.8%), social sciences (-28.4%), public affairs and services (-23.6%), agriculture and natural resources (-23.5%), biological sciences (-19.0%), and health services and paramedical technologies (-8.2%). An example of the growth in technological areas is computer science in which the number of degrees conferred between 1977 (210) and 1982 (373) increased 77.6 percent.

*References to degrees conferred nationally include bachelor's, master's, professional, and doctoral degrees.

In view of the national and state concern for the education of minorities, it is important to note the fields in which black students earn degrees. Table G, Appendix A, displays data on the distribution of black graduates by subject area. In 1982, approximately 25 percent of all degrees earned by black students were in education, and more than 80 percent of all graduate degrees earned by black students were in education. Nationally, in 1982, 24 percent of all degrees earned by black students were in education, and 50 percent of all graduate degrees awarded to blacks were in education. In Louisiana and the nation, approximately one-fifth of degrees earned by blacks were in business and management. Degrees earned by blacks in other fields represented 5 percent or less of all degrees earned by blacks. It is interesting to note that while black students enrolled in Louisiana public institutions of higher education in 1982 represented only 22.5 percent of total enrollment, they accounted for 62.1 percent (100) of all degrees earned in public service technologies, 44.4 percent (160) of all degrees earned in public affairs and services, 31.9 percent (119) of all degrees earned in computer and information science, and 31.4 percent (176) of all degrees earned in business and commerce technologies.

In summary, the number of degrees conferred annually in Louisiana over the past decade peaked at 19,378 in 1976, declined to 18,136 in 1979, and has increased slightly since then. Degrees conferred at the bachelor's, master's, and doctoral levels have declined over the last decade, while the number of associate degrees earned has increased more than threefold (332.2%). The number of professional degrees awarded has increased approximately 75 percent during the ten-year period. With respect to subject areas, the number of degrees conferred in education has decreased dramatically (38.8%) over the past five years, especially at the undergraduate level (46%). The largest number of degrees conferred in a single discipline in 1982 was in the area of business and management. However, the largest growth in the number of degrees conferred over the last five years was in engineering (90.1%). In 1982, approximately 25 percent of all degrees earned by blacks were in education. At the graduate level, more than 80 percent of all degrees earned by blacks were in education. While blacks accounted for 22.5 percent of total enrollment in 1982, they accounted for 62 percent of all degrees earned in public service technologies, 44 percent in public affairs and services, 32 percent in computer and information sciences, and 31 percent in business and commerce technologies.

FACULTY

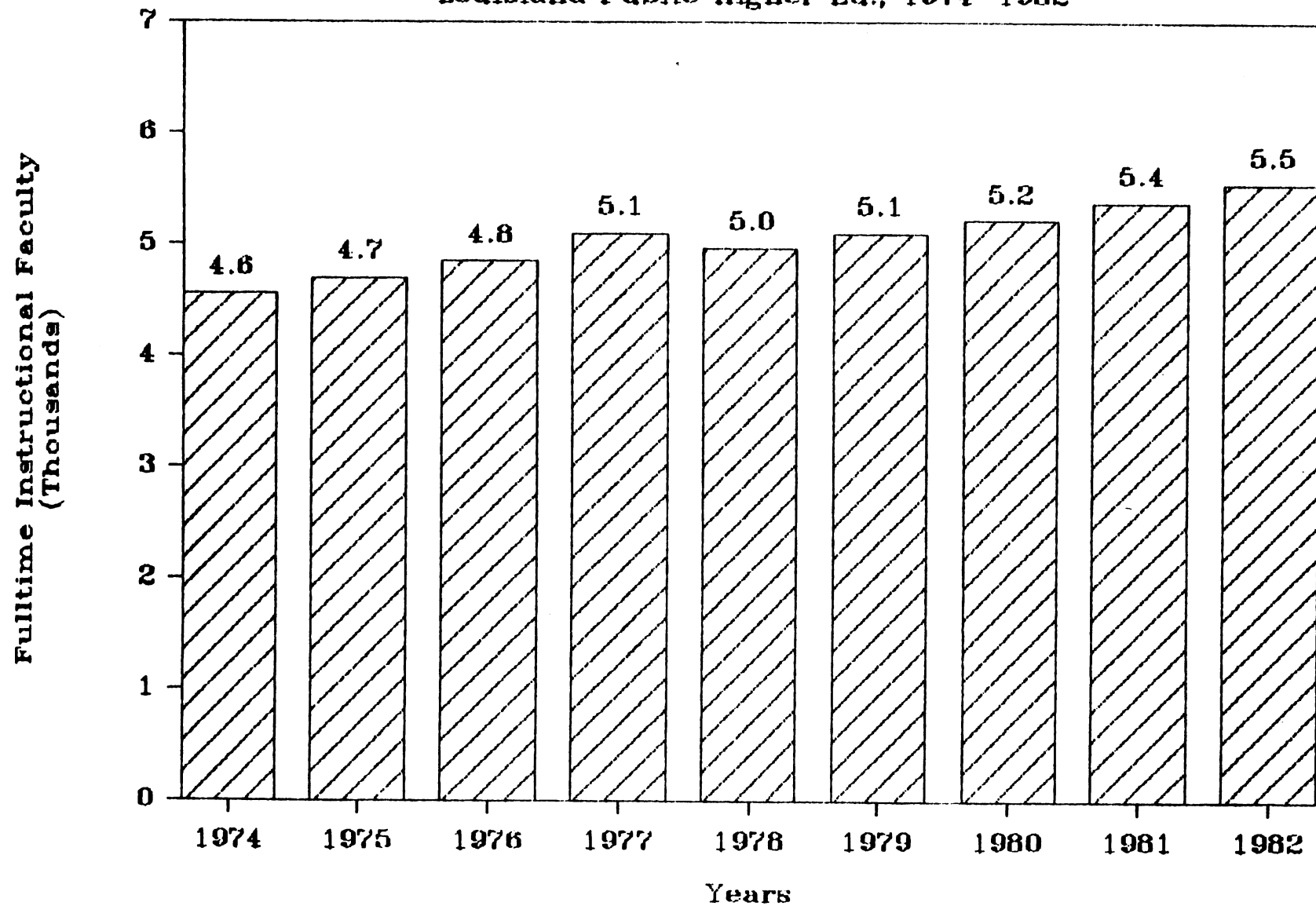
An institution's quality and character depend upon the qualifications, industry, and commitment of its faculty. No other single factor has the direct influence that the faculty has in determining the contributions of the institution to teaching, research, and public service.

In the early sixties, a serious problem confronting higher education was the shortage of college and university teachers, a shortage brought on by an influx of students. The rapid enrollment growth in the sixties was followed by a slower but more orderly growth in the seventies, and the seller's market for faculty became a buyer's market. Figure VIII displays the growth in the number of fulltime instructional faculty in public higher education in Louisiana over the past eight years. Since 1974, the number of fulltime instructional faculty has increased by 988 or 21.7 percent. This growth in

FIGURE VIII

Fulltime Instructional Faculty

Louisiana Public Higher Ed., 1974-1982



faculty lagged slightly behind the growth in enrollment which increased 26.2 percent during the same eight-year period.

Colleges and universities have had difficulty complying with federal and state statutes which require equitable representation of women and minorities. Institutions have been urged to hire more members of underrepresented groups at a time when enrollments have been stabilizing and the economy has limited staff expansion. Figure IX traces the male/female composition of Louisiana's fulltime instructional faculty at public institutions of higher education since 1974. The number of fulltime female faculty members in Louisiana's public colleges and universities has been increasing. The increase in females, however, has been substantially offset by increases in male faculty. Although the number of female faculty increased by 36.9 percent between 1974 and 1982, female faculty as a percentage of total faculty increased only 3.6 percentage points, from 28.9 percent in 1974 to 32.5 percent in 1982. Further information on the male/female composition of the faculty is provided in Appendix A, Table H.

Table I, Appendix A displays the racial composition of the faculty in Louisiana's public institutions of higher education in 1975 and 1982. In 1975, 15.7 percent of total fulltime instructional faculty was black, 82.0 percent was white, and 2.3 percent was other (including Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native). By comparison, in 1982, the percentage of black fulltime instructional faculty had declined to 12.6 percent, the percentage white had remained relatively stable (82.6%), and the percentage in other racial categories had increased to 4.8 percent. An examination of the changes on each campus provides a more detailed picture of the changing racial composition of the faculty in Louisiana. In 1975, 101, or 11.8 percent of total black faculty were employed by predominantly white institutions. In 1982, predominantly white institutions employed 143, or 17.9 percent of total black faculty. During this same time, the number of blacks employed by predominantly black institutions decreased by 11.4 percent. Therefore, even though black faculty as a percentage of the total faculty declined by 3.1 percentage points, predominantly white institutions increased the number of blacks employed.

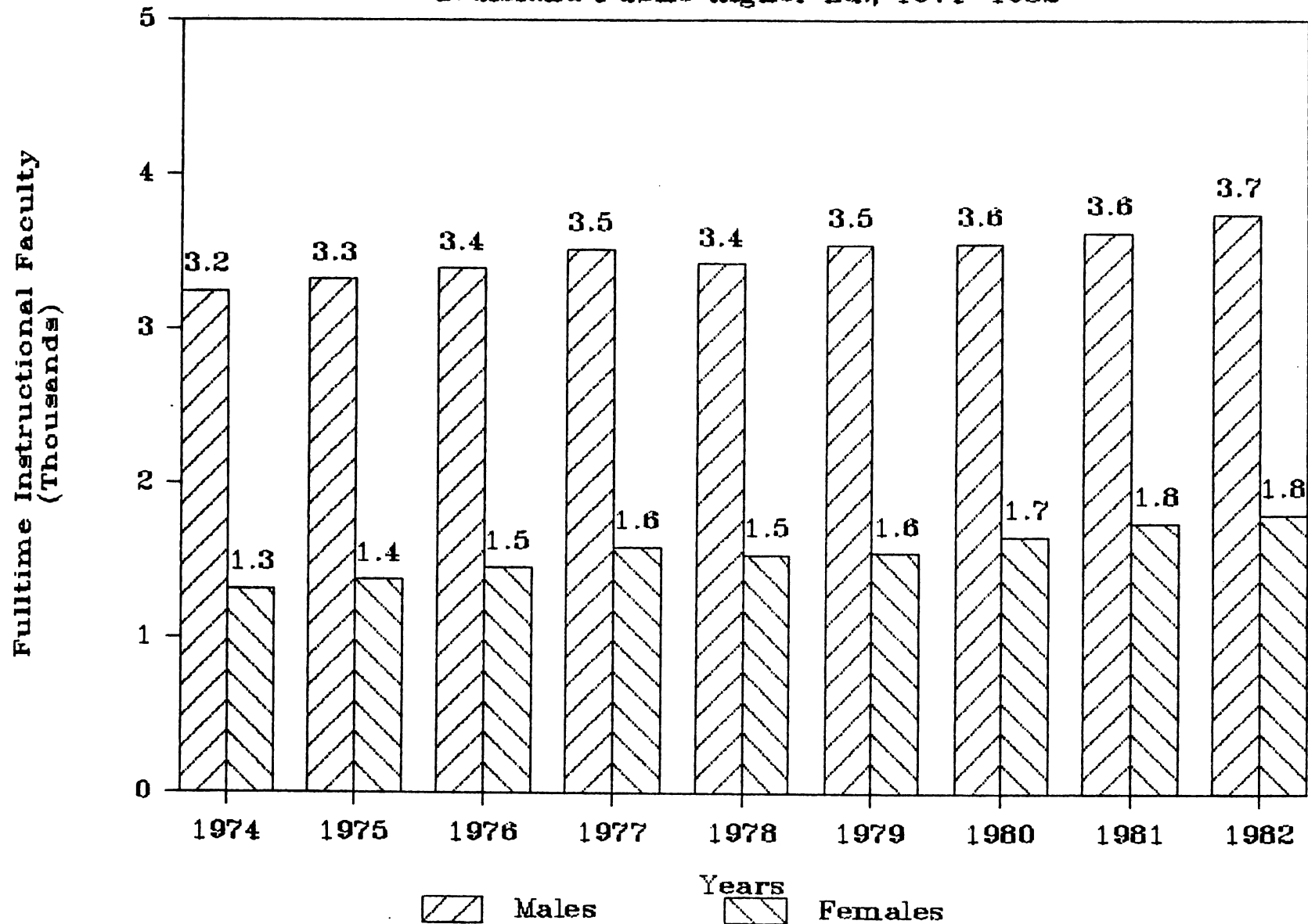
A difficult problem facing institutions of higher education is the danger of becoming "tenured in." This condition results from awarding academic tenure to a disproportionately large number of faculty and thereby limiting the opportunity to add young faculty members, minorities, or women. In the 1978 Master Plan, the Regents warned all colleges and universities to exercise extreme caution in awarding tenure in the future. The current economic conditions coupled with an anticipated decline in enrollment provide sufficient incentive to heed the recommendation of the Board. In 1978, the year the Plan was published by the Board, 60.1 percent of the fulltime instructional faculty in Louisiana's public institutions held tenure. By 1982, the percentage of faculty with tenure had decreased to 56.5 percent. In addition, those institutions that had a critically high tenure rate have taken appropriate steps to reduce the percentage of faculty with tenure to a more reasonable level. Appendix A, Table J, displays data on tenure rates for faculty in Louisiana's public institutions of higher education since 1974.

In summary, the growth in fulltime instructional faculty at Louisiana's public institutions of higher education has been slightly less than the growth in enrollments. In spite of institutional efforts to increase the number of female faculty, female faculty as a percentage of total faculty remains around 32 percent. Even though the percentage of

FIGURE IX

Fulltime Instructional Faculty

Louisiana Public Higher Ed., 1974-1982



faculty who are black has declined by 3.1 percentage points between 1975 and 1982, the number of black faculty employed by predominantly white institutions has increased to the extent that 17.9 percent of all black faculty are employed by predominantly white institutions compared to 11.8 percent in 1975. Overall, the tenure rates at Louisiana's public colleges and universities have declined slightly over the past few years.

RECOMMENDATIONS

The Board of Regents recommends that each institution of higher education examine the student services which it provides to assure that these services are appropriate to the needs of a changing student population including an increase in adult and parttime students.

The Board of Regents recommends that each institution monitor student interest in the various curricula offered and maintain sufficient flexibility to respond to shifts in both student interest and manpower demands.

The Board of Regents recommends that institutions continue to guard against becoming "tenured in" and continue to strive to diversify their faculty mix by maintaining their policies of active recruitment of females and minorities.

CHAPTER V

STUDENT PREPAREDNESS FOR HIGHER EDUCATION

"The quality of the academic product. . .has deteriorated significantly. The deterioration largely takes place prior to entry into college. . . . That does not mean, however, that colleges can do nothing about it. They can make up for deficiencies accumulated in the high school. They can also make efforts to improve the qualifications of their graduates who enter the teaching profession." (Three Thousand Futures, Carnegie Council on Policy Studies, 1980.)

Chapter V examines recent studies aimed at reversing the deterioration of the quality of education, reviews ongoing efforts in the South to improve education and outlines steps underway in the State of Louisiana to upgrade the preparedness of high school graduates who enter college or the work force.

QUALITY OF SECONDARY EDUCATION

In an article titled "On Roads, Bridges, and Schools" that appeared in the American Association for Higher Education Bulletin (Volume 35/Number 7), Richard H. Hersh, dean of the graduate school and associate provost for research at the University of Oregon, explained that, late in 1982, concerted media and political attention convinced the nation that it was time to do something about a long-standing problem: decaying roads and bridges. The deterioration of the "infrastructure" of American transportation and commerce became the centerpiece of bipartisan concern. A five cent tax on gasoline at the pump was rushed through and signed by the president. A pragmatic nation meant to fix its roads and bridges.

In 1983, a new wave of media and political attention was brought to bear on an equally important and neglected infrastructure, our nation's schools. Such recognized education groups as the College Board, the Education Commission of the States, the Southern Regional Education Board, and the National Institute of Education have recently cited the continuing deterioration of America's school systems.

A review of educational data over the past decades provides evidence of education's decay:

- . Until 1982 Scholastic Aptitude Test (SAT) scores had declined for 18 consecutive years.
- . Student scores on the National Assessment of Educational Progress Measurements have dropped since the early '70s in math, reading, comprehension, science, and social studies; scores of students in the top quarter declined the most.
- . One-fourth of 17-year-olds do not know how many quarts are in a gallon.

- Two-fifths of 17-year-olds cannot calculate what percent 30 is of 60.
- One-half of 17-year-olds cannot name one of their senators.
- Forty-four percent of 17-year-olds are unable to combine four short sentences into one longer sentence.
- Some 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension.
- About 13 percent of all 17-year-olds in the United States are functionally illiterate.
- Average achievement of high school students on most standardized tests was lower in 1983 than 25 years ago when Sputnik was launched.
- College Board achievement tests reveal consistent declines in recent years in such subjects as mathematics, English, and physics.
- There was a steady decline in science achievement scores of 17-year-olds as measured by national assessments of science in 1969, 1973, and 1977.
- The International Educational Assessment tested 10- and 14-year-olds in 19 subjects. Compared with other developed countries, the United States was never first or second in the 19 tests and was at the bottom in seven tests. Students in Sweden and the United States took 18 tests in common; Swedish students surpassed U. S. students on 12 tests. Japanese students and U. S. students took six tests in common; Japanese students performed better on all six.
- With respect to teacher quality and supply, SAT scores of prospective teachers are the lowest among professional school entrants.

In August, 1981, Education Secretary Terrel H. Bell appointed an 18-member panel of educators and charged them with assessing the recent declines in education and making recommendations for improvement. In April, 1983, this panel—the National Commission on Excellence in Education—submitted its final report to the President.

In A Nation at Risk: The Imperative for Educational Reform, the commission reported that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people. For the first time in U. S. history, the educational skills of one generation will not surpass, will not equal, will not even approach those of their parents."

The commission concluded that the declines in educational performance are in large part the result of disturbing inadequacies in the way the educational process is conducted. The commission found that:

- Secondary-school curricula have been homogenized, diluted, and diffused to the point that they no longer have a central purpose.

- . Students have migrated from vocational and college-preparatory programs to "general track" courses in large numbers.
- . The amount of homework for high-school seniors has decreased and grades have risen as average student achievement has declined.
- . In many industrialized nations, the time spent in mathematics, biology, physics, chemistry, and geography is about three times that spent by even the most science-oriented U. S. student.
- . Compared to other nations, American students spend much less time on school work.
- . Time spent in the classroom and on homework is often used ineffectively.
- . Schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work.
- . Too many teachers are being drawn from the bottom quarter of graduating high-school and college students.
- . The teacher-preparation curriculum is weighted heavily with courses in "educational methods" at the expense of courses in the discipline to be taught.
- . Half of the newly employed mathematics, science, and English teachers are not qualified to teach these subjects.

The commission concluded that everyone must demand the best effort and performance from all students, whether they are gifted or less able, affluent or disadvantaged, whether destined for college, the farm, or industry. Its recommendations were grouped into five broad areas: (1) content, (2) standards and expectations, (3) time, (4) teaching, and (5) leadership and fiscal support.

In the content area, the commission recommended that state and local high school graduation requirements be strengthened, and that, at a minimum, all students seeking a diploma be required to enroll in the following curriculum during their four years of high school: (a) four years of English; (b) three years of mathematics; (c) three years of science; (d) three years of social studies; and (e) one-half year of computer science. For the college-bound student, two years of foreign language in high school were strongly recommended in addition to the above subject areas.

With respect to standards and expectations, the commission recommended that schools, colleges, and universities adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct. It was recommended further that colleges and universities raise their requirements for admission. The commission recommended that significantly more time be devoted to learning. This would require more effective use of the existing school day or a lengthened school year.

The commission's recommendations for improved teaching included (a) higher standards for teacher preparatory programs, (b) increased salaries for teachers, (c) employment of non-school personnel to solve immediate problems of shortages of mathematics and science teachers, (d) financial incentives to attract outstanding students to the teaching profession, and (e) the involvement of master teachers in designing teacher preparation programs.

In the areas of leadership and fiscal support, the commission recommended that citizens across the nation hold educators and elected officials responsible for providing the leadership necessary to achieve reforms and that citizens provide the fiscal support and stability required to bring about the reforms. State and local officials, including school board members, governors, and legislatures, have the primary responsibility for financing and governing the schools, while the federal government has the primary responsibility to identify the national interest in education. The federal government also must help fund and support efforts to protect and promote the national interest.

The commission concluded its report by recognizing that the role of parents and students is critical if the reform of education is to succeed. Parents must demand the best for their children and serve as a living example of what they expect their children to honor and emulate. Students need to apply their gifts and talents, work with dedication and self-discipline, have high expectations, and convert every challenge into an opportunity.

Clearly, breaking down the barriers to more effective schooling is costly in terms of money, time, and energy. It appears that in many of the southern states the public is expressing a willingness to support measures designed to improve education. The next section reviews actions either proposed or implemented in the Southern Regional Education Board (SREB) region to improve the quality of education.

IMPROVING THE QUALITY OF EDUCATION IN THE SOUTH*

In the south, the governors, legislatures, and numerous reform groups have played a major role in focusing on the improvement of education as the underlying prerequisite for economic development. In spite of the progress to date, in many areas the south still lags behind the rest of the nation in matters of educational achievement. Southerners are still less likely to attend schools, whatever the level, and their achievement scores on tests fall below national norms. For example, in 1973, the mean composite score on the ACT for the nation was 18.9 (on a scale of 1 to 36) compared to 18.2 for the state of Louisiana. By 1982, the mean composite had declined to 18.3 nationally. The performance of Louisiana's students on the ACT continued a 10 year decline, dropping to 15.9 in 1982, 2.4 points below the national mean. The average high school dropout index for the region is 35 percent, well above the national rate of 28 percent. In spite of the

*For purposes of this discussion, the south is defined as the member states of the Southern Regional Education Board (SREB): Alabama, Arkansas, Georgia, Florida, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia.

south's relative position in educational attainment, important steps are being taken to improve the situation.

The primary areas in which progress is being made to improve the quality of education are (1) strengthening high school graduation requirements, (2) raising college admissions standards, and (3) mandating higher minimum requirements for teachers. A brief synopsis of progress made in the SREB region in these three areas follows.*

Actions by schools and colleges to raise academic standards signal a growing awareness that higher expectations lead to improved student achievement. The southern states have moved forthrightly during the past few years to raise high school graduation requirements. In 1980, the region's norm was 18 units required for graduation; today, most southern states require at least 20 units. Half the states included only one year each of high school mathematics and science in 1980; today, two years of study in each of these subjects is the standard practice in the region. Some southern states are moving toward different high school diploma requirements for students completing a college preparatory or honors program. For these students, a higher number of units is required for graduation, including at least three years of mathematics and, in some cases, a foreign language.

The greatest improvement of academic standards results when both secondary schools and colleges raise their levels of expectation. The most convincing message to college-bound students for taking a rigorous high school program comes when colleges emphasize that certain requirements must be met before students can be admitted. During the past two years, seven of the state higher education boards in the region have taken such action. The general direction of these actions is to specify that students should have completed four years of English, three years each of mathematics, science, and social studies, and, in some cases, two years of foreign language studies to gain admittance to a public four-year institution of higher education. Of the seven states taking action on high school preparation for college admission, the standards proposed in Florida, Kentucky, Maryland, and Mississippi are mandatory, while standards in three states (Louisiana, Georgia, South Carolina) are recommended.

In addition to raising state standards for college admissions, many individual institutions have raised admissions standards. The University of Tennessee, the University of North Carolina at Chapel Hill, the University of Alabama, and the University of Texas at Austin have all recently raised standards for admission. Actions by such "flagship" institutions to raise their standards could have a ripple effect in other institutions.

The third area in which progress is being made to improve the quality of education in the south is raising standards for initial entry into the teaching profession. Minimum standards for beginning teachers include competency testing in the content areas of teaching assignments, as well as assessment of classroom performance. All but two southern states require certification tests for beginning teachers. Two states have

*Much of the information which follows appears in Meeting the Need for Quality: Action in the South, progress report to the Southern Regional Education Board by its Task Force on Higher Education and The Schools, June, 1983.

raised, or are in the process of raising, cutoff scores on their teacher certification tests in recognition of the need to elevate minimum requirements if standards are to be meaningful.

It is preferable to test competency on basic skills of prospective teachers early rather than after they have graduated. Presently eleven SREB states* have instituted or proposed to institute minimum scores on a variety of aptitude or basic skills tests for admission into teacher education programs.

MEASURES TO IMPROVE THE QUALITY OF EDUCATION IN LOUISIANA

In the 1978 Master Plan for Higher Education in Louisiana, the Board of Regents recommended that certain steps be taken by the elementary and secondary schools to better prepare students entering Louisiana's colleges and universities. The Board recommended that the Board of Elementary and Secondary Education (1) increase academic requirements for college-bound students, (2) adopt a policy of proficiency testing of students for promotion and/or graduation, and (3) raise standards for teacher certification. With direction provided by the legislature, the Board of Elementary and Secondary Education (BESE) has initiated steps to implement all three recommendations.

As a first step to improvement of student performance, Act 621 of 1977 required that minimum competency standards be established to define skill areas in reading, writing, and mathematics for grades K-12. Teams of teachers, principals, and supervisors from across Louisiana worked with State Department of Education personnel and university personnel to establish these standards.

Once minimum competency standards were established, the next step was to incorporate these standards into the classroom experience. Under the requirements of Act 750 (1979), curriculum guides, based upon the skill areas defined in the minimum competency standards, were developed for all required subjects. More than 600 teachers, supervisors, and university personnel contributed to this effort. The curricula materials were field-tested in 44 school systems during the 1980-81 school year and were implemented statewide in the 1981-82 school year.

To ensure that elementary and secondary students were acquiring the basic skills, criterion-referenced tests in reading, based upon skills identified in the minimum competency standards (Act 621), were piloted and administered to grades four, eight, and eleven during the fall of 1977-78. During the 1978-79 school year, tests were developed in mathematics, and in 1979-80 tests were completed in writing. In 1981, the State Assessment Program was modified to a grades three, seven, and ten spring testing cycle in order to allow teachers to have access to students' test results at an earlier time.

In 1980, the legislature amended Act 750 (1979) to require that a test be developed and piloted in basic skills for grade two. The Basic Skills Testing Program went much further than the State Assessment Program which was administered only once every four

*Alabama, Florida, Kentucky, Louisiana, Maryland (proposed), Mississippi, North Carolina, South Carolina, Tennessee, Texas, West Virginia (proposed).

years. The Basic Skills Test was based on minimum competency standards in reading, writing, and mathematics. In 1981-82, this test was used as the principal basis for a student's promotion to the third grade. Every year since then an additional grade level has been added to the basic skills program. By 1993, all grades will be tested each year. The application of the Basic Skills Testing Program to grades two through twelve will result in the eventual elimination of the State Assessment Program.

The Basic Skills Testing Program is probably one of the most important educational reforms in Louisiana in decades. Students will have to demonstrate competency in English, reading, and mathematics at each grade level in order to proceed to the next grade level. In the first year of testing (1981), 89 percent of the second grade students passed both the language and mathematics tests. In the second year (1982), 93 percent passed both portions of the test. Scores should improve further as revised curriculum standards take full effect. Louisiana law requires that compensatory programs be implemented for those students who do not achieve the minimum required levels of competency.

Students who entered the ninth grade prior to the 1979-80 school year were required to earn 20 units of credit to graduate from high school. The units required for graduation have been increased from 20 to 22 for all students beginning with those who entered the ninth grade in 1979-80. The more stringent requirements include an additional unit of credit in both English and mathematics.

In addition to the measures to improve the performance of students summarized above, the legislature and the State Department of Education have initiated steps designed to improve the performance of teachers. Under the requirements of Act 621 (1977), job requirements have been written by each local school district and the State Department of Education for all certified personnel. Additionally, a Uniform Assessment Program for all education personnel, including those employed by the State Department of Education and local school systems has been implemented.

Since September, 1978, any person applying for initial teacher certification in Louisiana must achieve a prescribed score on the National Teacher Examination (NTE). Moreover, prospective teachers must attain a minimum prescribed score in each of the four areas of the examination (General Knowledge, Professional Education, Communications, Area of Specialization) in order to be certified.

Act 207 of 1980 provides the mechanism by which educational employees in public elementary and secondary schools have an opportunity for professional growth and improvement. The Professional Improvement Program (PIP) allows educators to enroll in college courses and attend workshops, conferences, and symposia as part of an individualized improvement program. Completion of the requirements qualifies educators for salary increments. In an earlier effort to provide incentives for teachers to continue their education, the legislature, in 1977, passed Act 20 which allows Louisiana's teachers to attend public colleges and universities tuition free.

Recognizing that quality safeguards should be established at both the entry and exit points in teacher preparation programs, the legislature passed Act 756 (1977). This Act requires a 2.2 grade point average (G.P.A.) for entrance to and a 2.5 G.P.A. for graduation from a teacher preparation program. Additionally, the law requires six hours

of reading instruction for secondary majors and nine hours for elementary majors. Student teaching time has been increased from 90 clock hours to 270 clock hours.

The Board of Regents' actions to improve the preparedness of students entering college have been in two areas: teacher preparation programs and the high school curriculum. Until the quality of elementary and secondary education is improved to the point where most, if not all, students entering college are adequately prepared to do college-level work, Louisiana's institutions of higher education will have to continue their efforts to compensate for the academic weaknesses of entering students.

At the request of the legislature, the Board of Regents undertook a comprehensive review of baccalaureate teacher preparation programs in 1980-81. The Board of Regents' actions concerning these programs were guided in part by the following considerations adopted by the Board specifically for this review:

1. The programs should serve primarily regions within the state; as well as statewide and multistate needs.
2. Evaluatory committees consisting of leaders in the field of education should review the quality of and need for the state's baccalaureate programs in education. Only programs meeting standards of present or potential high quality and need should be offered.
3. The state should strengthen its support of baccalaureate programs in education in public institutions that meet the standards of high quality and need.
4. The state should sponsor increased cooperation and coordination among the baccalaureate programs in education within the state.
5. The state should ensure that the baccalaureate programs in education within the state are accessible to all qualified Louisiana students. Economic, cultural, racial, and sexual barriers, if any, to the realization of this goal should be eliminated.

Following approximately nine months of on-site visits and deliberations, out-of-state experts employed by the Board of Regents submitted their final report and recommendations. The Board of Regents took action on approximately 300 teacher preparation programs. Recommendations on each program in areas such as funding, faculty, research, and curriculum were adopted by the Regents. These recommendations generally addressed weaknesses identified by the consultants. Remedying these weaknesses is still ongoing.

During the on-site visits, the public hearings, and the deliberations of the Board of Regents, one theme was consistently repeated—the lack of quality standards at the entry level of professional education programs. The Board determined that there was a striking unevenness in the quality of entering students at the various public universities. The experts noted that the inclusion in every freshman class of students who have serious educational deficits places a particular obligation on the colleges of education to be more selective in formal admission to their ranks.

Colleges of education are mandated by state law to require a C + grade average (2.2 G.P.A.) for admission, normally in the sophomore year. The Regents concluded that even this minimum standard did not ensure that students entering professional programs in education had attained needed proficiencies in the basic skills. The lack of sufficiently high standards for entry into teacher education programs resulted in exceptionally high financial and human costs. Monies were expended to educate students who would ultimately be excluded from the profession because of their inability to meet either exit criteria from the colleges of education (2.5 G.P.A.) or the prescribed minimum NTE score. The Board concluded that these were compelling reasons to implement a method of identifying students with deficiencies in the basic skills prior to admission to colleges of education rather than after graduation.

In September, 1981, upon completion of the statewide review, the Board of Regents recommended the following standards of admission for entrance into professional programs in education:

A. Definition of Admission Standards

1. Effective for all entering freshmen in the fall of 1981, students shall be admitted to professional programs in education at public universities after achieving a score of at least 16 on the ACT and a G.P.A. of at least 2.2* on a scale of 4.0.
2. Students who achieve scores of 15 and 14 on the ACT may be admitted to professional programs in education under the following circumstances only:
 - a. An ACT score of 15 must be combined with a minimum G.P.A. of 2.3 on a scale of 4.0.
 - b. An ACT score of 14 must be combined with a minimum G.P.A. of 3.2 on a scale of 4.0.
3. A student must fulfill the requirements as outlined in 1. or 2. above prior to admission into a professional program in education.
4. The following guidelines shall be followed in calculating the G.P.A.:
 - a. No credit earned in developmental (remedial) courses shall be included in calculating the G.P.A.
 - b. The G.P.A. shall be calculated based on all credits earned at the university, including courses taken more than once.
5. No student may be admitted to a professional program in education who does not achieve a score of at least 14 on the ACT.

*Required by Act 16 of the 1977 Legislature.

6. There is no limit on the number of times a student may take the ACT.
7. Based on its own rigorous assessment of the quality of applicants, each institution is permitted to admit an additional 10 percent of the total number of students who qualify for admission each year.

B. Rationales for Standards of Admission

1. The ACT is chosen for the following reasons:
 - a. Most students are already familiar with this test, having taken it prior to completing high school.
 - b. The test can be easily readministered at the various colleges and universities.
 - c. The ACT assesses general knowledge and skills, areas where many students have identifiable weaknesses.
 - d. There is apparently a high positive correlation between performance on the ACT and performance on the NTE.
2. Sixteen is chosen as the base score on the ACT since students with scores of less than 16 encounter considerable difficulty in achieving certifiable scores on the NTE.
3. A need exists to establish a window of opportunity for students with potential whose record of achievement in courses is more impressive than their performance on standardized tests. For this reason students may be admitted to professional programs in education with an ACT score of 15, if their G.P.A. is 2.3 or above; or with an ACT score of 14, if their G.P.A. is 3.2 or above.
4. The recommended standards of admission are considered minimal criteria for entry into professional programs in education. Management boards and institutions are urged to elevate these standards as appropriate.

The mission of Louisiana's elementary and secondary schools is a complex one. One group of high school graduates will enter the job market immediately, another group will pursue a vocational education, and almost half will enter college. The elementary and secondary school population ranges from the severely handicapped student in need of special education to the gifted and talented student in need of special challenges.

The Board of Regents recognizes the Board of Elementary and Secondary Education, the State Department of Education, and the legislature for their leadership in increasing the requirements for high school graduation. In spite of the efforts of these groups to elevate standards, there is strong evidence that the minimum requirements for graduation from high school do not meet the academic needs of the college-bound student. Based on this evidence, the Board of Regents, in June, 1982, appointed a 33-

member Task Force on the Academic Preparation of the College-Bound Student. The membership of the task force was composed of representatives in the appropriate subject matter areas from Louisiana's public and independent institutions of higher education, as well as selected high school master teachers and counselors. The task force was asked to identify those courses that should be included in the college-preparatory curriculum, to specify the content of those courses, and to suggest the level of competency which should be attained in each discipline in order for the student to be prepared for college.

The task force was divided into six committees—Reading and Study Skills, English, Mathematics and Computer Science, Science, Social Studies, and Foreign Languages. Following three months of concentrated work, the task force submitted its final report to the Regents. The task force outlined some of the major deficiencies in the high school education of the college-bound student, proposed a rigorous college preparatory curriculum, recommended the content for each course in the curriculum, and identified the competencies that should be at the command of the high school graduate bound for college.

Based on the task force's report, in December, 1982, the Board of Regents adopted the following recommended curriculum for the college-bound student.

The College Preparatory Curriculum

English English I, II, III, IV	4 units
Mathematics Algebra I, Algebra II <u>and</u> Geometry <u>or</u> an advanced mathematics course with geometry as a major content area	3 units
Science Biology and Chemistry <u>and</u> Earth Science <u>or</u> Physics	3 units
Social Studies United States History, World History, Civics	3 units
Fine Arts Survey (Students may substitute any two units of credit in band, orchestra, choir, dance, art, or drama.)	1 unit
Foreign Language (in same language)	3 units
Free Enterprise	1/2 unit
Physical Education	2 units
Electives or Remedial Courses, as necessary	4 1/2 units
TOTAL	24 units

The Board of Regents encouraged the management boards, the institutions under their jurisdiction, the Board of Elementary and Secondary Education, and the State Department of Education to endorse the curriculum. The three higher education management boards and the Board of Elementary and Secondary Education agreed that the recommended curriculum represented excellent preparation for the college-bound student. During spring, 1983, and again in spring, 1984, the Board of Regents distributed a brochure outlining the recommended curriculum to the parents of each eighth-grade student in Louisiana. With the cooperation of the Board of Elementary and Secondary Education, the State Department of Education, local school boards, and others, the Board of Regents will award a special award entitled the "Regents Scholar" to each high school graduate who completes the recommended curriculum.

It is the sincere hope that the actions taken by the Board of Elementary and Secondary Education, the State Department of Education, the legislature, the Board of Regents, the management boards, and the institutions will yield, in future years, a system of education in Louisiana unmatched in the south. But what of the interim years? The actions described in this section will not be fully implemented for many years. For instance, eighth graders who choose to follow the Regents' recommended curriculum will not enter college until fall, 1987. The Basic Skills Testing Program, begun in 1981 by the State Department of Education, will not be fully implemented until 1993. It is important to bear in mind that progress in these complex matters must be measured in years, not months. For the foreseeable future, Louisiana's public institutions of higher education will continue their efforts to serve those underprepared students entering postsecondary education.

The Board of Regents first addressed developmental education from a statewide perspective during the development of The Master Plan for Higher Education in Louisiana (1978). In the plan, the Regents recommended that

A comprehensive study of developmental education programs be undertaken. This investigation shall, at a minimum, review present practices and provide viable alternatives to those practices.

In spring, 1979, the Regents' staff completed a study of developmental education programs in Louisiana public higher education. The study recommended that an ad hoc task force on developmental education representative of Louisiana's public colleges and universities be formed to assist the Board in its future efforts. Areas of investigation to be considered by the task force included:

- 1) ascertaining the level of priority which developmental education programs should receive in Louisiana public higher education in general and on each campus in particular;
- 2) devising a clearly constructed process of identifying students with skill deficiencies so that placement in developmental programs is appropriate;
- 3) designing a model faculty training program to assist institutional personnel in identifying and assigning faculty to teach developmental courses and relate to high risk students;

- 4) designing an evaluation process which will assess the success and impact of developmental education programs;
- 5) constructing a reporting mechanism which will assess accurately the true costs of providing developmental services at Louisiana's public colleges and universities.

The Task Force on Developmental Education was appointed and assembled in Baton Rouge in fall, 1979. After numerous meetings and intense deliberations, the task force submitted its final report to the Board of Regents in spring, 1981.

In June, 1981, the Board of Regents adopted special funding provisions for student credit hours generated by students enrolled in developmental education courses. Receipt of these funds was contingent on the institution's implementing an approved program for developmental education in accordance with the guidelines recommended by the Regents' task force.

In spring, 1983, the Board completed its initial evaluation of the developmental education programs at Louisiana's colleges and universities. The findings from the evaluation included the following:

- . Although all the institutions had implemented developmental education programs, there were substantial differences in the programs because of (1) students served, (2) the level of implementation of the program, and (3) supplemental state and federal monies available at selected schools for developmental programs.
- . In fall, 1982, 48.6 percent, or 13,799, of the first-time freshmen enrolled at Louisiana's public colleges and universities were enrolled in developmental education.
- . Of the 13,799 first-time freshmen enrolled in developmental education in fall, 1982, 4,772 (34.6%) were enrolled in one developmental course, 3,967 (28.7%) were enrolled in two developmental courses, and 5,060 (36.7%) were enrolled in more than two developmental education courses.
- . The fact that the highest percentage of students (36.7%) enrolled in developmental education courses were enrolled in more than two such courses highlights the severity of the problem of under-preparedness.
- . All of Louisiana's public institutions of higher education offer developmental education courses in English, reading, and mathematics.
- . Enrollments in mathematics courses represented 46 percent of total enrollments in developmental education courses in fall, 1982. Enrollments in mathematics were followed by enrollments in English and reading.
- . Statewide, the average enrollment in developmental education courses in fall, 1982, was 25, the average enrollment recommended by the

Regents' task force. A review of average enrollments by discipline reveals that mathematics had the highest average enrollment (30), while reading had the lowest average enrollment (21).

- Of the 13,799 first-time freshmen enrolled in developmental education courses in the fall, 1982, 10,492 (76%) returned to school in the following semester/quarter. Of the 10,492 developmental students enrolled in the fall who returned the following semester/quarter, 5,739 (55%) enrolled in at least one developmental course. Of the 3,307 developmental students who did not return the following semester/quarter, 1,840 (56%) left in good academic standing at the completion of the fall semester.

Following review of the evaluations, the Board concluded that:

- Developmental education programs were at various stages of maturity on the campuses. While some institutions used the 1982-83 academic year to refine an already well-designed and operating developmental education program, other campuses were experiencing growing pains common to any new venture.
- Most institutions were able to implement the developmental education programs as designed. A number of modifications to program plans were necessary during the academic year. Most of the modifications were made for the purpose of strengthening the programs, although some changes were necessitated because of budgetary considerations.
- Those institutions implementing either new programs or new developmental education courses were somewhat unprepared to serve all the students found to be in need of the service(s). This fact led occasionally to larger than desirable class sizes or postponement of meeting identified needs to the following semester.

Overall, Louisiana's public institutions of higher education made great strides in the first year of their Regents' approved developmental programs. The cost of this progress has been significant. It is estimated that approximately \$13.4 million was generated under the formula for the 1983-84 academic year by developmental education courses. In addition, the state appropriated \$1,350,000 in special funds for developmental education at Louisiana's predominantly black institutions.

RECOMMENDATIONS

To assure to the extent possible that every college-bound student in Louisiana has an equal opportunity to enter college with a reasonable likelihood to succeed, the Board of Regents recommends that all public and private elementary and secondary school systems make available the courses which comprise the Regents' recommended curriculum for the college-bound.

In an effort to continue to improve the level of academic preparation of college freshmen, the Board of Regents recommends that all responsible public bodies endeavor to influence student achievement by maintaining the highest possible standards and expectations for student performance at all levels of education.

The Board also recommends that, as student performance improves, the need for developmental education in institutions of higher education be carefully monitored and the support for developmental education be reduced as appropriate. Support no longer needed for developmental education should be transferred to activities more appropriate to the missions of the colleges and universities.

CHAPTER VI

ROLE, SCOPE, AND MISSION OF LOUISIANA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION

The Board of Regents recognizes that no single institution of higher education can respond to all of the many demands for postsecondary education programs and services. In order to provide the optimum in higher education services, the state's resources must be efficiently and effectively utilized to support a comprehensive state system of institutions, providing a variety of educational opportunities at all levels. Chapter VI identifies the characteristics of a comprehensive system of higher education and outlines the role, scope, and mission of Louisiana's public institutions of higher education.

THE NEED FOR DIFFERENTIATION

Basic to planning for Louisiana's higher education system is the recognition of the need for differentiation of functions among the various colleges and universities serving the state. The state cannot provide the funds necessary to develop within each institution the capacity to serve all the needs of all citizens. Each institution must contribute its own unique strengths to a system of institutions that meets the higher education needs of the people.

Maintaining and fostering both excellence and diversity among institutions of higher education in Louisiana continues to be a primary goal of the Board of Regents. From the Regents' perspective, each institution occupies a unique niche in the higher education system. Some institutions are larger than others, and some offer a wider variety of degree programs at more levels than others. Yet quality is not defined by size, nor is excellence a mere function of the number and levels of programs offered. Although Louisiana's institutions of higher education collectively should provide a wide range of programs for the state's system, each institution must also identify its particular strengths and exploit them to the fullest.

The Southern Regional Education Board (SREB) employs a classification system of institutions of higher learning based primarily on the numbers, levels, and disciplines in which degrees are conferred. Eight categories of institutions ranging from research universities and specialized campuses to two-year colleges are included in SREB's classification system. The SREB model is a comprehensive and appropriate classification with which to illustrate the distinctions among Louisiana's institutions of higher learning. The definitions of institutional groups in the SREB classification are:

Category

Definitions

Doctoral I

Institutions awarding at least 100 doctoral degrees which are distributed among at least 10 HEGIS categories (two-digit classification) with no more than 50 percent of the degrees in any one category.

Doctoral II	Institutions awarding fewer than 100 but at least 30 doctoral degrees which are distributed among at least five HEGIS categories (two-digit classification).
Doctoral III	Institutions awarding fewer than 30 but at least one doctoral degree.
Masters I	Institutions offering master's level programs in ten HEGIS categories (two-digit classification) and awarding at least 100 masters degrees.
Masters II	Institutions awarding fewer than 100 but at least one master's degree.
Baccalaureate	Institutions that award the baccalaureate degree as the highest degree.
Two-Year	<p>Junior Colleges—Institutions that offer the first two years of coursework toward a baccalaureate degree which can be transferred to four-year institutions.</p> <p>Comprehensive Community Colleges—Institutions that offer coursework toward a baccalaureate degree transferable to four-year institutions and coursework leading to an associate degree in occupational or technical programs.</p> <p>Postsecondary Vocational Schools—Institutions that offer coursework leading primarily to the awarding of certificates or diplomas and which are involved in long-term adult education programs.</p>
Specialized	Stand-alone institutions with specialized degree programs such as medical or health science centers, law schools, fine arts schools, engineering schools, etc.

Table IV identifies Louisiana's public institutions of higher education according to the SREB classification system. The information displayed in Table IV indicates that Louisiana has no public institutions of higher education in the categories of Doctoral II and Masters I and only one institution in each of the categories labeled Doctoral I and Baccalaureate. Southern University at Baton Rouge and Grambling State University will be initiating doctoral degree programs within the next few years and, consequently, will move to the Doctoral III classification. Additionally, Southern University at New Orleans is initiating a masters degree program which will result in a change in that institution's classification to Masters II. This shift to a new classification for Southern University at New Orleans will create a void in the Baccalaureate category along with the Masters I and Doctoral II categories cited earlier.

The SREB classification system is an appropriate model for institutional comparison. However, it was designed primarily for comparisons of similar institutions between states, not within states. The fact that Louisiana's public institutions of higher

TABLE IV

Louisiana Public Institutions of Higher Education According to Southern Regional Education Board Classification System*

<u>Category/Institution</u>	<u>Average Number of Degrees Conferred Annually During Three-Year Period at Appropriate Degree Level**</u>	<u>Fields Offered at Appropriate Degree Level***</u>
<u>Doctoral I</u>		
LSU	127 doctorates	13
<u>Doctoral II</u>		
- 0 -	- 0 -	- 0 -
<u>Doctoral #II</u>		
Louisiana Tech	6 doctorates	2
Northeast	2 doctorates	1
Northwestern	8 doctorates	1
Southwestern	5 doctorates	4
UNO	20 doctorates	4
<u>Masters I</u>		
- 0 -	- 0 -	- 0 -
<u>Masters II</u>		
Grambling	61 masters	2
McNeese	174 masters	9
Nicholls	94 masters	3
Southeastern	177 masters	6
LSU at Shreveport	43 masters	2
SU at Baton Rouge	238 masters	6
<u>Baccalaureate</u>		
SU at New Orleans	255 bachelors	12
<u>Two-Year</u>		
Delgado	608 associates	7
LSU at Alexandria	104 associates	6
LSU at Eunice	104 associates	6
SU at Shreveport/Bossier City	39 associates	6
<u>Specialized</u>		
LSU Law Center	227 professional	1
LSU Medical Center****	351 professional	1

*Since the SREB classification is based on the level, number, and disciplines of degrees conferred as identified by the original Classification of Instructional Programs, the disciplines and the three years of data reflect the most recent information prior to the revision of the Classification of Instructional Programs. A more detailed analysis of the institutions and SREB classifications appears in Table K, Appendix A.

**Three-year period includes degrees conferred in 1979-80, 1980-81, and 1981-82.

***Numbers reflect the number of broad HEGIS classifications in which programs are offered rather than number of degree programs offered.

****It should be noted that the LSU Medical Center also awarded an annual average of 16 Ph.D's over the past three years.

Source: Information compiled from ED (NCES) Form 2300-2.1, Degrees and Other Formal Awards Conferred.

education are not distributed evenly throughout the classification system is not an indication of a lack of diversity in the overall system. On the contrary, institutions within a given classification vary in many ways.

Traditionally, the basic functions of all institutions of higher education have been identified as instruction, research, and public service. Differences among institutions exist in the level of participation in these functions. From the Board of Regents' statewide perspective, the components of a balanced system of higher education can be simply categorized as the comprehensive state university, the specialized institution, the senior college or university and the two-year community or junior college. The comprehensive state university offers a wide range of programs at the undergraduate, graduate, and professional levels, but does not usually offer programs below the baccalaureate level. Research is generally directed to the solution of societal problems and the advancement of knowledge. Public service is far reaching and varietal in nature. Typically, selective admissions and higher tuition characterize the comprehensive state university. The specialized institution offers programs, conducts research, and provides services in a particular field such as law or health sciences. Like the comprehensive university, specialized institutions are typically characterized by selective admissions and higher tuition. The senior college or university offers a wide range of programs at the undergraduate level, while its graduate and professional programs are limited. Two-year programs are often offered in the senior university; admissions policies may vary, but are generally open. Research is typically related to the institution's instructional mission and is directed to the support of that mission. Senior institutions offering the doctorate engage in higher level research in those fields in which the doctorate is offered. Public service activities generally emphasize services to the citizens, government agencies, business, and industry located in the region served by the institution. Two-year community or junior colleges are characterized by open admissions, low tuition, and a wide variety of technical associate degree and certificate programs. Liberal arts and science programs are offered for students planning to transfer to four-year institutions. Research activity is limited in the community college, and public service activities are geographically restricted to the immediate area of the institution.

Louisiana's public higher education system provides a balance in terms of institutional types as outlined above. Louisiana State University meets most of the criteria of a comprehensive state university. There are three single-purpose institutions in Louisiana's higher education system: (1) the Louisiana State University Center for Agricultural Sciences and Rural Development; (2) the Louisiana State University Medical Center, which includes the LSU Hospital in Shreveport; and (3) the Paul M. Hebert Law Center. The system also includes one single-purpose consortium of institutions, the Louisiana Universities Marine Consortium. Twelve public four-year institutions fall within the classification of a senior college (Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northeast Louisiana University, Northwestern State University, Southeastern Louisiana University, University of Southwestern Louisiana, Louisiana State University at Shreveport, University of New Orleans, Southern University at Baton Rouge, and Southern University at New Orleans). Included in the senior college category are five institutions that offer the doctorate: Louisiana Tech University, Northeast Louisiana University, Northwestern State University, University of New Orleans, and University of Southwestern Louisiana. Grambling State University and Southern University at Baton Rouge will begin to offer the doctorate in the future. There are four public two-year institutions: Delgado

Community College, Louisiana State University at Alexandria, Louisiana State University at Eunice, and Southern University at Shreveport. Delgado Community College offers a sufficient number of terminal programs to meet the criteria of a comprehensive community college. The other two-year institutions offer a limited number of certificate and associate degree programs and have developed primarily as transfer institutions.

There are obvious advantages in maintaining a balanced system of higher education. The many and varied demands placed on the higher education system can best be met when the components of the system perform different functions. The desired quality and balance in a system of higher education can be achieved only through careful planning and continuous monitoring of performance. Society's needs and demands are constantly changing. Therefore, it is important for a higher education system to react appropriately to change occurring both internally and externally.

The Board of Regents is dedicated to the continued development of a statewide system of higher education in which each institution develops in accordance with clearly defined roles and functions. The basic framework for such a system exists.

ROLE, SCOPE, AND MISSION STATEMENTS

A few general precepts should be offered regarding the anticipated future development of Louisiana's public system of higher education and the institutions that comprise that system. First, any expansion that may occur will probably not be the result of enrollment increases. Although headcount enrollment may increase, the increase will probably be the result of attendance by parttime adult students. Second, the new clientele will demand innovation in curriculum planning. Additional two-year occupational programs designed to prepare or retrain persons for a changing job market and additional programs designed to prepare a labor force for a more technologically based economy will be required if the higher education system is to meet its responsibilities in the years ahead. Third, public service designed to provide continuing education and cultural enrichment to the citizens served will constitute an increasingly important educational contribution to society. Fourth, except where documented need and potential quality can be convincingly demonstrated, no significant expansion in graduate and professional education should be anticipated. With the exception of a few fields such as computer science and accounting, the job market for Ph.D. graduates is severely strained. Louisiana's already extensive commitment to professional education will continue to place a great demand on limited resources. And fifth, the years ahead will provide the opportunity for each of Louisiana's institutions of higher education to concentrate on improving the quality of existing programs and developing innovative new programs within the institution's assigned role and scope.

To maintain diversity, assure access to a variety of educational opportunities, and chart the course for the continuing development of higher education in Louisiana, the Board of Regents adopts the following statements of role, scope, and mission for each of the public institutions of higher learning. The Board will be guided by these role statements as it makes the difficult decisions necessary to meet its responsibilities to the state and the higher education community. Academic programs outside the parameters of the role statements should not be contemplated by the institutions except in extraordinary circumstances.

Louisiana State University and Agricultural and Mechanical College

Louisiana State University and Agricultural and Mechanical College (LSU) is the state's comprehensive university. Louisiana State University shall continue to perform the functions assigned to it by the Morrill Act of 1862 and the Sea Grant College Program Act of 1976. The institution shall continue to offer a comprehensive range of instructional programs at the baccalaureate, professional, and graduate levels. In addition to offering over 200 graduate programs, LSU maintains Louisiana's only School of Veterinary Medicine. LSU is also responsible for maintenance of the Middleton Library as the premier public academic library in Louisiana. The public service provided by the institution should be responsive to the needs of the citizens of the state. Research that will benefit the state, the region, and the nation should be conducted by LSU, and state support of LSU's research efforts should be continued and increased to the extent that resources allow. In addition to the state support for research and public service, LSU should continue to seek outside funding to advance and expand efforts in these areas. Priority should be given to the enhancement of the quality of existing instructional programs, and no offerings below the baccalaureate level should be planned.

The Paul M. Hebert Law Center

The Paul M. Hebert Law Center is a specialized institution comprised of (1) a program of professional level education in the civil and common law, (2) a Center of Civil Law Studies, (3) a Center for Continuing Professional Development, (4) a Mineral Law Institute, (5) a Law Review, (6) a Publication Institute, and (7) a Law Library.

The primary mission of the Law Center should continue to be the professional education of future lawyers. Louisiana's unique civil law heritage requires a major focus on the civil law. A full foundation in the common law must also be provided. The Law Library is a major resource for the legal profession in Louisiana. The Law Center's mission also includes postgraduate instruction to the practicing bar through a continuing legal education program; law revision assistance to the legislature through the Louisiana State Law Institute; professional programs for the Louisiana judiciary through the Louisiana Judicial College; assistance to the United States Department of Commerce in housing and staffing a Sea Grant Legal Program; and continuing study of the legal problems related to Louisiana's mineral resources. The Law Center should continue to contribute to the development of the Law of the Sea and to provide research and service through the Civil Law Center which will benefit both this and other nations.

Louisiana State University Center for Agricultural Sciences and Rural Development

The Louisiana State University Center for Agricultural Sciences and Rural Development is a specialized institution consisting of the Louisiana Agricultural Experiment Station, the Louisiana Cooperative Extension Service, the Office of International Programs, and the special Livestock Development Program.

The center should continue to conduct statewide research related to agriculture and resource development, including forestry, wildlife and fisheries, home economics, food science and related areas, and to provide statewide educational programs that disseminate technological, economic, and management information to the agricultural

industry and others. The center should continue to provide, through the Louisiana Cooperative Extension Service, programs for youth and community groups aimed at more efficient allocation of resources, improving rural and community living and overall development of the rural economy. The center, through the Office of International Programs, should assist in the development of agricultural research and educational programs in other nations and provide special programs in livestock improvement and development designed to foster a more productive livestock industry in Louisiana. The Louisiana Agricultural Experiment Station has responsibility statewide for agricultural research under both federal and state statutes.

Louisiana State University Medical Center

The Louisiana State University Medical Center, consisting of two medical schools, a dental school, a school of allied health professions, a nursing school, a graduate school offering programs in the basic sciences and other health-related disciplines, and a teaching hospital, is a specialized institution providing instruction, research, and public service in fields related to health. In addition to the major responsibility for advancement and dissemination of knowledge in medical, dental, and other health sciences, the medical center provides public service in the direct care of approximately 75 percent of the state's indigent population in seven state hospitals. It should continue to be a referral service and continuing education source for support of all health practitioners of the state. This institution should continue to study carefully the needs of the state for health professionals and paraprofessionals and should change in keeping with changing needs.

The Role of the Louisiana State University Hospital

In 1976, the legislature authorized the merger of Confederate Memorial Medical Center, a 100-year-old state charity hospital, into the LSU Medical Center to create a university hospital in Shreveport. The change in philosophy from a state charity hospital to a university teaching hospital was reflected in the subsequent change in name from Confederate Memorial Medical Center to the LSU Hospital in July, 1978. In fulfilling its mission, the role of LSU Hospital is to amalgamate the provision of quality patient care, the education of health care professionals, and the stimulation of medical research—the triad common to university teaching hospitals in academic health science centers. The scope of patient care ranges from primary care delivered in the outpatient clinic to sophisticated tertiary care programs directed by faculty in the academic clinical departments of the School of Medicine. In its educational role, LSU Hospital in Shreveport provides graduate medical education programs for physicians in specialty training. LSU Hospital serves as a primary site for clinical education programs for medical students and allied health students. Similarly, the hospital is active in continuing medical education programs for practicing physicians. Research is an essential element of a high quality program. The teaching hospital should continue to contribute to advancement of the knowledge base of contemporary medicine by providing an important setting for clinical research and for initial application of new diagnostic and treatment methods.

Grambling State University

Grambling State University is a senior state university offering a wide range of baccalaureate degree programs in the liberal arts and sciences, business, education, and

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

Grambling's plan to develop graduate degree programs in developmental education, including the only doctoral program in this field nationwide, provides the institution an opportunity to serve the state and region uniquely and also provides a special opportunity to seek financial support for needed research in the newly emphasized and expanding field. Because of its tradition, Grambling should place great emphasis on the continuation and expansion of public service activities designed to upgrade educational attainment and enhance the quality of life of citizens of the area. Grambling's historical contributions to the educational attainments of black citizens uniquely qualify this institution to provide, to the extent that institutional resources permit, a comprehensive collection of work reflecting the contributions of black Americans to the development of our state and nation.

Louisiana State University at Shreveport

Louisiana State University at Shreveport is a senior state institution offering a wide range of baccalaureate programs and selected graduate programs below the doctoral level. It is the only public senior institution in the largest population center in north Louisiana and serves as a resident center of Louisiana State University and Agricultural and Mechanical College. It should maintain as a priority an undergraduate program of the highest possible level of quality while continuing to develop appropriate graduate programs. Programs below the baccalaureate level should not be planned. The Board of Regents encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Accordingly, research should be conducted in keeping with the role of LSU at Shreveport, the levels of offerings, and available resources. External funding should be sought in appropriate areas, in keeping with the degree offerings of the institution, and in support of the scholarly growth and contributions of the faculty. Public service and continuing education should be designed to meet the needs of LSU at Shreveport's service area.

Louisiana Tech University

Louisiana Tech University is a senior state university and should continue to offer a wide range of baccalaureate programs and selected graduate programs appropriate to a senior institution. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the undergraduate and graduate

levels. In all cases, research should be of high quality and commensurate with the level of offerings and available resources. Research in those disciplines in which Louisiana Tech offers the doctorate should be at the level of quality nationally associated with doctoral research. To improve research opportunities for faculty and students, the attraction of external funding sources should be encouraged. In the next few years, one major focus of the university should be the graduate and baccalaureate programs in high technology areas, with continued emphasis on those related to engineering and science. Until such time as the Board of Regents determines that documented need and resource availability dictate otherwise, the Doctor of Business Administration (DBA), the Doctor of Engineering (DE), and the Ph.D. in Biomedical Engineering offered by Louisiana Tech University should be maintained as the only such publicly-supported programs in Louisiana. Two-year occupational programs designed to meet emerging manpower needs in the area should be developed as appropriate. In developing the two-year programs, Louisiana Tech should seek cooperation with the area vocational-technical school. The public service function of Louisiana Tech should be exercised to improve and enhance both the educational attainment and the quality of life of the citizens of the region served by the institution.

McNeese State University

McNeese State University is a senior state university offering a wide range of baccalaureate programs in the liberal arts and sciences and several professional areas. Selected graduate programs below the doctoral level are also offered in keeping with the senior university role. A priority of McNeese State University is to develop programs that support high technology and identifiable needs of the industrialized area served by the university. Major emphasis should be placed on high quality undergraduate instruction. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the graduate and undergraduate levels. A priority of McNeese State University is to develop one-year and two-year programs that meet the identifiable needs of the area served by the university. In developing one- and two-year programs, cooperation with nearby vocational-technical schools should be sought. The expansion of one- and two-year programs shall in no way diminish the quality of offerings at other levels. Applied research relating to problems in southwest Louisiana, such as monitoring the impact of pollution upon the environment, is a continuing process at McNeese State University and should be related to the role of the institution, the availability of fiscal resources, and the capability of the faculty. The Board encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service should be designed to benefit the citizens of southwest Louisiana by providing a means for them to enhance their educational attainment and improve the quality of their lives.

Nicholls State University

Nicholls State University is a senior state university offering undergraduate programs in the liberal arts and sciences, business, education, agriculture, home economics, nursing, and engineering technology. Graduate programs below the doctorate are offered primarily in education and business administration. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the graduate and undergraduate levels. Undergraduate instruction of the highest quality should be a priority of Nicholls as should the continued development of two-year

occupational programs designed to meet the manpower needs of the business, marine, petroleum, and agricultural industries of the area. Cooperation with nearby vocational-technical schools should be sought. The expansion of two-year programs shall in no way diminish the quality of offerings at other levels. Research should be geared to the role of the institution, the level of offerings, and the resources available. The Board encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service activities should be emphasized to meet the needs of the citizens of the area for upgrading educational attainment and enhancing the quality of life.

Northeast Louisiana University

Northeast Louisiana University is a senior state institution and should continue to offer a wide range of baccalaureate programs and selected graduate offerings. The Board of Regents encourages the development of additional one- and two-year programs to prepare persons for middle management positions in business and industry in the area, especially in light of Northeast's strong baccalaureate programs in business. The expansion of one- and two-year programs shall in no way diminish the quality of offerings at other levels. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the undergraduate and graduate levels. In assessing the need for programs below the baccalaureate level, cognizance should be taken of the role and programs of nearby vocational-technical schools, and cooperation with these schools should be sought. Research activities should be encouraged in keeping with the offerings and resources available for research purposes. Research in the field of pharmaceutical sciences should be conducted at the level of quality nationally associated with doctoral research. External funding should be vigorously sought to support research in all program areas offered by the institution, especially in the doctoral program in pharmaceutical sciences. This program is unique to Louisiana, and, until the Board of Regents determines that documented need and available resources dictate otherwise, should continue to be supported as the only such program in Louisiana. Public service should be concentrated in those activities for which there is a demonstrable need in the region.

Northwestern State University

Northwestern State University is a senior state institution and should conduct a broad range of programs at the undergraduate and selected graduate levels. Northwestern's traditional commitment to teacher education and nursing should be continued, and emphasis should be placed on improving the quality of offerings in those fields. Northwestern State University is encouraged to continue creative and performing arts programs of high quality utilizing its unique fine arts complex. The Board of Regents encourages Northwestern to explore the possibility of developing additional one- and two-year programs with emphasis on meeting the area need for paraprofessionals in the health sciences and agriculture. In developing these programs, cooperation with the nearby vocational-technical school should be sought. Emphasis should be placed on the quality of programs at the undergraduate and graduate levels, and the expansion of one- and two-year programs shall in no way diminish the quality of offerings at other levels. Special efforts should be made to develop innovative nontraditional methods of instruction to meet the needs of higher education's changing clientele. The Board of Regents supports maintenance and development of programs of high quality and

demonstrated need at both the graduate and undergraduate levels. Research activities should be conducted in keeping with the level of offerings and the available resources, and obtaining external funding for research is encouraged. Every effort should be made to assure that doctoral level research in the field of education is of national importance. Public service activities should represent a match between institutional expertise and demonstrable need in the region served.

Southeastern Louisiana University

Southeastern Louisiana University is a senior state institution offering baccalaureate programs in business, education, humanities, nursing, and science and technology. Graduate work below the doctorate is offered in the liberal arts and sciences, business administration, and education. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the graduate and undergraduate levels. Increased consideration should be given to the development of one- and two-year occupational programs in those fields in which strong baccalaureate programs are offered and in which demand can be identified. In the development of one- and two-year programs, cooperation with the area vocational-technical school should be sought. Research activities should be in keeping with the institution's role, level of offerings, and available resources. The Board of Regents encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service activities should be designed to serve the identifiable needs of the citizens of the region.

Southern University at Baton Rouge

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

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

Public service activities are designed to meet the needs of the institution's clientele and to satisfy its land-grant functions. The university's continued service to local, state, national, and international communities reflects the needs of growing urban and industrial environs and the needs of rural or agricultural communities.

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

Southern University at New Orleans

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

University of New Orleans

The University of New Orleans (UNO) is an urban institution located in Louisiana's largest metropolitan area. UNO also serves as a resident center of Louisiana State University and Agricultural and Mechanical College. The institution should continue to offer a wide range of undergraduate programs and selected graduate programs designed to meet the needs of a complex urban community. The Board of Regents supports maintenance and development of programs of high quality at both the undergraduate and graduate levels. The public service and research efforts of the University of New Orleans should be designed to address the problems of the constituency it serves. In those fields in which UNO offers the doctorate, research should be in keeping with national standards for doctoral level research. Future program offerings should be in keeping with its role as an urban institution. The institution should actively seek external sources of funding to support basic and applied research which will benefit the city of New Orleans, the state of Louisiana, and the nation in seeking solutions to the ever-increasing problems facing metropolitan areas. The further development of two-year programs should be discouraged. Programs in urban and regional planning should continue to be concentrated at the University of New Orleans until such time as the Board of Regents determines that documented need and available resources dictate otherwise.

University of Southwestern Louisiana

The University of Southwestern Louisiana (USL) is a senior state university. In fulfilling this role, it should continue to offer both a comprehensive range of undergraduate curricula and a selected number of graduate programs. The Board of Regents supports maintenance and development of programs of high quality at both the undergraduate and graduate levels. To maintain the integrity and excellence of both the graduate and undergraduate programs, the Board of Regents supports active research at all levels and encourages the development of resources to expand such research. The level and quality of research in those fields in which USL offers the doctorate should meet national standards for doctoral research. Active solicitation of external funding for research should be encouraged in all areas, particularly those in which the institution offers graduate degrees and especially in those areas in which the doctorate is offered. In the next few years, one major focus of the university should be the graduate and baccalaureate programs in high technology areas with continued emphasis on those related to computer science and engineering, to the petroleum industry, and to the emerging computer assisted design and manufacturing fields in engineering. The one- and two-year programs should be maintained at their present level of high quality and expanded as the need for additional programs arises. If additional one- and two-year programs are needed, cooperation with nearby vocational-technical schools should be sought. The public service activities of the University of Southwestern Louisiana should continue to be directed primarily to the needs of the citizens of Acadiana, taking cognizance of the university's unique opportunity to help preserve Louisiana's Acadian culture as well as the university's broader role within higher education in the state.

Delgado Community College

Delgado Community College is a comprehensive community college offering both one- and two-year occupational and academic transfer programs. Delgado Community College is responsible for the delivery of these levels of offerings to the entire New Orleans metropolitan area and should continue to serve the needs of these citizens for this level of instruction. Cooperative arrangements with other institutions in the urban area, especially the regional vocational-technical school, should be continued and enhanced. Research and public service activities should be in keeping with Delgado's role as a comprehensive community college.

Louisiana State University at Alexandria

Louisiana State University at Alexandria, part of the Louisiana State University System and a resident center for Louisiana State University and Agricultural and Mechanical College, is a two-year institution serving primarily a transfer function and offering a number of associate degree programs. Louisiana State University at Alexandria should strive to develop as a comprehensive community college by maintaining and expanding its academic lower level undergraduate offerings, and placing emphasis on the expansion of one- and two-year applied offerings designed to meet the manpower needs of the area served by the institution. In developing occupational programs, cooperation with nearby vocational-technical schools should be sought.

Credit and non-credit offerings should be provided as a public service for purposes of self enrichment and professional growth to people of the community. Particular attention should be given to the needs of non-traditional students for a variety of

educational experiences which serve particular economic objectives or enhance the quality of life in their community. Research activities should be directed toward improvement of instruction.

Louisiana State University at Eunice

Louisiana State University at Eunice is a two-year institution offering associate degree programs and serving to a large extent a transfer function. The institution also serves as a resident center of Louisiana State University and Agricultural and Mechanical College. Louisiana State University at Eunice should continue to develop programs and services appropriate to the role of a comprehensive community college. The institution should expand its one- and two-year occupational offerings in keeping with the manpower demands of the area it serves. Cooperation with nearby vocational-technical schools should be sought. The institution should also expand its academic offerings for transfer students. Programs and delivery systems which meet the needs of adults and parttime students should be given a high priority. Research should be conducted in keeping with the role of a comprehensive community college, with lower level undergraduate instruction and public service being the primary role of the institution.

Southern University at Shreveport/Bossier City

Southern University at Shreveport/Bossier City (SUSBO) is a two-year institution serving primarily a transfer function and offering a limited number of associate degree programs in the liberal arts and sciences, education, and business. Southern University at Shreveport/Bossier City should begin immediately to plan programs and services of the type appropriate to a comprehensive community college in order to contribute to the future economic development of the greater Shreveport area. The institution should plan to expand its one- and two-year offerings in keeping with the manpower needs of the Shreveport area. Cooperation with the nearby vocational-technical school should be sought. The institution should also expand its lower level undergraduate academic offerings. Research should be appropriate to the future role of the institution as a comprehensive community college, with lower level undergraduate instruction and public service receiving top priority.

The Role of the Louisiana Universities Marine Consortium

Louisiana Universities Marine Consortium (LUMCON) is an organization of public universities, the Board of Regents, and the higher education management boards formed for the purpose of conducting research and promoting education in the marine sciences and marine technology. The Consortium operates the Louisiana Universities Marine Center, a modern facility for research and education, and operates and maintains vessels and satellite stations for use by the state's university community. LUMCON, in cooperation and/or consultation with its member universities, should actively stimulate and facilitate marine research and seek outside funding to support organized research. It should emphasize research on Louisiana's coastal and marine resources. It should offer an instructional program for which academic credits may be granted by member institutions. LUMCON should maintain effective mechanisms for utilization of university expertise in advisory services at local, state, and national levels. It should develop its own professional and support staff in close cooperation with member universities and assist in the coordination of marine research at its facilities and on the campuses upon request.

The Role of the Caddo/Bossier Interinstitutional Council

The Caddo/Bossier Interinstitutional Council was established in 1983 in accordance with the terms of the Addendum to the Consent Decree filed in settlement of Louisiana's higher education desegregation lawsuit. The member institutions are Southern University at Shreveport/Bossier City, Louisiana State University at Shreveport, Grambling State University, Shreveport/Bossier Vocational Technical Institute, Northwestern State University School of Nursing at Shreveport, Centenary College, Bossier Parish Community College, and Louisiana State University Medical Center.

The Council should strive to improve communications among and between the member institutions and the constituencies they serve. Cooperative planning and coordination of joint educational and training programs should be a high priority. Other cooperative efforts designed to enhance postsecondary educational offerings in the Caddo/Bossier area, including sharing of faculty, facilities, and instructional resources, should be explored.

COOPERATIVE EFFORTS

In the 1978 Master Plan, the Board of Regents called for the establishment of regional councils for cooperation to facilitate the initiation of cooperative endeavors among institutions in geographic proximity. In other actions the Board required cooperation between institutions in launching new academic programs and in strengthening existing academic programs. The establishment of the Louisiana Universities Marine Consortium (LUMCON) is yet another example of a cooperative effort in higher education designed to reap benefits for the entire State of Louisiana. The Board of Regents reaffirms its commitment to cooperation among higher education institutions, both public and independent, and urges the management boards to join the Board in providing leadership in this area. The benefits of cooperation are numerous and worthwhile: cost effectiveness can be improved; academic programs can be enhanced; cultural opportunities can be expanded; and the resources of both the public and independent sectors of higher education can be better utilized.

CHAPTER VII

THE ROLE OF THE INDEPENDENT SECTOR OF HIGHER EDUCATION

For more than a century, the independent sector of higher education has participated in the cultural, educational, and economic development of the citizens of Louisiana. The eight regionally accredited independent institutions of higher education in Louisiana (Centenary College, Dillard University, Our Lady of Holy Cross College, Louisiana College, Loyola University, St. Mary's Dominican College,* Tulane University, and Xavier University) continue to provide the diversity and alternate pathways to enlightenment that contribute to the development and maintenance of a balanced educational system for the state. These institutions comprise the Louisiana Association of Independent Colleges and Universities.

Educators have long agreed that the healthy mix of public and independent institutions is one of the basic reasons for the high level of performance by higher education in this country. This diversity serves to insure responsiveness from the educational system to society's needs. Independent institutions are able to experiment with innovative curricula and teaching methods without the governmental oversight which is necessary in the public sector. Robert Birnbaum, professor of higher education at Teacher's College, Columbia University, uses Stadtman's typology of benefits derived from diversity when he indicates that diversity

- . increases choice(s) to learners;
- . broadens access by making education available irrespective of individual differences;
- . provides a compatibility of choice with the needs, goals, learning styles, and abilities of students;
- . allows institutions the choice of missions and the ability to structure their activities to be consistent with their location, resources, and clientele;
- . provides a responsiveness to societal pressures; and
- . insures academic freedom and autonomy from political indoctrination.**

Louisiana's independent institutions of higher education contribute to diversity as outlined above, providing additional choice, access, compatibility, unique missions, responsiveness, and academic freedom. Students opting for independent institutions in

*St. Mary's Dominican College plans to cease operations in August, 1984.

**V. A. Stadtman, "Academic Adaptations," cited in Robert Birnbaum's Maintaining Diversity in Higher Education, Jossey-Bass Publishers. San Francisco, 1983, pp. 1-2.

Louisiana are offered opportunities to pursue medicine (Tulane University), law (Loyola University and Tulane University), pharmacy (Xavier University), nursing (Dillard University), teacher education (Our Lady of Holy Cross College), ministry (Centenary College and Louisiana College), business (Loyola University and Tulane University), architecture (Tulane University), and social work (Loyola University, Tulane University, and Xavier University) among other professions. Church support and/or affiliation is typical of Louisiana's independent colleges and universities. Loyola University, St. Mary's Dominican College, Our Lady of Holy Cross College, and Xavier University are Catholic institutions; Louisiana College is affiliated with the Louisiana Baptist Convention; Centenary College is affiliated with the Methodist Church; and Dillard University has affiliations with both the United Church of Christ and the United Methodist Church. Dillard and Xavier have traditionally served a predominantly black constituency. Geographically speaking, independent colleges and universities in Louisiana are located in areas that accommodate the major population centers of the state with the majority being located in the New Orleans area. Centenary is located in the northwestern sector of the state, while Louisiana College is centrally located.

Most independent institutions, though generally smaller than their public counterparts, have established and maintained liberal arts programs of study with strong concentration on core curricula. For example, Tulane University recently had two students (out of the 30 nationally) selected as Rhodes Scholars. This brings to fifteen the number of Tulane graduates who have been named Rhodes Scholars. Xavier University has established itself as a prime supplier of blacks to the nation's medical/dental schools. Annually it provides more blacks to medical schools than all other universities in the state; it graduates more black pharmacists than any school in the nation, and has the nation's highest acceptance rate (85%) of black applicants to medical/professional schools.

Independent higher education represents a valuable resource to Louisiana, but it is a resource which faces a severe test in the coming decades. Largely because of underfinancing during the last two decades, projected declines in the number of college-age youth, and the change in emphasis in student aid financing from a grant-based package to a loan-based package, Louisiana's independent institutions will have to demonstrate substantial creativity if they are to meet the demands of the '80s and '90s. Already there is evidence that the challenge is being addressed. The New Orleans Consortium, in existence since 1965, allows Loyola University, Xavier University, and St. Mary's Dominican College the opportunity to pool resources in registration, counseling, and library usage. Centenary College and Tulane University are two of 96 independent institutions nationally utilizing common administrative forms/procedures as part of their improved resource management systems. Dillard University and Xavier University, as members of the United Negro College Fund, derive the benefit of a national fund-raising effort on behalf of 43 traditionally black independent colleges. On a statewide level, the Louisiana Association of Independent Colleges and Universities, consisting of the eight institutions previously listed, facilitates cooperation in academic and other areas among its members and represents them before the Board of Regents and other agencies of the state and national government. One recent development on the national level involves the founding and funding of the Consortium for the Advancement of Private Higher Education (CAPHE) by five major corporations concerned with independent higher education. This new organization will provide grants and technical assistance to selected independent colleges and universities to foster development and testing of model solutions to major institutional problems faced by higher education. It is expected that,

when institutional membership guidelines become available, Louisiana's independent colleges and universities will be represented in the consortium.

Louisiana's independent colleges and universities directly serve the public interest as integral partners in the pluralistic system of higher education. While assuring access, choice, and diversity, these institutions provide quality and value-oriented education at substantial savings for the taxpayers of the state. The public interest requires that each state, entrusted with the maintenance and advancement of the welfare of its citizens, focus its education policy goals on achieving the most efficient and equitable use of available resources. In order to fulfill this obligation, Louisiana, in 1975, enacted legislation which provides aid to independent colleges and universities. Money is appropriated to each institution based on the number of Louisiana residents enrolled in non-theological academic programs. Additionally, the state has appropriated monies for several years to educate students at Tulane Medical School. Both of these programs are administered by the Board of Regents. Louisiana College, as an institution of the Louisiana Baptist Convention whose policies preclude receiving direct state aid, does not participate in the state aid program.

The continued success of independent higher education in Louisiana provides benefits in the form of graduates who contribute to the economic and cultural well-being of the state. Today, more than 155,000 graduates of Louisiana's independent institutions of higher learning represent the state across the nation, with an estimated 84,000 (approximately 54%) currently residing in Louisiana contributing to the state's economic success. If we assume that these graduates earn an income equal to the median family income in the United States (\$22,342),* we can project that the 84,000 graduates of Louisiana's independent colleges and universities who have remained as residents represent nearly two billion dollars in gross income. That fact alone indicates a substantial return on the state's commitment to encourage and support independent higher education.

The economic impact of independent colleges and universities in Louisiana is substantial. A 1980-81 Economic Impact Report by Loyola University, for example, indicated that Loyola's overall economic impact on the state for that year alone was \$208.8 million. Tulane University is reported to be the largest single employer of private sector employees in the City of New Orleans with 4,100 employees and an annual payroll of over \$60 million. In addition to the money that flows into the state through the conduit of its independent colleges and universities, there is the inflow of significant though less measurable economic importance. . . the inflow of expertise. Acting as a talent magnet, Louisiana's independent colleges and universities add to the state's population of teachers, scholars, and administrators with unique skills and specialized knowledge, thus helping to support education, religion, health care, business, industry, government, and the arts.

In general, the enrollment trends at Louisiana's independent institutions reflect a small but steady growth in the face of fewer available students and reduced financial aid.

*Source: Bureau of the Census, "Money, Income and Poverty Status of Families and Persons in the United States: 1981", reprinted in Minorities in Higher Education, (Washington: American Council on Education), 1983, Table 2.

The data displayed in Table V indicate that total headcount enrollment at the state's eight independent institutions increased more than 10 percent between 1980 and 1982.

Students in independent colleges and universities contribute far more toward the cost of their education than do their counterparts in public institutions. If the independent institutions were to close, and we assume that either the state of Louisiana would absorb their operations or that the Louisiana residents enrolled in these institutions would pursue their education at existing public colleges and universities in Louisiana, an already burdened state budget would be further strained.

Independent higher education in Louisiana should not be perceived as being competitive with the public sector, but rather a healthy addition to and partner with public colleges and universities. In addition to offering a wider choice to the citizens of Louisiana, the independent sector demonstrates internal diversity through their various affiliations and clientele. Independent institutions should be perceived as independent primarily in terms of governance and sources of funding. With careful development of state policies and programs, independent higher education can continue to make an invaluable contribution to the state's vitality and enhance its intellectual, cultural, and economic well-being. The independent sector, as does the public sector, serves the public interest.

TABLE V

**Total Fall Headcount Enrollments for Louisiana
Independent Institutions, 1980, 1981, 1982**

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1982 LA Resident Enrollment</u>	<u>1982 LA Resident Enrollment as Percent of Total</u>
Centenary	1,016	1,237	1,506	1,200	79.6
Dillard	1,208	1,220	1,142	628	54.0
Dominican	677	750	658	656	99.6
Holy Cross	816	718	760	592	77.8
LA College	1,149	1,091	1,033	962	93.1
Loyola	4,582	4,485	6,412	3,231	50.3
Tulane	10,040	10,321	10,308	4,111	39.8
Xavier	1,995	2,221	2,084	1,441	69.1
TOTAL	21,483	22,033	23,903	12,821	53.1

Source: Louisiana Board of Regents, Statewide Student Profile System, June, 1983.

RECOMMENDATIONS

The Board of Regents recommends continued assessment of state policy relative to the independent sector of higher education to assure that this valuable resource is maintained and strengthened.

The Board of Regents recommends that cooperation between the public and independent sectors of higher education be increased in order to assure that the strengths of the two sectors are complemented and expanded.

As noted in Chapter IX, the Board of Regents recommends the continuation of state support for the independent institutions of higher education.

CHAPTER VIII

ACADEMIC PROGRAMS

Academic programs designed to fulfill personal, vocational, and social needs lie at the heart of the educational enterprise. Institutions measure their overall strength or weakness on the basis of the quality and effectiveness of their academic programs. Directly and indirectly, academic programs engage most of an institution's energies and resources. Academic programming is, therefore, the place where all dimensions of master planning naturally converge. Collectively, the academic programs extant during a given period should reflect actual social goals and society's commitment to their fulfillment. Existing programs also define current institutional missions and set the stage for charting future ones. Projections of student enrollment suggest the clientele which academic programs will serve. Projected federal and state aid to education, in addition to anticipated revenue from tuition and private grants, largely form the financial parameters of how these clienteles will be served. Academic projections thus involve assessments and conjectures about diverse and evolving social trends and moods. At issue are the values, knowledge, and skills to be imparted, and whether the students will be able to adapt these throughout their productive lives. Meeting these challenges constitutes the central task of academic planners at all levels.

Listed below are seven assumptions pertaining to academic planning:

1. Academic planning is a multidimensional process; responsibilities are shared by faculties, administrators, management boards, and the Board of Regents.
2. Largely because of projections of increasing fiscal austerity and a decline in student enrollment, academic planning during the 1980s and 1990s shall focus on elevating levels of quality in existing programs, combined with the selective growth of new programs, and the selective retrenchment of existing programs.
3. State-level academic planning must give increasing attention to coordinating the full range of resources of postsecondary education, including both the public and independent spheres.
4. Although the focus must be on educational quality, academic planning in a period of fiscal austerity would be unrealistic unless related to considerations of economic efficiency.
5. There will be decreasing participation in higher education by the 18- to 24-year-old age group and increasing participation by older adults. Accordingly, there is a need to adjust priorities from undue expansion of traditional programs toward the development of a more diverse system with widely accessible programmatic options.
6. State-level academic planning focuses on programmatic availability, quality, and efficiency, not on the day-to-day operations of academic programs.

7. Continuing statewide programmatic reviews are a cutting edge of master planning, and public institutions may expect such reviews in the future to add specificity to or modify their defined missions.

INTEGRATION OF MASTER PLANNING WITH REVIEW OF EXISTING ACADEMIC PROGRAMS

The Board of Regents' review of existing academic programs with the assistance of out-of-state consultants embraces the diversity of forces which affect programs, integrating broad considerations of quality, need, and adequacy of resources. The impact of this process is both immediate and continuing. As an outgrowth of each statewide review, the Board makes decisions relative to specific academic programs; from this process the Board gains lasting insights into the protracted needs of the discipline being examined. Accordingly, the Board's decisions have frequently recognized the long-range as well as the imminent meaning of programmatic reviews. At the culmination of separate reviews in education—at the doctoral, master's, and baccalaureate levels—and following the review of master's programs in business administration, the Board acted in each instance to establish long-range goals and standards for those programs to be maintained. Following a variety of reviews the Board established task forces to facilitate the implementation of statewide recommendations by review committees. Based primarily on recurring recommendations of consultants who reviewed doctoral programs, the Board further acted to increase funding for SCH's generated at the doctoral level.

The stage is now set for the Board of Regents to articulate more closely decisions related to programmatic reviews with achievement of the goals of master planning. Master planning shall be a more conscious theme during programmatic reviews; also, planning shall be a more conscious theme as the Regents make decisions relative to academic programs and related matters. Current steps in the process of reviewing existing academic programs within each discipline are as follows:

1. Affected departments complete programmatic self-reviews.
2. Out-of-state consultants conduct on-site visits.
3. Out-of-state consultants submit comprehensive reports.
4. Affected institutions respond to reports.
5. The Academic Affairs Committee holds public hearings.
6. Staff recommendations are submitted to the Academic Affairs Committee.
7. The Academic Affairs Committee makes recommendations to the full Board.
8. The Board acts.

Without radical modifications, and at no added expense, this procedure shall be used more directly to identify long-range planning issues which each discipline faces statewide. In statewide reports, consultants will propose master planning topics as they

evaluate specific programs. Institutions shall offer their views relative to these issues at the same time they respond to findings regarding their programs. Staff recommendations to the Academic Affairs Committee and the Academic Affairs Committee's recommendations to the Board shall reflect this added dimension. Once planning issues in a discipline are identified, the Board of Regents shall determine if these issues merit consideration in the master plan. If the decision is negative, the process will end with the academic review. If the decision is affirmative, the Regents shall require further study, as appropriate, by the staff, a task force of institutional representatives, consultants, or a combination of the above. This additional study, to become the planning dimension of the academic review process, shall embrace the following additional steps:

9. Task Force, staff, or consultants complete report.
10. Affected institutions respond to report.
11. The Planning and Research Committee holds public hearings.
12. Staff recommendations are submitted to the Planning and Research Committee. (Some recommendations may require action of the Academic Affairs Committee.)
13. The Board acts.
14. A "Master Plan Supplement" is published, focusing on the particular study and recommendations.

Through this closer integration, some major elements of master planning will more closely evolve from and provide the context for decision making by the Regents. The process of planning shall become more genuinely continual as issues which ongoing programmatic reviews make prominent are addressed in a timely manner. Master planning shall more systematically reflect diverse perspectives as they relate to the status and needs of disciplines and programs. Through long-range disciplinary planning, the Board shall provide institutions with clearer parameters as they reflect upon the development of new programs. These same parameters will provide the context within which the Board shall consider proposals for new programs and the reevaluation of conditionally approved programs.

AUTHORITY, POLICIES, AND PROCEDURES

In addition to broad responsibilities pertaining to academic matters, the Constitution of 1974, Article VIII, Section 5 (D), delegated to the Board of Regents the following responsibilities in the area of programmatic review:

1. To revise or eliminate an existing degree program, department of instruction, division, or similar subdivision.
2. To approve, disapprove, or modify a proposed degree program, department of instruction, division, or similar subdivision.

To fulfill these mandates, the Board has developed policies and procedures for the review of proposed new academic programs, the evaluation of existing academic programs, the reevaluation of conditionally approved academic programs, as well as consideration of proposed administrative revisions or eliminations. (See Board of Regents' Policies and Procedures Manual.)

Limited resources and competing demands have persuaded the Board of Regents to focus a sensitive eye on the function of programmatic review. The requirement that institutions submit a Letter of Intent in advance of submitting a proposed program (Policy 2.2) is an effort to coordinate academic planning at institutional and state levels. There is a further effort to synchronize the reviews of new and existing programs. All new programs approved for implementation are "conditionally approved;" each shall be reevaluated after it has graduated one class (Policy 2.9). These reviews are meshed with the Board's continuing evaluations of academic programs at all levels. The review of all doctoral programs in Louisiana was completed in 1979, and the review of master's level programs was completed during 1983. Extensive reviews of baccalaureate and professional programs are underway. The major consequences of these reviews are that, in the search for quality and effectiveness, many existing programs have been strengthened, a substantial number of programs have been terminated, while selected new programs have been proposed and implemented.

The Board expressed its attitude toward the review of proposed new academic programs, and by implication toward the review of existing programs, in the following resolution adopted in April, 1982:

WHEREAS, Louisiana's public institutions of higher education currently offer an abundance of academic programs, particularly at the baccalaureate and graduate levels; and

WHEREAS, public funds are insufficient to maintain existing academic programs at levels of high quality; and

WHEREAS, greater emphasis should be placed on the enrichment of existing programs; be it

RESOLVED, that proposals for new academic programs shall not be approved unless both urgent need and high quality are convincingly demonstrated.

The following factors are considered in the review of proposed new academic programs and in reviews of existing academic programs:

1. The program must be within the role and scope of the institution.
2. The program must complement and strengthen existing programs at the institution.
3. The program must not be needlessly duplicative of those at other institutions of higher education.

4. Faculty resources, library resources, and physical facilities must be adequate to initiate and/or maintain a program of high quality.
5. Present and future manpower needs must be documented (where applicable).
6. The program must demonstrate the potential to meet standards of the appropriate professional or accrediting agency (where applicable).
7. Administration of the program must not be unduly cumbersome or costly.
8. Programs at all levels must fulfill requirements of the Standards of the College Delegate Assembly, the Southern Association of Colleges and Schools.

REVIEW OF PROPOSED NEW ACADEMIC PROGRAMS

The consideration of proposed new academic programs is a fundamental responsibility of the Louisiana Board of Regents, continuing the statewide direction over programmatic growth which the Coordinating Council, predecessor to the Board of Regents, so firmly established. A new program is defined as a "new major which leads to a certificate or degree at a level or in a field not hitherto offered by the institution," and may involve either the addition of courses to the curriculum or the repackaging of existing courses into a new major. Planned new options within existing programs, as well as changes desired either in titles of programs or in areas of concentration, are included among the proposals which must be submitted to the Board of Regents for review. There should be consistency in the nomenclature for programs between university/college catalogs and brochures on the one hand and the Louisiana Board of Regents' "Inventory of Degree and Certificate Programs" on the other.

From 1975 through 1983, the Board of Regents approved a total of 245 new academic programs at public institutions of higher education. Almost half of the new programs (41%) were approved at the baccalaureate level. Twenty-three percent of the new programs were at the master's level, while 30 percent of the new programs were certificate and associate degrees. Only 6 percent of the new programs were for study beyond the master's level. (See Table VI.) Table VII illustrates the frequency of programmatic approval by discipline from 1975 through 1983. The disciplinary areas in which proposed new programs have been most frequently approved are health sciences (18% of all approvals), engineering (13%), education (12%), business and management (8%), visual and performing arts (5%), and criminal justice (5%). A sizable number of the programs approved at the certificate and associate levels were in the fields of engineering and health sciences.

In addition to regular requests for the consideration of proposed new programs, the Consent Decree prescribes 37 programs to be developed by Grambling, SUBR, and SUNO. As of January, 1984, the Board of Regents had conditionally approved 22 (59%) of these programs. The Board of Regents has approved 11 (79%) of the 14 programs prescribed for SUBR, seven (78%) of the nine programs prescribed for SUNO, and four (29%) of the 14 programs prescribed for Grambling.

TABLE VI

**New Academic Programs Conditionally Approved
by the Board of Regents, by Institution, 1975-1983***

	<u>Cert.</u>	<u>Assoc.</u>	<u>Bach.</u>	<u>Mast.</u>	<u>Spec.</u>	<u>Prof.</u>	<u>Doct.</u>	<u>TOTAL</u>
Delgado	6	8	0	0	0	0	0	14
Grambling	0	2	7	5	0	0	0	14
LA Tech	0	1	2	2	0	0	1	6
McNeese	0	8	7	4	0	0	0	19
Nicholls	0	10	5	5	2	0	0	22
NLU	0	5	11	2	1	1	0	20
NSU	0	3	3	2	0	0	0	8
SLU	0	2	5	0	0	0	0	7
USL	0	8	10	8	0	0	1	27
LSU	0	0	9	4	0	0	5	18
LSUA	0	3	0	0	0	0	0	3
LSUE	1	6	0	0	0	0	0	7
LSUS	0	0	8	3	1	0	0	12
LSU Med. Ctr.	0	1	4	6	0	0	0	11
UNO	0	0	8	9	0	0	2	19
SUBR	0	0	8	6	1	0	1	16
SUNO	1	2	13	1	0	0	0	17
SUSBO	<u>2</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>
TOTALS	10	62	100	57	5	1	10	245

*Programs substituted as a result of changing certification requirements in special education are not included in this Table.

Source: Information compiled from Louisiana Board of Regents' Inventory of Degree and Certificate Programs.

TABLE VII

**New Academic Programs Conditionally Approved
by the Board of Regents, by Discipline, 1975-1983***

	<u>Cert.</u>	<u>Assoc.</u>	<u>Bach.</u>	<u>Mast.</u>	<u>Spec.</u>	<u>Prof.</u>	<u>Doct.</u>	<u>TOTAL</u>
Health Sciences	0	11	24	8	0	0	0	43
Engineering and Related Technology	1	13	13	6	0	0	2	35
Education	1	1	10	13	5	0	2	32
Business and Management	2	5	7	4	0	0	1	19
Visual and Performing Arts	0	1	8	4	0	0	0	13
Criminal Justice	2	4	4	2	0	0	0	12
General/Interdisc. Studies	0	4	4	3	0	0	0	11
Computer Science	0	3	4	2	0	0	1	10
Communications	0	0	10	0	0	0	0	10
Public Affairs	1	2	2	3	0	0	0	8
Mechanical Tech.	0	7	0	0	0	0	0	7
Psychology	0	0	3	2	0	0	1	6
Home Economics	1	2	0	1	0	1	0	5
Life Sciences	0	0	2	2	0	0	1	5
Agricultural Sci.	0	3	0	0	0	0	1	4
Parks, Recreation	0	0	2	2	0	0	0	4
Physical Sci.	0	0	3	1	0	0	0	4
Letters	0	0	2	1	0	0	0	3
Consumer Serv.	2	1	0	0	0	0	0	3
Law/Paralegal	0	2	0	0	0	0	0	2
Social Sciences	0	0	1	0	0	0	1	2
Foreign Languages	0	0	1	1	0	0	0	2
Architecture	0	1	0	0	0	0	0	1
Library Science/ Archives	0	0	0	1	0	0	0	1
Mathematics	0	0	0	1	0	0	0	1
Aeronautical Sci.	0	1	0	0	0	0	0	1
Construction Trades	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTAL	10	62	100	57	5	1	10	245

*Programs substituted as a result of changing certification requirements in special education are not included in this Table.

Source: Information compiled from Louisiana Board of Regents' Inventory of Degree and Certificate Programs.

REVIEW OF EXISTING ACADEMIC PROGRAMS

In accordance with the Board's responsibility to safeguard the quality of and assess the need for academic programs in higher education, the Board began the continuing process of evaluating existing academic programs during the 1975-76 academic year. Two firm judgements based on past reviews emphasize pressing needs for the reviews to be continued. First, the proliferation of degree programs in institutions of higher education has often failed to reflect legitimate regional, state, or national needs. Second, many programs have been maintained at low levels of quality, lacking the human and material resources to sustain them properly. Degrees obtained from these inferior academic programs would be likely to undermine the value of similar degrees from superior academic programs. Only through meaningful and continuing reviews of existing academic programs can the Board of Regents prudently decide which programs the state shall continue to maintain and which programs shall be terminated.

As of January 1, 1984, the Board of Regents had reviewed 809 existing academic programs at public institutions of higher education.* Of that number, 665 (82%) were maintained, 144 (18%) were terminated or consolidated. Of the 665 programs maintained at public institutions, 19 were commended for excellence.

Doctoral Reviews: Between 1975 and 1979, the Board of Regents completed statewide reviews of doctoral programs. At public institutions, the reviews included 108 programs in 45 disciplines. Of these, the Board of Regents maintained 82 (76%) doctoral programs and terminated 26 (24%). Of the 82 doctoral programs maintained, 9 were commended for excellence. The Regents have recently scheduled reevaluations of doctoral programs in selected disciplines. During 1982-83, doctoral programs in microbiology were reexamined, and, during 1984-85, reexaminations will be undertaken for the doctoral programs in education, English, and business administration.

Master's and Specialist Reviews: The Board of Regents completed reviews of all master's and specialist programs during 1983. The Regents reviewed 325 master's and specialist programs in over 45 disciplines. Two hundred fifty-nine of these programs (80%) were maintained and 66 (20%) were terminated. Of the 259 master's and specialist degree programs that were maintained, eight were commended for excellence.

Undergraduate and Professional Reviews: The Regents have completed statewide reviews of baccalaureate and professional programs in the disciplines of education, forestry, architecture, French, vocational agriculture education, veterinary medicine, and criminal justice. Twelve associate degree programs and two certificate programs were included in these reviews. During 1983-84, reviews are underway in nursing, respiratory therapy, general studies, radiologic technology, dental hygiene and related technologies, and occupational therapy. During 1984-85, reviews are planned at the baccalaureate and professional levels in dentistry, medicine, physical therapy, medical record administration, and dietetics. Of the 364 program reviews at the undergraduate

*The Board of Regents has also reviewed approximately 100 academic programs at independent institutions. Although the Board has no authority to terminate or to maintain and strengthen programs at independent institutions, the Board has commended five programs at Tulane University.

and professional levels which the Regents have completed, 321 (88%) programs were maintained, and 43 (12%) were terminated. The Board has awarded commendations of excellence to one baccalaureate program and one professional program.

REEVALUATION OF PREVIOUSLY APPROVED ACADEMIC PROGRAMS

Academic Affairs Policy 2.9 mandates that programs be approved only on the condition that they be reevaluated after graduating one class or after four years. Since the process of reevaluating previously approved academic programs has been intertwined with reviews of existing academic programs, the reevaluation process has operated on an uninterrupted basis since 1975-76. Academic Affairs Policy 2.9 outlines the following three categories within which the Board may make decisions during reevaluations:

1. All conditions on approval of the program may be removed.
2. Conditional approval may be extended, with a further review required at a later date.
3. Conditional approval may be withdrawn, and the program terminated.

By April, 1981, the Board of Regents had completed Phase I of its reevaluations, involving a total of 55 programs from 12 public institutions at the certificate, associate, baccalaureate, and master's degree levels. The Board of Regents acted to maintain 48 (87.3%) of these programs (28 in category 1. above and 20 in category 2. above), while terminating seven (12.7%) programs. Of six certificate programs that were reevaluated, four (66.7%) were maintained (two in category 1. and two in category 2.) while two (33.3%) were terminated. Of 33 associate degree programs that were reevaluated, 30 (91%) were maintained (15 in category 1. and 15 in category 2.) while three (9%) were terminated. Of 14 baccalaureate programs that were reevaluated, 12 (85.7%) were maintained (nine in category 1. and three in category 2.) while two (14.3%) were terminated. The two master's degree programs that were reevaluated were maintained, both in category 1., above.

Phase II reevaluations, scheduled for completion during 1984, will involve the review of 58 programs at 10 institutions, ranging from the certificate to the master's degree. (See Table VIII.)

TERMINATED ACADEMIC PROGRAMS

From 1975 through 1983, the Board of Regents terminated a total of 325 existing academic programs at Louisiana's public colleges and universities. Academic programs are terminated through three procedures. The majority of programs, 173 or 53 percent of all cancelled programs, were terminated at the request of affected institutions. Programs in this category were usually terminated due to low enrollments, combined frequently with the failure of a program to meet its intended objectives. Most of the remaining programs, 144 or 44 percent of all cancelled programs, were terminated during the Board of Regents' reviews of existing programs. In addition, the Board of Regents terminated eight, or 3 percent, of all cancelled programs during the Phase I reevaluations of previously approved academic programs.

TABLE VIII

**Programs to be Considered in
Phase II—Reevaluations of Previously Approved Academic Programs**

<u>Institution</u>	<u>Certificate</u>	<u>Associate</u>	<u>Baccalaureate</u>	<u>Master's</u>	<u>Total</u>
Delgado	3	3	0	0	6
LA Tech	0	5	2	1	8
Nicholls	0	3	1	0	4
Southwestern	0	1	0	0	1
UNO	0	0	2	0	2
LSUE	0	1	0	0	1
LSUS	0	0	22	0	22
SUBR	0	0	1	1	2
SUSBO	<u>0</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>12</u>
TOTAL	3	25	28	2	58

Table IX lists the total number of programs cancelled at Louisiana's public universities since 1975 by institution and by degree level. Of the 151 programs deleted at the master's, specialist, and doctoral levels, the Board of Regents terminated 78 percent of these programs during reviews of existing academic programs. It is interesting to note that, at the baccalaureate and associate levels where the review of existing programs has only recently begun, most programs were terminated at the request of affected institutions. Only 43 percent of baccalaureate level programs and 11 percent of programs at the associate level were terminated as the result of programmatic reviews. In all likelihood, the Regents' programmatic review process has meaningfully accelerated institutional self-assessments of academic programs which are scheduled for review. The Board of Regents encourages institutions to intensify these internal self-reviews which may lead to the phasing out of programs which are outmoded, unpopular, or of low quality.

Of the 325 programs terminated since 1975, 49.2 percent have been in the field of education. This disparity has resulted from comprehensive reviews of existing programs in education at all degree levels, as well as the extensive revision of certification requirements in special education by the Department of Education. The frequency of terminated programs for the next five disciplines has been as follows: engineering and related technologies—19 (6.1%), visual and performing arts—15 (4.5%), health sciences—15 (4.5%), social sciences—14 (4.5%), and business—12 (3.8%).

TABLE IX

**Academic Programs Terminated by the Board of Regents,
by Institution and Level, 1975-1983**

	<u>Cert.</u>	<u>Assoc.</u>	<u>Bach.</u>	<u>Mast.</u>	<u>Spec.</u>	<u>Doct.</u>	<u>TOTAL</u>
Delgado	4	29	0	0	0	0	33
Grambling	0	0	8	11	0	0	19
LA Tech	0	4	27	3	8	8	50
McNeese	0	1	8	4	3	5	21
Nicholls	0	1	1	11	5	0	18
NLU	0	4	5	13	0	3	25
NSU	2	1	17	14	1	1	36
SLU	0	2	4	10	3	0	19
USL	0	0	5	7	2	3	17
LSU	0	0	12	2	1	9	24
LSUA	0	0	0	0	0	0	0
LSUE	0	1	0	0	0	0	1
LSUS	0	3	8	0	0	0	11
LSU Med. Ctr.	2	0	0	0	0	0	2
UNO	0	0	0	1	0	1	2
SUBR	0	0	11	22	0	0	33
SUNO	0	1	3	0	0	0	4
SUSBO	<u>0</u>	<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>10</u>
TOTALS	8	57	109	98	23	30	325

PROGRAMS COMMENDED FOR EXCELLENCE

Eminent peers in the respective disciplines have identified for the Board of Regents a selected number of academic programs exhibiting qualities of distinction. Through awards, appropriately titled "Recognition of Excellence," the Board has acclaimed the faculty and administrators responsible for nurturing and maintaining these programs of quality. During 1975-1983, the Board of Regents reviewed approximately 909 existing academic programs at public and independent colleges and universities. The Board has awarded commendations of excellence to 24 (2.75%) of these programs at various levels: Ph.D.-13; master's-8; professional doctorate-1; and baccalaureate-2. (See Table X.)

While each program of quality possesses a unique combination of attributes, recurring characteristics typify the superior programs. Academic planners at all levels should employ these trademarks as criteria of assessment and measurement, both to insure that quality is maintained in the selected programs which have attained eminence, and also to foster the development of high levels of quality in the multitude of programs which are marginal or submarginal. Those characteristics most essential to the development of superior academic programs are listed below:

1. Above all, competent and energetic faculty members, who share high aspirations, must give direction to the program. Faculty members who do not quest for elevated goals are unlikely to order their priorities in ways essential for an academic program to achieve eminence.
2. Within the department there is a well-articulated sense of vision and purpose based upon recognized standards, practices, and directions in that respective field. These goals are not simply theoretical; they are reflected in general departmental governance and behavior, giving form and substance to such matters as recruitment, promotion, tenure, admissions, and curricula.
3. There is balance among the subspecialties in the field. A measure of the quality of leadership, at both the departmental and institutional levels, is the extent to which a department has systematically built strengths in selected areas. Few, if any, departments, even at the most prestigious universities, maintain preeminence in all subfields in a given discipline. Yet strength should exist in those subfields which are essential to the degree being offered.
4. There is sustained financial support of the department. This support reflects itself in such matters as reduced teaching loads to increase the time available for research; higher salaries for teachers and stipends for students; adequate funds for travel, research, and equipment; and suitable facilities. As significant, there is an awareness of and appreciation for this support at the departmental level. The level of support must rise generally with the level of the degree. Graduate programs which expect to operate at a level of high quality, therefore, impose greater demands on resources than programs at other levels.
5. The department possesses a "critical mass" of faculty and students. The size of the program is sufficient so that essential courses can be regularly offered; faculty members and students in a given subspecialty have the opportunity to

TABLE X

**Academic Programs Which the Board of Regents
Has Commended for Excellence, 1975-1983**

Louisiana State University

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

Louisiana Tech University

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

Louisiana State University Medical Center

1. Ph.D. in Clinical Chemistry

Northwestern State University

1. M.S. in Microbiology

Northeast Louisiana University

1. Master's in Business Administration
2. B.S. in Radiologic Technology

Tulane University

1. Ph.D. in Mathematics
2. Ph.D. in History
3. Ph.D. in Mechanical Engineering
4. Ph.D. in Pharmacology
5. B. A. in French

University of New Orleans

1. M.A. in History
2. M.A. in Urban and Regional Planning
3. Master's in Business Administration

University of Southwestern Louisiana

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

interact with colleagues in the same and related subspecialties; students have access to teaching and/or research assistantships; for Ph.D. programs, faculty members should not endure long periods without students in their research fields.

6. Substantial numbers of the faculty are outstanding teachers. At any level, the advanced superior students are effective judges of the quality of instruction in the program. In graduate programs, students and teachers work very closely together as researchers. At this level, therefore, one's quality as a teacher is more directly related to one's effectiveness as a researcher than at any other level.
7. For graduate programs, and in particular for Ph.D. programs, a substantial segment of the faculty is engaged in research of the highest quality. The caliber of a faculty's research is determined by the extent to which appropriate professional journals, national organizations, and peer groups recognize its quality.
8. The department is successful in attracting a sizable pool of able student applicants. From these a desired number of qualified students enter the program. At the graduate level, a department's effectiveness in recruiting able students is usually a reflection of the faculty's reputation and the institutional support of competitive stipends for students.
9. Needed interactions with related academic programs are available. Academic programs are more likely to prosper when they exist in proximity with strong, closely related academic programs. The interactions of faculty and students across departmental boundaries—in research, coursework, advising, and other diverse informal activities—help shape the total educational experience for both faculty and students.
10. A high level of quality exists in library resources. Library holdings should reflect the role, scope, and mission of the institution and the evolving demands of specific programs.

PLANNING ISSUES

The primary issue relative to academic programs is to insure that specific decisions regarding programs are systematically made within the context of long-range planning. The integration of programmatic reviews with master planning shall help achieve this purpose. Furthermore, the Board of Regents shall more closely relate claims by institutional representatives that resources are insufficient to properly strengthen existing programs with ambitious efforts by these same institutions to identify resources for the development of new programs. In a period when resources and enrollments are stabilizing, and in some instances are expected to decline, the Board of Regents shall become more proactive, as well as reactive, in charting directions for programmatic development.

Doctoral and Master's Levels

Doctoral education is particularly distinguished by the mutually supportive roles which instruction and research play. Viable programs advance the frontiers of knowledge while preparing new doctorates to maintain this tradition of scholarship. The extent to which the faculty succeeds in creating new knowledge for the future is the essential measure of the quality of a doctoral program. With adequate institutional support, a faculty of high quality is the chief guardian of a program's overall quality. The continuing research emanating from doctoral programs satisfies social needs while enhancing the faculty member's value to the university by extending his/her knowledge and skills. This value added is extended to many other institutions as doctoral students pursue their careers.

While it is difficult to isolate the costs of doctoral education from related programs on the master's and undergraduate levels, it is generally recognized that doctoral education is substantially more expensive, contributing in a major way to the financial stresses being experienced in higher education. These stresses have been intensified by an abrupt plunge in long established federal aid for graduate education, and doctoral education in particular. At the same time, there is weighty evidence that the state's current funding for doctoral education, though recently elevated, falls short of its real cost. This underfunding occurs at a time when it is generally conceded that for the near future resources are unlikely to grow as fast as inflationary trends, and may well decrease on a unit-student basis. The Board of Regents has concluded, therefore, that "all doctoral programs to be maintained should meet, or show clear potential for meeting, standards of both high quality and demonstrated need."

There is considerable variety in the purposes of programs offered at the master's and specialist levels. Some of these programs are considered terminal, leading immediately to employment; others are considered primarily as stepping-stones to the doctoral degree; while many programs combine both of these attributes. The Board of Regents' review of existing master's and specialist programs has focused on those programs which are not housed in the same departments as previously reviewed doctoral programs. Consequently, regional institutions—rather than the state's primary doctoral-granting institutions—were the focus of these reviews.

Listed below are planning issues in graduate education which institutions and their management boards, as well as the Board of Regents, must forthrightly address:

1. Graduate programs are often characterized by inadequacy in conceptual design, insufficient clarity of purpose, and a failure to maintain timeliness in light of changing trends affecting the particular discipline.
2. There is only minimal cooperation and coordination among graduate programs (as well as programs at other levels) at different institutions, and frequently even at the same institution. The problem is aggravated in some disciplines since a sizable number of programs are aggressively competing for a limited number of talented students.
3. Faculty research and scholarly publication are often inadequate to maintain programs at levels of high quality. Coursework, especially at the doctoral level, is frequently overemphasized at the expense of

scholarly research at the cutting edge of knowledge by both faculty and students.

4. All too frequently, high level campus administrators have permitted programs to decline because they have failed to make changes in departmental or college leadership which are the prerequisites for programs to prosper.
5. Levels of institutional and state support inadequately recognize resource needs of graduate programs, including needs to elevate salaries, update or purchase equipment, hire secretarial and technical assistance, attract visiting scholars, provide adequate stipends to students, and provide funds for faculty travel.
6. These deficiencies are rendered more intolerable since faculty often fail to seek federal or private grants.
7. Admission standards, a pivotal determinant of quality in programs, are frequently too low to weed out students of marginal or below marginal skills and talents. This problem is exacerbated since checkpoints of quality within programs are often inadequate to correct this initial deficiency.
8. The faculty qualities required for graduate programs to succeed are often insufficiently reflected in institutional standards of recruitment, promotion, and tenure.
9. In many instances, programmatic requirements do not reflect rising demands for computer literacy.

There is no substitute for continuing in-depth assessments of graduate programs (and programs on all levels) by faculties, administrators, and governing boards. Documentation is persuasive that significantly decreased opportunities for employment will continue to exist in particular doctoral markets, most notably in academe. Close monitoring is needed to relate evolving relationships between the education and training of students and the focus of graduate programs to societal needs. Institutions should further reassess their priorities in light of altering federal and state commitments to the funding of graduate education. Notably, institutions must maintain planning flexibility in the face of forces now promoting stability among faculties. The absence of young scientists and engineers on college faculties, for example, could be a serious threat to the quality of scientific research.

Baccalaureate, Associate, and Certificate Programs

The most significant philosophical battle at the baccalaureate level is being waged over trends toward "careerism" versus the historical emphasis on "liberal arts," or the general education component of the curriculum. While students have the fundamental freedom to choose vocational and career-oriented curricula, each program should also nurture the development of student discipline and character and the preparation of students to live in a complex and changing world. Programs need to promote within

students the capabilities of forming independent judgments and weighing values, in addition to amassing facts and mastering skills. The issue is not new. As early as 1929, Alfred North Whitehead, in The Aims of Education, argued against the assumed distinctions:

The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical.

From 1975 through 1983, the Board of Regents conditionally approved a total of 100 proposed new baccalaureate programs in the following disciplinary areas: health sciences (24); engineering (13); education (10); communications (10); visual and performing arts (8); business and management (7); computer science (4); general studies (4); criminal justice (4); and other subject areas (16).

Institutions and their governing boards are planning to offer a variety of new baccalaureate programs in the future, as reflected in the 42 Letters of Intent which have been submitted to the Board of Regents as follows: business (12); theatre, dance, music (7); art and architecture (3); engineering and computer engineering (6); allied health (3); communications (3); physical science (2); human services (2); religion (1); history (1); criminal justice (1); and hospitality management (1).

Associate and certificate degree programs are designed primarily to prepare students for entry into specific occupations, to upgrade the skills of current employees, and to prepare students for further academic pursuits. Most programs at these levels are structured to provide the knowledge and skills required for immediate employment, primarily in technical jobs. Increasing social complexity has produced a need for cadres of technicians, with specialized and practical skills, to assist professionals in their work. The work of these technicians releases the professionals' time for more complex procedures requiring higher levels of sophisticated training. Hospitals illustrate the use of technicians through their employment of medical transcribers, X-ray technicians, inhalation therapists, and others.

Sixteen public and three independent institutions of higher education offer programs at the associate level, with five public and one independent institution also offering certificate programs. Public institutions offer 212 associate and 28 certificate programs, while independent institutions offer 22 associate and 15 certificate programs.

Nationwide, the most rapidly developing sectors of postsecondary education are programs at the associate and certificate levels. These programs are being established to meet the needs of populations traditionally underserved by higher education: students who are more vocationally than academically oriented and employees in various occupations who wish to pursue parttime study. In many states this need is fulfilled by a system of comprehensive community colleges. The system of higher education in Louisiana, however, has not evolved in this manner, and the resources required to provide a comprehensive system of community colleges are not likely to be available during the foreseeable future. Delgado Community College is the only true comprehensive community college in the state, offering one-third of all associate and over one-half of all certificate programs. The state supports over 50 regional vocational-technical schools that offer programs of instruction beyond high school. These institutions offer programs that provide a variety of postsecondary certificates.

The previous master plan urged both senior and two-year public institutions of higher education to help fill the need for additional associate degree and certificate programs. They have responded enthusiastically. From 1975 through 1983, the Board of Regents has approved 73 new programs at the associate and certificate levels in the following disciplinary areas: engineering (14); health sciences (11); business and management (7); criminal justice (6); mechanical technologies (7); general studies (4); computer science (3); agricultural sciences (3); consumer services (3); home economics (3); and other subject areas (12).

The public institutions of higher education in Louisiana have submitted to the Board of Regents 47 Letters of Intent for future development of associate and certificate level programs in the following subject areas: health sciences (9); business and management (8); pre-school education (4); mechanical technologies (7); construction trades (6); petroleum technologies (4); drafting technologies (3); health and physical education (1); computer science (1); criminal justice (1); human services (1); education (1); and legal services (1).

The Board of Regents has conducted extensive evaluations of baccalaureate, associate, and certificate programs while examining proposals for new programs, assessing existing programs, and reevaluating conditionally-approved programs. Most of the weaknesses and problematic areas noted above for graduate programs have been erosive forces among programs at the baccalaureate, associate, and certificate levels as well. Several planning issues which are more uniquely associated with baccalaureate, associate, and certificate levels are listed below.

1. Programs should be directed by faculty whose preeminent responsibility is to the college or university. Properly balanced and managed, parttime and adjunct faculty add indispensable strengths to many programs. The responsibility for directing programs, however, should not rest primarily or exclusively on the shoulders of someone whose principal occupational commitment is not to the college or university.
2. Undergraduate courses and programs should not be treated as appendages to graduate programs. In particular, the use of graduate students as instructors in undergraduate courses should be meticulously monitored. Questionable practices exist most frequently in departments where the only graduate degree offered is the master's, yet beginning graduate students are permitted to teach undergraduate classes.
3. Programs designed to prepare students for immediate employment in specific occupations should maintain close interactions with professionals in the affected occupations. These interactions should consist, as appropriate, of updating of specialized courses in curricula, well-managed internships, fulfillment of certification and accreditation requirements, and employment at appropriate levels. Careful attention to these considerations should be reflected in proposals for new programs which have specific occupational goals.

SPECIAL TOPICS

In future reviews of existing academic programs, the Board of Regents shall focus priorities in the following areas: (1) general education within the baccalaureate degree, (2) computerization and higher education, and (3) the health sciences. Both statewide and nationally, these topics raise some of the most nettlesome questions facing higher education.

General Education Within the Baccalaureate Degree

Both nationwide and within the state of Louisiana, there is such diversity in the conceptualization of undergraduate degree programs that these programs no longer provide an adequate body of common knowledge necessary to assure a broadly based or "liberal" education. Study after study conducted during the past ten years has lamented trends away from general education requirements in undergraduate curricula. The result has been a dramatic and pervasive fragmentation of undergraduate education.

In 1977, a study by the Carnegie Foundation for the Advancement of Teaching, entitled Missions of the College Curriculum: A Contemporary Review With Suggestions, described undergraduate general education as "a disaster area (which) has been on the defensive and losing ground for over one hundred years." The report concluded that "at the heart of the current confusion in undergraduate education is the disappearance from higher education of a uniform, liberal education for all college students." Similarly, the Harvard Report on the Core Curriculum (1978) indicts universities and colleges for producing "a legion of technocrats and specialists." The Report beckons all institutions of higher education to "restore the central goal of educational competencies in literary and critical thinking." The "University Core" which Harvard adopted as a result of the Report required courses in literature and the arts, historical study, social analysis and moral reasoning, science, and foreign cultures.

The crusade for restoration of general education requirements to provide a thorough education in the liberal arts has been championed in such works as Arthur Levine's Reform of Undergraduate Education (1980) and Handbook of Undergraduate Curriculum (1978), Clifton Conrad's The Undergraduate Curriculum (1978), Charles Wegner's Liberal Education and the Modern University (1978), and by such professional organizations as the American Association for Higher Education, The Society for Values in Higher Education, the President's Commission on Foreign Languages and International Studies, the National Science Foundation, the National Research Council, the Council on Learning, and many others.

As part of its "Project on the Meaning and Purposes of Baccalaureate Degrees," the Association of American Colleges published a booklet titled A Search for Quality and Coherence in Baccalaureate Education (1983). The booklet declares that "all undergraduate programs have suffered from neglect of the principles of liberal education, and consequently have become overspecialized and fragmented." One member of this project, Dr. Arthur Levine, president of Bradford College, characterized undergraduate curricula as being "a junkyard, littered with bits and pieces of education reform adopted over the past five decades."

It is within this context that the Board of Regents shall focus particular attention on the quality and design of undergraduate curricula at Louisiana's universities and colleges. A preliminary review of general education requirements, including offerings at each public and private undergraduate college within the state, has recently been completed. (See Table L, Appendix A.) This review focuses on those general education requirements which the universities and colleges considered sufficiently important to emphasize in their respective catalogs. It classifies the various general education requirements in two categories: 1) scope of requirements, either institution-wide or college-wide; and 2) breadth of requirements, either comprehensive (including requirements in each of the subject areas traditionally associated with a "liberal" education, i.e., English, the behavioral and social sciences, the natural sciences, mathematics, foreign languages, and humanities/arts) or non-comprehensive (lacking one or more of these subject areas).

Based on this review, the following observations are appropriate:

1. Comprehensive, institution-wide general education requirements are not found at any of the public institutions of higher education in the state; yet, two independent institutions (25%*) of higher education in the state have such requirements.
2. Non-comprehensive, institution-wide general education requirements are found in four public institutions (23.5%***) and three independent institutions (37.5%*) of higher education in the state.
3. Of those public and independent institutions of higher education without institution-wide general education requirements, none mandate comprehensive, college-wide general education requirements in each of their respective colleges.
4. Of those public and independent institutions of higher education without institution-wide general education requirements, one public institution (5.9%***) and one independent institution (12.5%*) mandate non-comprehensive, college-wide general education requirements in each of their respective colleges.
5. Of those public and independent institutions of higher education without institution-wide general education requirements, two public institutions (11.8%***) mandate either comprehensive or non-comprehensive, college-wide general education requirements in each of their respective colleges. No independent institution reflects such a mixture.

*Percentages are calculated in ratio to the total number of regionally accredited independent institutions of higher education in the state (8).

**Percentages are calculated in ratio to the total number of public institutions of higher education in the state (17).

6. Of those public and independent institutions of higher education without institution-wide general education requirements, six public institutions (35.3%**) and one independent institution (12.5%*) indicate a mixture of select colleges with designated general education requirements and select colleges with no designated general education requirements.
7. The remaining four public institutions of higher education (23.5%**) have no designated general education requirements whatsoever at either the institution level or for any college at that institution.

The implications of this survey are quite sobering. General education requirements at the state supported institutions of higher education are less coherent than those at independent universities and colleges. Even at those public institutions where general education requirements are maintained at either the institution or college level, in no single case do these requirements constitute a comprehensive core curriculum (inclusive of course work in English, the behavioral and/or social sciences, the natural sciences, mathematics, foreign languages, and the humanities/arts). It is fair to conclude that undergraduate programs at the public universities and colleges in Louisiana are so "over-specialized and fragmented" that a state of curricular anarchy exists.

In light of the results of this survey, the Board of Regents shall conduct an intensive assessment of general education requirements within the undergraduate degree programs offered at colleges and universities within the state. This assessment shall be conducted by out-of-state consultants during the 1984-85 academic year.

Computerization and Higher Education

Time magazine's selection of the computer as "Man of the Year" in 1982 symbolized the pervasive impact being generated by this technological advance. For the first time, a mechanical source has clearly outdistanced the capacity of the human brain to compute and implement logic with accuracy and speed. Profound changes affecting all phases of modern life are challenging colleges and universities to broaden the computer literacy of all students, prepare computer specialists at all degree levels, while upgrading computing skills of the adult working population. Reflecting these demands, nationwide and within Louisiana, new academic programs in computer science have been growing rapidly. During 1968-69, computer science programs were apportioned among public universities in Louisiana as follows: B.S. (6); M.S. (1); and Ph.D. (1). Three public universities added B.S. programs in 1971, and one public university added a M.S. program in 1975. A brisk pace of programmatic approval has been evident since the late 1970s. During 1977-83, the Board of Regents approved these additional programs in computer science: A.S. (3); B.S. (4); M.S. (2); and Ph.D. (1). Further, universities have filed Letters of Intent to implement programs in computer science as follows: A.S. (2); B.S. (3); and

*Percentages are calculated in ratio to the total number of regionally accredited independent institutions of higher education in the state (8).

**Percentages are calculated in ratio to the total number of public institutions of higher education in the state (17).

M.S. (2). Rapid expansion within existing programs has been a dimension of growth as significant as the implementation of new programs.

The spiraling demands in computer science present a variety of planning issues:

1. The relationship between high technology industries and colleges and universities—A more sanguine economic future for the state is related in part to effectively addressing the challenges of high technology. A committee of computer scientists whom the Board of Regents engaged to review a proposed Ph.D. program in computer science emphasized this relationship as follows:

The state of Louisiana ought to recognize that it is not now in the vanguard in this information transformation. It is of critical importance to the state that it catch up, even lead in this process, especially when one considers that the natural resources on which Louisiana's economy is now largely based will play a reduced role in the coming decade.

The transformation to a more technologically-based state requires building up an infrastructure that eventually contains relatively large computer-related companies, smaller computer and electronic firms, and increased use of information processing throughout the state. Historically, strong research-oriented universities have played a central role in building up such an infrastructure. . . . We do believe that Louisiana must make a much greater effort than it already has.*

The Governor's Task Force on High Technology Industry, which led to legislation establishing the Louisiana Capital Companies Tax Credit program during 1983, affirmed the pivotal role which academic programs must play. Projected needs of the economy shall play a pivotal role in future decisions by the Board of Regents relative to programs in computer science.

2. The statewide distribution of academic programs in computer science by institution and by level—The Board has responded to proposals for new programs by assessing the prospective quality of and need for programs individually. It is imperative that the Board develop a statewide planning context within which programs can predictably develop in a manner which best serves institutional, local and regional, as well as state and national needs.

3. The statewide apportionment of computer resources at public colleges and universities—Computing resources must adequately serve both administrative and academic needs. Campus requirements vary considerably, depending on the number and levels of programs in computer science, graduate level programs offered in other disciplines, the size of the student body, and the overall role, scope, and mission of the college or university. At each college or university, decisions relative to the selection and updating of computing equipment should be made within the context of statewide

*Members of the review committee were Dr. Joel Moses, Massachusetts Institute of Technology; Dr. A. N. Habermann, Carnegie-Mellon University; and Dr. Michael Faiman, University of Illinois, Urbana-Champaign.

planning. The Board shall also consider establishment of a statewide computer network to facilitate the sharing of information and resources.

4. The relationship between general literacy and development of computer skills— Within many elementary and secondary schools, as well as colleges and universities, the concept of computer literacy for all students is gaining wider acceptance. The implications of this premise for curricular requirements, faculty staffing, and other resources are far-ranging. The role of computer learning as a basic skill, furthermore, is an issue which needs to be addressed statewide.

To promote planning efforts relative to computerization and higher education, the Board of Regents, during 1984-85, shall engage the services of out-of-state consultants who will be assigned the following responsibilities:

1. Review existing academic programs and resources in computer science at all state universities. Independent colleges and universities shall be invited to participate.
2. Evaluate proposals for new academic programs in computer science. The Board of Regents shall review no proposed new programs in computer science until this study is completed.
3. Recommend how academic programs in computer science can best serve the needs of industry while fulfilling educational needs.
4. Recommend how any new academic programs in computer science should be distributed statewide by institution and by degree level.
5. Recommend how computer resources should be apportioned among public colleges and universities and how these resources should interrelate.
6. Assess and make recommendations regarding implications of trends toward acceptance of computer literacy as a basic skill which all college graduates should master.

Health Sciences

During 1983, the Southern Regional Education Board, recognizing the critical importance of health professions education for state policymakers regionally as well as nationally, published two reports: Health Professionals for the South: Supply and Cost Issues Needing State Attention and Factors that Influence the Financing and Cost of Medical Education.

The introductory statement in Health Professionals for the South begins as follows:

Health Professions education represents one of the South's major successes, but because of the implications of (a) a larger supply of health professionals and (b) the increasing costs both of health care services and the education of health professionals, it also represents one of the major challenges before

state policymakers. Since 1960, the South has increased the number of programs that prepare the various health professionals to the point that the region is now producing twice as many practitioners as it did at that time. The pipelines for preparing dentists, veterinarians, pharmacists, and physicians are full, which means that large numbers of new graduates will continue through the 1980s.

In addition, the South is now attracting practitioners from other regions of the country and students who have gone abroad to study. New programs have been established so that graduates no longer have to leave the region to receive specialty training. As a result, the region is gaining practitioners faster than the nation. While the South started from further behind, projections indicate that there will soon be more than an adequate supply of health professionals for the region as a whole.

In a manner similarly thought provoking, the introductory section to Factors that Influence the Financing and Cost of Medical Education begins as follows:

The high costs of medical education are a matter of great concern for state policymakers. In the past, state budget, elected, and higher education officials gave relatively little attention to the costs and funding of medical schools. It was an obviously complex area, and federal grants for medical research and reimbursements for patient care services made up such a large portion of the total funding that the state's share of financial support was relatively small compared to the rest of higher education.

However, all of this is changing. Federal capitation support for medical schools has ended. Although federal research dollars have been cut only a small amount, inflation has reduced the value of the existing grants. And the federal government and other third-party payers are tightening up reimbursements for patient care services under Medicaid and Medicare to assure that these payments are related to direct patient care costs—not the additional costs of educating physicians and other health professionals. As a result, state governments are being asked to provide increased support for medical schools at a time when state revenues are tight.

Louisiana's public and independent institutions of higher education offer 98 different health-related academic programs. The majority of these programs are at the baccalaureate (60) and associate/certificate (25) levels. The greatest number of programs are in the subject areas of medical technology (28), nursing (17), and dietetics (12). (See Table XI.) Most new academic programs which have been implemented in the health professions since 1975 have been in the areas of respiratory therapy/cardiopulmonary science, occupational therapy, and medical technology/cytotechnology.

Rising costs in medical, dental, and allied health education can be illustrated by comparing the 1976-77 and 1983-84 state budgets for the LSU Medical Center. The rise in costs from approximately \$37 million during 1976-77 to approximately \$98 million during 1983-84 represents an increase of 163.8 percent. By contrast, state funds for formula funded colleges and universities increased by 101 percent during this same seven-year period. Further, of \$20.3 million in new funds which the state of Louisiana

TABLE XI
Health-Related Programs in Louisiana's Public and Independent
Institutions of Higher Education, 1983*

	<u>Assoc./ Cert.</u>	<u>Bach.</u>	<u>Mast.</u>	<u>Doct.</u>	<u>TOTAL</u>
Radiologic Technology	2 (2)	4 (4)	—	—	6 (6)
Respiratory Therapy/Cardio- pulmonary Science**	5 (5)	3 (2)	1 (1)	—	9 (8)
Occupational Therapy	1 (1)	2 (2)	1 (1)	—	4 (4)
Physical Therapy	—	2 (2)	1 (1)	—	3 (3)
Dental Hygiene and Related Dental Technologies**	5 (4)	3 (2)	—	—	8 (6)
Medical Technology/Cyto- technology	1 (1)	25 (25)	2 (2)	—	28 (28)
Medical Records Adminis- tration	1 (1)	2 (2)	—	—	3 (3)
Dietetics	4 (4)	8 (8)	—	—	12 (12)
Nursing**	6 (6)	9 (8)	2 (2)	—	17 (16)
Dentistry	—	—	—	1(1)	1 (1)
Medicine	—	—	—	3 (3)	3 (3)
Pharmacy	—	<u>2 (2)</u>	<u>1 (1)</u>	<u>1 (1)</u>	<u>4 (4)</u>
<u>TOTAL</u>	<u>25 (24)</u>	<u>60 (57)</u>	<u>8 (8)</u>	<u>5 (5)</u>	<u>98 (94)</u>

*Figures given in parentheses represent the number of programs which have been reviewed, or are presently being reviewed, or will be reviewed during 1984-86.

**Discrepancies between figures in these subject areas are due to the exclusion of programs at some independent institutions which decided not to participate in the review process.

Source: Information compiled from Louisiana Board of Regents' Inventory of Degree and Certificate Programs.

appropriated for higher education in 1983-84, \$8.7 million (44%) were allocated to the LSU Medical Center. (See Table XII.) Still, there is persuasive evidence that some programs at the Medical Center are funded below levels needed.

TABLE XII
Comparison of 1976-77 and 1983-84 Budgets for the
LSU Medical Center and Formula Funded
Colleges and Universities

<u>Dollars for LSUMC</u>	<u>1976 - 77</u>	<u>1983 - 84</u>	<u>Change</u>	
State	\$ 37,410,521	\$ 98,634,348	\$ 61,223,827	163.8%
Federal	-0-	9,555,586	9,555,586	N/A
Other	13,988,966	25,403,981	11,415,015	81.6%
Total	<u>\$ 51,399,487</u>	<u>\$133,593,915</u>	<u>\$ 82,194,428</u>	<u>159.9%</u>
 <u>State Dollars for</u> <u>Formula-Funded</u> <u>Institutions</u>	 \$155,226,609	 \$312,372,907	 \$157,146,298	 101%

Source: Information compiled from Louisiana Board of Regents' Comparative Analysis of Operating Budgets and Related Data for Public Higher Education.

The Board of Regents has recognized for some time the necessity to assess the status of programs in the health professions in light of societal needs, manpower demands, and rising costs. During 1978, the Regents completed a study of the educational and manpower needs in nursing and ten allied health fields. Between 1976 and 1978, the Regents reviewed Ph.D. programs in the basic medical sciences, Ph.D. programs in biomedical engineering, a Ph.D. program in pharmacy, and the doctor of veterinary medicine program. The Regents commended several of these programs for excellence. (See Table XIII.)

These activities set the stage for a more concentrated emphasis in the health sciences. In 1980-81, the master's degree programs in nursing were reviewed. During 1982-83, the Board instituted reviews of all undergraduate and graduate programs in radiologic technology, respiratory therapy/cardiopulmonary science, occupational therapy, dental hygiene and related dental technologies, and all undergraduate programs in nursing. This review process will continue in 1983-84 with examination of the professional programs in medicine and dentistry and all undergraduate programs in dietetics, physical therapy, and medical records administration. The review in medicine

will consider the relationship of the medical program to the teaching hospital. The review of health-related academic programs will be completed during 1984-86 with the review of all programs in medical technology/cytotechnology and the undergraduate programs in pharmacy. Some disciplinary reviews in the health sciences are expected to lead to long-range planning studies. As a result of these studies, supplements to the master plan can be anticipated in the health science area.

TABLE XIII
Health-Related Doctoral Programs Which Have Been Reviewed
by the Board of Regents

<u>SUBJECT AREAS</u>	<u>NUMBER</u>	<u>INSTITUTIONS</u>
Microbiology	3	LSU, USL, Tulane
Pharmacy	1	NLU
Pharmacology	3	LSUMC-N.O., LSUMC-Shrv., Tulane*
Physiology	3	LSUMC-N.O., LSU, Tulane
Anatomy	3	LSUMC-N.O. and LSUMC-Shrv., and LSU
Biochemistry	3	LSU, LSUMC-N.O., Tulane
Biomedical Engineering	3	LSU, LA Tech.*, Tulane
Clinical Chemistry	1	LSUMC-N.O.*
Psychology	2	LSU, Tulane
Tropical Medicine	1	Tulane
Veterinary Medicine (DVM)	1	LSU*

***The Board of Regents awarded commendations of excellence to these doctoral programs.**

RECOMMENDATIONS

The Board of Regents recommends that academic program review and master planning be integrated to assure that all planning issues identified through the review process are addressed in a timely manner.

The Board of Regents recommends that the systematic review of existing academic programs be diligently pursued at the institutional, management board, and state levels to assure that high levels of both quality and need are met.

The Board of Regents recommends that each institution assess its academic program offerings in light of the characteristics identified as common to commendable programs and strive to incorporate these attributes in each program.

The Board of Regents recommends that each doctoral- and master's-degree-granting institution review its graduate offerings to assure that these offerings are relevant to society's needs.

The Board of Regents recommends that general education requirements for undergraduate degree programs be reviewed statewide to determine the extent to which these requirements assure a broadly based or "liberal" education. This review will be conducted by a team of consultants to be employed by the Board of Regents.

The Board of Regents recommends that the role of computer science in higher education be reviewed statewide. This review shall include an evaluation of proposed new academic programs in computer science; an assessment of the need for and apportionment of new computer science programs and resources throughout the state; an evaluation of the trend toward computer literacy as a basic requirement for all college graduates; and the consideration of methods to foster close relationships between industry and computer science programs at the state's colleges and universities.

The Board of Regents recommends that each effort by a college or university to identify resources for the development of a new program be closely linked to an assessment of whether that same college or university is providing sufficient resources to properly maintain and strengthen existing programs.*

The Board of Regents recommends that the review of existing academic programs in the health sciences be continued with sustained emphasis on long-range planning to achieve high academic quality while meeting the state's manpower requirements.

*Programs which the Consent Decree provided for predominantly black institutions are exempted from the requirement.

CHAPTER IX

FINANCE

The financial management structures of many institutions have remained relatively unchanged for decades. Typically, financial management is the responsibility of a vice president for business affairs or similar title, subject to the broad direction of the president. This vice president, working with and through the president, oversees the implementation of the general financial plan for the fiscal year, allocating resources to the various departments and budget units. Assisting the vice president is a business officer and/or comptroller who manages various accounting systems. In general, financial management is focused on the short run. In most institutions, financial planning concentrates on the current fiscal year, with a moderate amount of time spent on the coming fiscal year. Emphasis seems to be placed on budgeting resources according to the historical spending patterns of the institution. Often, there is only a minimal amount of interplay between the financial plan of the institution and its academic plan. If institutions are to remain viable entities during the '80s, a new financial management strategy should be implemented that strongly links academic programs to the budget process.

Each institution must carefully match its fiscal resources to the financial requirements of both existing and proposed programs. When resources are relatively plentiful, institutions can afford to expand their program base, while continuing to support marginal programs. As resources become scarce, difficult choices among programs must be made. Closely linking the budget to the academic program will increase the institution's ability to survive difficult financial periods with core programs academically and fiscally sound.

A higher education institution can meet the financial challenges of the '80s by carefully examining both the internal and external variables affecting its fiscal situation. The budget planning process should be linked to the academic mission of the institution. Financial plans can and should anticipate necessary changes as the academic program of the institution is modified to meet shifts in student interests. Financial planning, as opposed to budgeting in its purest sense, should be given greater prominence than it has received in the past. Institutions should consider management structures that combine planning and budgeting responsibilities in one office. An effective financial plan should consider the interaction among economic, political, social, and technological factors, all of which influence—in one way or another—most institutions of higher learning. Examples of each of these factors are briefly presented below.

Economic Factors—Economic factors include such items as state tax revenues, tuition, and other self-generated revenues, and the overall condition of the economy expressed in terms of real growth. Each of these areas must be carefully examined in order to anticipate likely revenue sources. Growth in costs must be studied in relationship to the growth in revenues. Cost components need to be analyzed. For example, energy has been one area in which costs have grown at a phenomenal rate. New academic programs may be added that require start-up costs and, therefore, may be generally more expensive than current offerings.

Social Factors—Changing values in society's attitude toward collegiate education will affect enrollments. Sheer demographics also can result in a different composition of students. Greater numbers of parttime students, older students, and/or fewer total students will influence fee collections and tuition rates. In some cases, increases in tuition and fees may offset a decrease in students, thereby resulting in a standstill revenue picture. Greater numbers of parttime students can result in empty dormitory rooms and a decrease in revenues needed to satisfy bonded indebtedness.

Political Factors—Legislation may be passed which greatly inhibits/enhances the operation of the institution. Accountability, the byword of the '70s, might result in statutory reporting requirements that necessitate the development of new data bases. The relationships between the institutions and various external agencies should be considered in developing budget requests. Poor governmental relations can result in a failure to communicate effectively the financial needs of the institution to budget decision makers.

Technological Factors—The impact of technology on every aspect of the institution must be considered in financial planning. Equipment that once had a life span of 15 years may be obsolete in less than half that time. New academic programs necessary to attract students may require increased data processing capability. Faculty research needs must be met together with administrative processing needs. New telecommunications equipment may revolutionize instructional methodologies and require substantial initial cash outlays.

A truly effective financial management plan will consider each of the above, individually and collectively. The financial management strategy must remain flexible, recognizing that an institution is a dynamic entity. The financial plan should be designed to capitalize on the different opportunities in the future.

Just as an institution should integrate a variety of factors into the planning process, so, too, should the management boards and the Board of Regents. Each of the state's higher education boards has the opportunity to assess a broad spectrum of factors that extend beyond institutional boundaries.

One way to foster strategic financial planning within the Board of Regents would be to require a fiscal note for each academic program to be reviewed. The fiscal note would be prepared by the Board's finance staff as opposed to the academic program review staff. The fiscal note should address the financial viability of the institution, the operating and capital costs of the proposed program, and the source of funding for the program.

REVENUE PROJECTIONS

The amount of financial support available for higher education institutions from the state of Louisiana is a function of (1) the total revenue received by the state and (2) the priority that higher education receives in the state budget. The state's revenue outlook for the 1980s is vastly different from the relatively bright years of the early to mid-1970s. Oil prices, which rose dramatically in the '70s, will stabilize. The future of natural gas prices is dependent on the impact of deregulation, which is uncertain. It has been projected that, if natural gas were to be deregulated and the price of gas were to stabilize at \$3.73 per thousand cubic feet (tcf), then the state could conceivably

experience a windfall of \$233 million. Even if gas deregulation occurs, revenue surpluses in the long run will still decrease. Oil and gas production will continue to decline by 2 to 3 percent per year. This decrease will have a considerable negative impact on the amount of funds available for capital items. Real growth in the state's economy for the 1980s has been projected to range from 4 to 6 percent annually, while inflation has been projected to range from 5 to 10 percent per year. Given the above, it appears fairly certain that, if the state wishes to provide a level of services in the 1980s commensurate to the 1970s, there must be tax increases.

The projected amount of revenue available in any given year can vary greatly depending on the underlying assumptions employed in the forecast. For example, projections based on a high inflation rate and low oil prices result in a projected \$517.8 million deficit for 1984-85. On the other hand, if underlying assumptions anticipate low inflation and high oil prices, there will be a \$123.5 million surplus for 1984-85. Table XIV illustrates comparative growth rates in revenues and expenditures given a series of basic underlying assumptions.

TABLE XIV

Total Revenues and Expenditures Growth Rates

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>
Low Inflation/Most Likely Oil Price				
Revenues	4.1%	6.4%	5.7%	5.8%
Expenditures	7.2	9.2	8.1	8.7
High Inflation/Most Likely Oil Price				
Revenues	8.3	8.6	8.9	8.8
Expenditures	11.6	13.0	13.2	13.5
Low Inflation/Low Oil Price				
Revenues	4.1	6.4	5.8	5.8
Expenditures	7.2	9.3	8.7	8.8
High Inflation/Low Oil Price				
Revenues	8.3	8.9	8.6	8.9
Expenditures	11.5	13.8	13.4	13.5
Low Inflation/High Oil Price				
Revenues	4.5	6.7	6.5	7.4
Expenditures	7.4	9.3	8.4	8.3
High Inflation/High Oil Price				
Revenues	8.3	10.6	10.1	10.3
Expenditures	11.7	13.7	12.7	12.9

Source: Legislative Fiscal Office "Comparative Revenue Forecast, 1983-84," June 8, 1983.

As shown in the preceding table, Louisiana's current tax structure produces a situation where growth in expenditures will continue to exceed growth in revenues even under the most ideal assumptions. Assuming no significant changes in the tax base, higher education institutions must plan for the possibility of little or no new state funds and more budget rescissions. As a result of revenue shortfalls, state higher education budgets were reduced by 4.4% in state funds during the 1982-83 fiscal year. (The predominantly black institutions and the Southern University Board of Supervisors were totally exempted from the 1982-83 budget reduction, and Northwestern State University was partially exempted.) This rescission resulted in a loss of approximately \$19 million by affected institutions. Given current revenue projections, future cuts of appropriated funds are a very real possibility. At a minimum, institutions can expect a decline in the proportion of total expenditures financed by state revenues.

Louisiana institutions are not in a unique situation. Many institutions across the nation have been in a period of retrenchment for the last several years. Louisiana's higher education institutions can benefit from the difficult lessons others have learned concerning the effects of retrenchment activities. First, an institution should plan for the long-run future, even if that future contains events that are undesirable. Forceful action, taken early and discussed openly, can avoid more costly reductions in the future. Second, each institution should conduct a careful examination of its mission. Programs essential to the mission should be improved and possibly expanded. Peripheral programs should be examined closely as candidates for elimination. Third, as a general rule, across-the-board cuts should be avoided. Such reductions harm all programs and diminish the effectiveness of the institution. Fourth, an institution should concentrate on activities that will increase budget flexibility and reduce as much as possible the percentage of the budget dedicated to fixed expenses.

STATE SUPPORT OF HIGHER EDUCATION

There is no single statistic that satisfactorily measures state support of higher education. Multiple indicators must be employed to provide a meaningful description of state support. A further complicating factor is introduced when multiple sources of information are used. Multiple sources, however, provide interesting and valuable perspectives on the topic of state support. Three sources, each utilizing a different methodology, will be presented.

The data displayed in Table XV were compiled by M.M. Chambers and published in the Chronicle of Higher Education. Appropriations per capita is an indicator that is designed to adjust appropriations for relative population size. As shown in Table XV, Louisiana ranked 21st in appropriations per capita in 1982-83. This rank is a slight decrease from the previous year's rank, but is still considerably above Louisiana's rank of 30 in 1979-80. Appropriations per \$1,000 of personal income attempts to reflect the relationship of tax availability and the proportion of taxes devoted to higher education. Louisiana has ranked 15th in this category for the last three years.

D. Kent Halstead of the National Institute of Education recently published a model of state support of higher education based on the following seven factors that influence state higher education expenditures: (1) resident student source; (2) college attendance

TABLE XV

Measures of State Support

	<u>Appropriations Per Capita</u>	<u>La. Rank</u>	<u>Appropriations Per \$1000 Income</u>	<u>La. Rank</u>
1979-80	\$ 83.21	30	\$ 12.39	25
1980-81	99.14	22	13.07	15
1981-82	108.17	20	12.76	15
1982-83	116.48	21	12.24	15

Source: Compiled by M.M. Chambers, Chronicle of Higher Education.

ratio; (3) system cost index (complexity); (4) tax capacity; (5) tax effort; (6) tax allocation to public higher education; and (7) a tuition factor. The first four of these factors are designated as "INPUTS" or nonvariable factors. The remaining three factors are "PROCESS" factors that are adjustable by legislative action. In the Halstead model, these factors are combined with additional variables derived from the seven factors to arrive at a final "Output" measure of state support. Table XVI illustrates Louisiana's rank in the various components of the model. According to the model, Louisiana ranks very high (14th) in INPUTS, but, due to the relatively lower (43rd) PROCESS ranking, the OUTPUT results in Louisiana's ranking 34th nationally in support of higher education.

Measures of state support of higher education based on appropriations per FTE student in comparable institutions in the SREB states appear in Table XVII. Employing this measure results in a very uneven picture of state support. For example, Louisiana ranked first and third in support of two-year and baccalaureate institutions, respectively. Louisiana's support of Doctoral III institutions earned a fifth place ranking. Support of Master's II and Doctoral I institutions was comparatively weak with rankings of ninth and eleventh, respectively. An additional \$31.6 million would have been required to bring all of Louisiana's institutions to the average appropriation per FTE within the respective groups.

While it is difficult to draw a definitive conclusion concerning Louisiana's support of higher education, several facts emerge from the various statistical measures. As shown in the state appropriation per FTE measure, Louisiana's support of formula funded institutions varies from leading the SREB Two-Year category to ranking eleventh in the Doctoral I category. Clearly, this suggests that there is a fundamental flaw in the distribution mechanism of the formula. The data indicate that the relationship between the formula and an institution's mission should be strengthened, provided, however, that this can be accomplished within the parameters of the Consent Decree.

TABLE XVI

**State Support of Higher Education in Louisiana,
Halstead Model, May, 1983**

<u>Factor</u>	<u>La. Rank</u>	<u>Factor</u>	<u>La. Rank</u>
Resident Student Source	32	INPUTS (potential tax revenues per student adjusted)	14
College Attendance Ratio	28		
System Cost Index (Complexity)	4	OUTPUT (estimated appropriation & tuition revenue per student adjusted)	34
Tax Capacity	7		
Tax Effort	44		
Tax Allocation to H/Ed	22	PROCESS (collective financial action)	43
Tuition Factor	40		

Source: "How States Compare In Financial Support of Higher Education 1982-83," D. Kent Halstead, National Institute of Education, May, 1983.

TABLE XVII

**Comparison of Louisiana's 1982-83 General Appropriations
per FTE Student to SREB Group Average**

<u>Type of Institution</u>	<u>SREB Group Average</u>	<u>Louisiana Average</u>	<u>Difference</u>	<u>Total Diff. to SREB Avg. (by group)</u>	<u>La.'s Rank in SREB</u>	<u># of States Reporting</u>
Doctoral I	\$3,718	\$2,990	\$728	\$18.6 m.	11	13
Doctoral III	2,967	2,617	350	16.8 m.	5	8
Master's II	2,843	2,727	116	4.0 m.	9	14
Baccalaureate	2,756	3,303	(547)	(1.1 m.)	3	10
2 Yr.	1,841	2,675	(834)	(6.7 m.)	1	14

Source: Compiled from SREB Annual Data Exchange, 1982-83.

The Halstead model's results are fairly predictable. The model indicates that Louisiana is a fairly wealthy state with a large amount of tax potential that has largely been underutilized. The model further suggests that Louisiana is a low tuition state with a slightly higher than average college attendance ratio from a younger than average population. According to the model, the structure of Louisiana's higher education system is complex. One might conclude from the model that Louisiana's resource base provides higher education institutions the opportunity to increase their position relative to national norms.

Obviously, there is little that higher education institutions can do to change the amount of the state's revenue collections in the short run; however, the state's long run revenue outlook can be influenced by the amount of funds invested in higher education. For example, research activities can result in the development of new industries and the expansion of existing economic activities. Agriculture is one of the dominant industries in the state. College and university trained entrepreneurs and employees have contributed greatly to the increased productivity and growth that the agricultural industry has experienced. Future growth, however, depends on current investment. As shown in Table XVIII, higher education's share of the state general fund budget is estimated to be 13.26 percent for Fiscal Year 1983-84.

Higher education's share over the past four years was approximately 11.5 percent. The relatively large increase in higher education's share of the budget in 1983-84 is not the result of a large increase in appropriations. The increased percentage, or share, reflects a modest increase in state funding for higher education during a year in which the total state general fund budget decreased. Nevertheless, the data in Table XVIII indicate that there has been a very gradual increase in higher education's share since 1980-81. While this trend is encouraging, its significance is diminished as a result of the overall decrease in state general fund revenues. For example, in 1982-83, the state general fund budget decreased by approximately \$274 million, or approximately 6.8 percent. Assuming this same percentage decrease is experienced again in 1984-85, and further assuming that higher education's percentage of the state general fund budget remains constant at 13.26 percent, the state general fund budget for 1984-85 would be \$3,521,785,216, and higher education's share would be \$466,988,719. This would be a decrease of \$34,045,469, or 6.8 percent.

STUDENT FEES

The term "student fees" as used in this section is defined as the mandatory amount charged to a student for the purpose of participating in an institution's program offerings. Further, no attempt is made to separate "tuition" from "fees," as this distinction loses meaning in interinstitutional comparisons. The Master Plan for Higher Education in Louisiana, April, 1978, contained the following recommendations concerning tuition:

The Board of Regents recommends that the three higher education management boards begin gradually increasing tuition to a level where by 1983 tuition alone will generate approximately one dollar for every three dollars appropriated by the state for the cost of the student's education with the amounts not to exceed SREB averages for comparable programs at comparable institutions. Professional programs and two-year institutions should be exempt from the implementation of the full increase, and each

TABLE XVIII

HIGHER EDUCATION'S SHARE OF LOUISIANA'S STATE GENERAL FUND BUDGET

<u>Year</u>	<u>State General Fund Allocated for Higher Education</u>	<u>Total State General Fund</u>	<u>Higher Education as a Percentage of Total</u>
Actual 1979-80	\$328,203,881	\$2,802,691,486	11.71%
Actual 1980-81	395,053,647	3,547,685,367	11.14
Actual 1981-82	452,576,831	3,975,119,009	11.39
Budgeted 1982-83	482,054,831	4,053,217,641	11.89
Estimated 1983-84	501,034,188	3,778,739,502	13.26

Source: Information compiled from State of Louisiana, Executive Budgets.

institution should clearly differentiate between "tuition and fees." Fees should be levied by management boards in accordance with institutional need. The tuition increase should be accompanied by state support for a comprehensive package of student financial assistance for those who demonstrate need. Out-of-state tuition should be raised proportionately.

This recommendation attempted to draw a clear distinction between "tuition" and "fees." The operational definition for the term "fees" included mandatory charges for students. In reality, it makes little difference whether the mandatory amount is referred to as tuition or fees if the amount must be paid by a student who wishes to attend the institution. While student athletic fees are generally mandatory, they are excluded from consideration in calculating the student contribution ratio or percentage because these fees are not available for educational and general (E & G) expenditures.

As shown in Table XIX, tuition and fees, on a statewide basis, were 18.4 percent of E & G expenditures in 1979-80. The 1983-84 operating budgets collectively contain tuition and fees that represent 22.5 percent of E & G expenditures. The LSU System is the only system to have achieved the "one student dollar for every three state dollars" goal that was established in the 1978 master plan. While the Southern and Trustees Systems remain considerably below the goal, their student/state contribution ratio has improved.

Fee increases since 1978-79 have not hindered the national competitive positions of Louisiana institutions. For example, overall resident undergraduate fees increased by 44.6 percent from 1978-79 through 1982-83. Nevertheless, Louisiana's national position decreased from a ranking of 32 in 1978-79 to a rank of 40 in 1982-83. Fee increases in Louisiana's senior colleges and universities increased by 47 percent during the period 1978-79 to 1982-83, while the state's national rank for this category moved only one position, from 39th to 38th place. Institutions often attract a greater proportion of out-of-state students, particularly at the graduate level, from neighboring or regional states. Because of this, institutions generally seek to maintain mandatory tuition and fees that are competitive with those charged by comparable regional institutions.

TABLE XIX

**Tuition and Fees as a Percentage of
Educational and General Expenditures***

<u>System</u>	<u>1979-80</u>	<u>1983-84</u>
Southern	14.7%	15.8%
LSU	22.2	27.4
Trustees	15.9	19.5
State	18.4	22.5

Source: Louisiana Board of Regents', Comparative Analysis of Operating Budgets and Related Data for Public Higher Education.

The data in Table XX indicate that increases in tuition and fees have not endangered Louisiana's competitive position relative to regional institutions. In fact, the data suggest that institutions have considerable latitude, particularly in nonresident assessments, to increase fees. It is unlikely that future fee increases, particularly in the Southern and Trustees Systems, will place institutions in noncompetitive positions.

The 1:3 goal established in the 1978 master plan is not only viable, but is an economic necessity given the condition of the state general fund. In 1978-79, state funds comprised 72.5 percent of an institution's operating budget. This percentage of state support increased to 75.1 percent in 1981-82, but decreased to 70.9 percent in 1983-84. As mentioned previously, it is highly probable that the trend in decreasing state support will continue unless there are additional tax increases or a shift in the state's funding priorities.

Institutions should carefully study revenue projections based on student fee increases. Enrollment declines may offset anticipated student fee revenues, and/or student fee increases may not produce sufficient revenues to offset fully declines in state funds.

Establishing a student fee policy as a revenue source only partially addresses the full importance of the student fee issue. Social policy is inherent in student fee structures. Historically, Louisiana has held a populist tradition of low tuition and open admissions. Increases in student fees could present needy students with barriers to higher education if sufficient aid packages are unavailable. As shown in Table XXI, there have been significant changes in the quantity and composition of student aid packages. In 1977-78, federally funded Pell Grants constituted almost 60 percent of the student aid dollars available in Louisiana. These grants were formerly known as Basic Educational Opportunity Grants (BEOGs). Pell Grants are an entitlement program, i.e., all individuals found to be eligible shall receive the amount of assistance for which they are eligible. Individual student eligibility is determined by a national needs analysis that takes into account the ability of the student's family to contribute financial support. By 1982-83,

*Excludes two-year and professional schools.

Pell Grants comprised only 34 percent of student financial assistance, although there was a 13 percent increase in the amount of the grants.

TABLE XX
1982-83 Median Mandatory Attendance Fees,
Louisiana versus SREB Region

<u>Median Tuition & Fees in La.</u>	<u>Doct. I</u>	<u>Doct. III</u>	<u>Mast. III</u>	<u>Bach.</u>	<u>Two Year</u>
Resident Under-graduate	\$798	\$662	\$682	\$518	\$402
Louisiana Rank	9	7	10	9	8
# of States Reporting	13	8	14	10	12
Resident Graduate	\$798	\$658	\$666		
Louisiana Rank	10	7	11		
# of States Reporting	13	8	14		
Non-resident Under-graduate	\$2128	\$1292	\$1340	\$1148	\$1200
Louisiana Rank	11	8	14	10	7
# of States Reporting	13	8	14	10	12
Non-resident Graduate	\$1698	\$1288	\$1294		
Louisiana Rank	11	7	13		
# of States Reporting	13	8	14		

Source: Southern Regional Education Board, Annual Data Exchange, 1982-83.

The Guaranteed Student Loan (GSL) program has become the foundation of many student aid packages. Established in Louisiana in July, 1964, the GSL program is administered by the Governor's Special Commission on Education Services (GSCES). Through the program, students are provided low interest, long-term loans. The loan funds are provided by lender banks, credit unions, savings and loan associations, and insurance companies. In addition to interest payments, lenders receive loan origination fees and a "special allowance" that is based on the current cost of money nationwide. In 1977-78, GSLs were approximately \$7.7 million and represented approximately 13 percent of all financial assistance. By 1982-83, GSLs had increased by 615 percent to \$47.9 million and represented 48.5 percent of available financial assistance. The 1978 master plan recommended that the program be expanded. As shown in Table XXI, the GSL program has been substantially increased, and it is now the predominant type of student financial assistance.

Another 1978 master plan recommendation concerning student financial assistance has also been implemented. Prior to the master plan recommendation, Louisiana did not fully participate in the State Student Incentive Grant (SSIG) program. This program was established by Congress in 1972 and authorized in Louisiana by Act 632 of 1974. State funds match the federal allocation to the state on a dollar for dollar basis. The federal

TABLE XXI

**Major Federal and State Financial Assistance Programs Available
to Students in Higher Education in Louisiana, 1977-78 to 1982-83**

	<u>FY 77/78</u>	<u>% Distribution</u>	<u>FY 82/83</u>	<u>% Distribution</u>	<u>Dollar Difference</u>	<u>% Change</u>
Pell	\$34,638,263	59.7	\$39,308,808	34.2	\$4,670,545	13.48
CWS	7,679,150	13.2	10,542,939	9.2	2,863,789	37.29
NDSL	4,843,312	8.4	2,925,274	2.5	1,918,038	39.60
SEOG	2,504,324	4.3	4,394,789	3.8	1,890,465	75.49
SSIG	594,887	1.0	2,069,091	1.8	1,474,204	247.81
GSL	<u>7,783,675</u>	13.4	<u>55,723,880</u>	48.5	<u>47,940,205</u>	615.91
Total	<u>\$58,043,611</u>	100.0	<u>\$114,964,781</u>	100.0	<u>\$56,921,170</u>	98.07

Source: Derived from data received from Governor's Special Commission on Education Services and U.S. Department of Education, Dallas Regional Office.

government uses an allocation formula to distribute SSIG funds to the states. If a state fails to match its allocation quota, these funds then become available for redistribution to other states. Louisiana's past failure to match federal SSIG dollars resulted in the diversion of funds originally allocated to Louisiana. The federal allocation has been fully matched in Louisiana since 1981-82. As shown in Table XXI, state appropriations for the SSIG program increased 247 percent from 1977-78 to 1982-83.

The 1978 master plan also proposed increasing the T. H. Harris program. The T. H. Harris program is a state scholarship program based on scholastic merit rather than financial need. This program offers students of middle income families who do not qualify for Pell or SSIG grants the opportunity to receive financial assistance. In 1977-78, T. H. Harris scholarship values ranged from \$100 to \$125 per semester, and grants were awarded to 1,700 students. By 1983-84, the grants had increased to a value range of \$140 to \$170, and 3,165 grants were awarded.

In summary, the amount of student financial assistance has increased by approximately 100 percent since 1978-79. This growth rate far exceeds the growth in tuition and fees. The major student aid recommendations of the 1978 master plan have been implemented. While there may be temporary regional fluctuations in the amount of aid available, needy students should continue to have access to Louisiana's higher education institutions.

FORMULA FUNDING

Eighteen of Louisiana's 20 public higher education institutions derive the majority of their state funds from the State Appropriation Formula. The formula's primary purpose is to provide an adequate level of state support for all public higher education formula institutions. The formula is primarily a student credit hour (SCH) driven document that is reviewed and, if necessary, modified on an annual basis. The State Appropriation Formula: Revised 1984 appears as Appendix B. During the early years of formula funding in Louisiana, higher education institutions experienced increases in enrollments and corresponding increases in student credit hour (SCH) production.

As inflation raged in the late '70s, the formula was modified to include an inflation factor that would distribute a small amount of funds to every institution, regardless of enrollment fluctuations. Concern about the impact of differences in the total size (enrollment) of an institution led to the inclusion of a base appropriation in the formula. The base appropriation is intended to recognize fixed costs and offset differences due to size. The formula has remained a viable fiscal tool because it has been sufficiently flexible to respond to changing conditions.

Currently, 92 percent of the funds generated by the formula are directly related to SCH production. Given the projected declines in enrollment, adjustments must be made in the formula to offset funds previously generated by SCH production. Superficially, modifications in the formula's basic driving mechanism could be viewed as an attempt to maintain appropriations at an artificially high level. Actually, fundamental cost behavior patterns support changes that will strengthen the soundness of the formula. Institutions have been able to meet non-SCH related costs because the formula generates funds in a lump sum fashion, and "excess" funds generated in SCH areas can be spent in non-SCH areas. Decreases in SCH production result in insufficient funds to satisfy non-SCH related needs.

There are eight functional areas of expenditure: instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships, and operation and maintenance of plants. Of these eight functions, instruction, research, and academic support should continue to be related to SCH production. Public service is generally financed through self-generated revenues, voluntary internal formula allocations, or direct line item appropriations for specific purposes. The remaining functional areas, currently grouped in the "Other Support" category of the formula, are not closely related to SCHs as a cost variable. For example, the cost of operating campus facilities is more responsive to gross square footage and utilization of the facilities than to the number of credit hours produced. The costs associated with a new building are virtually ignored in the current formula. Scholarship and fellowship expenditures are related to headcount enrollment and the economic composition of the student body. Institutional support expenditures for day-to-day functioning are often mixed, with a basic or fixed cost component common to most institutions and a variable cost element that generally responds to changes in volume. There are numerous other examples that demonstrate the need for non-SCH driven mechanisms in the formula. If an institution's appropriations are generated by a mechanism that is only loosely related to expenditures, then inequitable conditions result. This inequity causes a maldistribution of funds, which benefits some institutions at the expense of others.

The formula concept of adequacy is also violated when inappropriate revenue generating factors are included in the formula. The level of funds generated may be below required expenditures. This problem is further magnified when an institution's formula implementation level is relatively low.

In addition to the need to improve the revenue generating factors in the formula (i.e., decrease dependence on SCH production), there are other issues which should be addressed. Foremost among these issues is the need to study the possibility of structuring the formula to reflect more closely the role, scope, and mission of an institution. Currently, all institutions—from two-year institutions to the comprehensive state university—are funded using the same formula. For example, the same faculty salary levels (SREB Doctoral I institutions) are used to generate the dollar value table used by all institutions. Politically, the current formula has received a broad base of support because all institutions have been treated alike. Freshman English at Louisiana State University at Eunice, a two-year institution, is reimbursed at the same level as freshman English at Louisiana Tech, a doctoral granting institution. The fact remains that all institutions are not alike. Formula driving mechanisms need to be developed that recognize valid differences in costs that result from differences in institutions. For example, the formula was modified to reflect the diseconomies of scale that affect two-year institutions. Research is currently underway to develop factors that recognize differences in physical plant operating costs. Future editions of the formula should seek to identify factors that will recognize differing costs that result from differences in academic missions.

The State Appropriation Formula contains a "hold-harmless" provision that provides every formula institution with the opportunity to request funds at least equal to current year formula dollars plus a small inflationary increase. As the formula implementation rate approaches the 100 percent level, the amount of funds that are necessary to satisfy the "hold-harmless" provision decreases. However, at lower levels of implementation, a substantial sum of money is necessary to fund this policy. For example, an estimated \$328 million is required at 81 percent implementation of the 1984-85 formula with the "hold-harmless" provision in place. If the "hold-harmless" policy were removed, the 81 percent implementation rate would require an estimated \$316 million, or over \$11 million less. This \$11 million plus would be available for reallocation to institutions with higher growth rates. Clearly, any changes in the "hold-harmless" provision of the formula must contain methods for the gradual reallocation of revenues. Any possible conflicts with the Consent Decree would also have to be analyzed carefully. A change in this long standing policy may be required given the general fiscal outlook of the state and the uneven growth rate of Louisiana's public institutions.

PERSONNEL ISSUES

Constitutionally, the formulation and execution of personnel policies are the responsibility of management boards and institutions. Time has proven the wisdom of the constitutional framers in this matter. However, broad personnel issues exist that can only be addressed effectively on a statewide basis.

As stated earlier, during the '80s colleges and universities will find it desirable to have increased flexibility in the administration of individual budgets. Because personal service expenditures constitute the largest single item in an institution's budget, tenure

becomes one of the most significant factors affecting flexibility. The long term financial impact of granting tenure is often overlooked. A hypothetical example may help to place in perspective the financial implications of tenure. In the interest of simplicity, assume that the time value of money and benefit packages will be ignored. Assume also that an employee is granted tenure at the age of 35 and works to the age of 65, with an average annual salary of \$35,000 for the 30 years of tenured employment. Granting tenure to the individual results in a million dollar decision, i.e., 30 years times \$35,000 per year equals \$1,050,000. Obviously, every person granted indeterminate tenure by an institution does not remain with the institution until retirement age, yet every person who is being considered for indeterminate tenure should be viewed as a potential retiree.

An institution's tenure rate is traditionally based on the ratio of the number of tenured faculty to the total number of faculty; the higher the ratio, the less "academic" flexibility. Another method of expressing tenure rate, using the total number of operating budget employees as the base, relates tenure to "financial" flexibility. As a general rule, faculty are the highest paid employee group. As the percentage of tenured faculty to total employees increases, an institution's financial flexibility decreases. Table XXII illustrates these two methods of computing an institution's tenure rate. Institutions with similar "academic" tenure rates can have very dissimilar "financial" tenure rates. For example, Delgado, Nicholls, and Louisiana State University at Alexandria have comparable "academic" tenure rates of 54 percent, 54 percent and 55 percent respectively. Yet their "financial" rates vary significantly: Delgado, 16 percent; Nicholls, 24 percent; and LSUA, 34 percent. Examining only the "academic" tenure rate would lead to very erroneous conclusions, particularly concerning LSU at Alexandria. Approximately one-third of all employees are tenured. Given the higher compensation tenured employees receive, an even greater percentage of total salaries (the largest component of the budget) becomes fixed. In other words, if one were to analyze the financial implications of the "academic" tenure rate at LSU at Alexandria, for example, one might conclude that there was sufficient flexibility in the personal services component of the budget. On the other hand, if one were to expand the analysis to include the tenure ratio expressed in terms of the "financial" tenure rate, one might conclude that the institution should proceed very cautiously in granting tenure in the future.

In addition to tenure decisions, choices concerning staffing patterns significantly affect an institution's personnel expenditures. Like tenure decisions, setting specific staffing patterns is the responsibility of the management boards and the institutions. Institutions must make choices on the combination and total numbers of employees required to meet the mandates of their respective missions. It is these staffing pattern choices and the resulting expenditures that involve the Board of Regents. Decisions on requests for new programs that require additional personnel should consider (among other equally important variables) current employee ratios, as these dramatically influence an institution's ability to adequately support both current and future programs.

Staffing ratios can be very deceptive. Seemingly minute differences in ratios translate into millions of dollars on a statewide basis. There are numerous staffing ratios that should be studied in order to provide a complete analysis of an institution. For the purpose of this discussion, only one ratio will be discussed—the ratio of fulltime equivalent (FTE) students to fulltime equivalent (FTE) employees.

TABLE XXII

Comparison of Tenured Faculty to Total Faculty and Tenured Faculty to Total Employees, Fiscal Year 1982-83

<u>Institution</u>	<u># of Tenured Faculty</u>	<u>Total Faculty</u>	<u>% Tenured</u>	<u># of Headcount Total Employees*</u>	<u>% of Tenured To Total Headcount</u>
Delgado	113	208	54%	698	16%
Grambling	159	232	69	600	27
LA Tech	329	488	67	1,163	28
McNeese	182	315	58	668	27
Nicholls	156	288	54	651	24
Northeast	231	491	47	1,242	19
Northwestern	195	294	66	827	24
Southeastern	222	314	71	838	26
Southwestern	<u>357</u>	<u>596</u>	60	<u>1,374</u>	26
Total System	1,944	3,226	60	8,061	24
SUBR	362	501	72	1,084	33
SUNO	86	129	67	356	24
SUSBO	<u>32</u>	<u>40</u>	80	<u>99</u>	32
Total System	480	670	72	1,539	31
LSU	570	1,678	34	4,512	13
LSUA	56	102	55	165	34
LSUE	20	101	20	157	13
LSUS	94	198	48	360	26
UNO	318	652	49	1,545	21
Law Ctr.	<u>31</u>	<u>89</u>	35	<u>134</u>	23
Total System	1,089	2,820	39	6,873	16
TOTAL STATE	<u>3,513</u>	<u>6,716</u>	<u>52</u>	<u>16,473</u>	<u>21</u>

*Headcount employees paid from current unrestricted funds.

Source: Louisiana Board of Regents, Comparative Analysis of Operating Budgets and Related Data for Public Higher Education, 1983-84.

As shown in Table M, Appendix A, the statewide ratio of FTE students to FTE employees was 8.23:1 in 1982-83. In other words, there was one FTE employee for every 8.23 FTE students. In 1982-83, 14,521 FTE employees earned an average of \$22,217 each in salary and benefits. If the statewide ratio were 8.00:1, a change of .23, then there would have been 14,939 employees, an increase of 418 people. If these employees received the average compensation of \$22,217, an additional \$9,286,706 would have been needed to pay their salaries and benefits. Conversely, if the total amount available for compensation remained constant given the increased number of employees, the average employee's salary would have decreased to \$21,596, a decrease of almost 3 percent. Applying the same analytical technique to an institution reveals equally significant results. Obviously, the issue of staffing patterns is extremely complex. There are numerous components that must be individually analyzed, e.g., student faculty ratios, support personnel ratios, and others. An institution may have a disproportionately high number of developmental students that require the institution to maintain a lower than average student faculty ratio. The presence of a large number of graduate students could also result in a lower than average student faculty ratio. An institution's unique circumstances may dictate ratios that may be less than ideal. Nevertheless, the important fiscal impact that even a small change can create demands that this issue be fully explored.

Tenure and staffing patterns affect another highly visible personnel issue that is of statewide concern—average faculty salaries, or more significantly, average compensation. The remuneration that an institution is able to offer faculty members is a key ingredient in the institution's success or failure in achieving its mission. The '80s will see a shift in emphasis away from pure salaries to salaries plus benefit packages.

As shown in Table XXIII below, compensation packages add approximately 19 percent to the base salary of the typical faculty member. Benefit packages assume many forms, but generally include such items as retirement, health and life insurance, annual leave, paid holidays, etc. The majority of these benefits are externally determined on a statewide basis. If an institution is to remain, or become, competitive in the faculty marketplace, then its entire compensation package must be reviewed annually.

TABLE XXIII

**Comparisons of Average Salaries and Compensation
By Rank, Public Institutions, National Data, 1982-83**

<u>Rank</u>	<u>Salary</u>	<u>Salary and Compensation</u>	<u>Additional Income from Compensation</u>	<u>Percentage Compensation Exceeds Salary</u>
Professor	\$35,520	\$42,230	\$6,710	18.89
Assoc. Prof.	27,260	32,610	5,350	19.63
Asst. Prof.	22,460	26,860	4,400	19.59
Instructor	18,100	21,580	3,480	19.22

Source: American Association of University Professors; Fact File, Chronicle of Higher Education, June 22, 1983.

AID TO INDEPENDENT INSTITUTIONS

Louisiana's independent institutions fulfill a vital academic need by providing Louisiana's citizens with diverse educational opportunities. These institutions also contribute to the economy of the state by providing jobs and purchasing goods and services in their respective communities.

The aid to independent institutions program recognizes the extreme fiscal vulnerability of these institutions. Independent institutions are forced to depend heavily on tuition and fee income to support a large portion of their budget. Tuition and fees at the typical independent institution are many times greater than those charged by the average public institution. Obviously, there are upper limits on tuition levels which, if exceeded, would decrease enrollment and revenue. Further, endowment incomes cannot keep pace with growth in relatively uncontrollable items such as insurance and utilities.

Act 562 of the 1975 regular session of the legislature established the aid to independent institutions program for eight "eligible" nonpublic institutions. Although eligible, Louisiana College has chosen not to participate in this program. Funds were provided for the program in the 1975-76 fiscal year with an initial appropriation of \$1,589,773. Since 1975-76, the program has grown to the current appropriation of \$3,143,348. In 1982-83, the aid to independent institutions program reimbursed the participating institutions for educating 11,942 students who are Louisiana residents. The reimbursement rate is established by statute at \$200 per Louisiana resident per semester. In 1982-83, the state provided an average of \$2,238 per student for students attending Louisiana's public institutions, more than five times the amount provided to independent institutions for educating Louisiana residents. If these 11,942 students attended public institutions and the \$2,238 average expenditure per student remained constant, then approximately \$26.7 million would have been required to educate these students.

In times of fiscal constraint, there is considerable pressure to reduce or eliminate funding of independent institutions. Elimination of this program would not be in the best fiscal interest of the state and would severely endanger the participating institutions.

FINANCING QUALITY

Critics of colleges and universities often express the view that institutions of higher learning rally around the theme of quality only in periods of declining enrollments. Institutions push quality issues, the critics say, in order to justify budget increases in the face of enrollment decreases. While there may be an element of truth in this criticism, it is more likely that it is during periods of decreasing or leveling enrollments that institutions have the opportunity to address quality in a more meaningful manner. When enrollments are increasing rapidly, financial expediency dictates that the majority of available dollars be directed to deal with demands that are a result of the quantity of students.

As previously shown in Table XVII, per student state funding at the majority of Louisiana's higher education institutions is below regional norms. For Louisiana's institutions, enrollment declines may actually offer an opportunity to improve program offerings if appropriation rescissions can be avoided. However, if improvements in

funding only permit the achievement of regional averages, it is doubtful that Louisiana can achieve national eminence in higher education. The findings of the academic program reviews have clearly demonstrated this fact. Louisiana's comprehensive state university cannot attain the national preeminence which is its stated goal without additional state support for its research efforts. The most appropriate method for providing these funds is through a line item appropriation to LSU for general research and public service.

Quality is difficult to define with quantitative specificity. Nevertheless, there is general agreement among government and education officials that sound fiscal policy is one important way to nurture quality.

The State Appropriation Formula is the basic revenue generating (via the annual legislative budget request) document for 18 "formula" institutions, and, therefore, is the primary vehicle to provide funding for quality educational programs. While some changes might be made in the formula to foster quality, the first step in promoting quality is the achievement of 100 percent formula implementation. The 1974-75 fiscal year was the first time funds were appropriated in accordance with the formula. Since that time, the 100 percent implementation level has been achieved only twice, once in 1979-80, and again in 1980-81. In each of these fiscal years, the 100 percent implementation level was attained due to the inclusion of higher education personnel in across-the-board salary increases provided and mandated by the legislature. Higher education institutions are grateful for the executive and legislative support that provided these funds. Because these funds are annualized and are utilized for formula purposes, it is proper to include them when calculating the formula implementation level. However, in a very pure sense, inclusion of these funds distorts the formula and discourages quality in several ways. First, funds are distributed according to the numbers and base salaries of employees without regard to the appropriateness of staff size or productivity. Second, student credit hour production and the implementation level of individual institutions are ignored. For example, an institution with a 90 percent implementation level shares in the distribution of these funds at the same level as an institution implemented at 82 percent of the formula.

Obviously, there are practical and political considerations which motivate equal distribution of across-the-board salary funds. While political considerations must be recognized, allocating funds for future pay increases according to formula guidelines would definitely serve to enhance quality. One possible solution would be to allow institutions greater flexibility in distributing funds that are set aside for pay increases. By permitting an institution to allocate a portion of such funds to non-personnel areas such as institutional equipment or library materials, quality would be promoted. Across-the-board salary increases can have a demoralizing effect on faculty and staffs by rewarding non-productive employees. If institutions were allowed to exercise managerial discretion, salary funds could be distributed to those employees who are making the greatest contribution to the institution.

As previously mentioned, changes in the mechanics of the formula can promote quality. Currently, the formula provides a higher dollar value for developmental (remedial) courses than for any other lower level undergraduate courses. It is believed that the necessity to provide extensive developmental education will no doubt diminish as the academic preparedness of high school graduates increases. Unfortunately, until this occurs, the high dollar values provided by the formula for developmental courses are an

incentive for institutions to offer such courses to underprepared students. A positive addition to the formula, and one which would also promote quality, would be to reward, through a higher formula dollar value, institutions offering honors courses/programs at the undergraduate level. The formula is based on student level rather than course level. Establishing high standards to qualify for this special funding value would provide an incentive for institutions to promote quality.

Increasing an institution's financial flexibility would also promote quality. Governmental agencies are often criticized for rushing to spend year-end monies. Allowing institutions to carry over at least a portion of appropriations into the new fiscal year would discourage expenditure of funds for necessary but low priority items. It would also encourage institutions to conserve resources throughout the fiscal year. To insure accountability, a "quality enhancement carryover fund" could be created with expenditures permitted only in areas approved by the appropriate management board and the Board of Regents. Use of the funds could be restricted to non-recurring items such as acquisition of instructional or research equipment or the purchase of library materials.

Act 668 of the 1983 Regular Session established in the State Treasury the "Louisiana Endowment Trust Fund for Eminent Scholars." The fund consists of challenge grants to be administered by the Board of Regents and appropriated annually by the Legislature. Each \$400,000 state grant will match \$600,000 in private, university generated dollars collected after July 1, 1984, and pledged to the fund. The university generated portion will be available in a university's own Eminent Scholars Trust Fund as a depository. Upon proper notification of deposit, the matching state funds will be transferred to the university for the purpose of establishing a \$1 million endowed chair. This program will foster and support academic and scientific excellence through research and related academic activities in state universities.

The earlier discussion on the negative financial impact that tenure can exert did not address specific remedies. Frequently, while an institution's overall tenure rate is within manageable limits, a high tenure rate within a specific department can negatively impact that department, thus diminishing quality. An early retirement program, perhaps structured similarly to programs in the business sector, could alleviate or reduce this problem. Currently, a state of financial emergency must be declared before tenured faculty can be dismissed. Even if a state of financial emergency exists, it is politically and legally difficult to release tenured personnel. If a program were enacted that permitted institutions to buy out the contracts of specific faculty members, the long run costs to the university could possibly be reduced. Such a program would allow the institution to reduce the number of tenured faculty, increase the financial flexibility of the institution, hire new faculty members in growth departments, and, thereby, increase quality.

The state's fiscal policy is another tool that can be employed to promote quality. For example, the 1983 regular session of the legislature provided tax incentives for venture capital. Currently, individuals are allowed tax deductions for donations to educational institutions. While tax deductions should continue, a program of tax credits could also be established for donations specified for use in approved quality enhancement areas. Tax credits provide a much greater incentive for businesses and individuals to contribute funds since credits are directly applied to a tax bill, whereas deductions are applied to taxable income. A program of tax credits would have to be carefully constructed with the advice and cooperation of the revenue department. In order to

protect the integrity of such a program, credits would be limited to cash contributions, as opposed to a program that would allow donations of equipment.

If programs to fund quality are to be successfully received in the executive and legislative branches, institutions must exhibit a strong commitment to conserve scarce resources and to budget available resources judiciously. Since 1977-78, approximately \$28 million has been spent to subsidize intercollegiate athletic programs, and, in the current fiscal year, approximately \$5 million in state funds will be spent to subsidize these programs. As used in this chapter, the word "subsidy" refers only to intercollegiate athletics and is defined as the amount of state funds necessary to offset the difference between athletic revenues and athletic expenditures when expenditures exceed revenues. Intercollegiate athletic subsidies have received a substantial amount of negative attention in recent years, perhaps overstating the fiscal impact of the subsidies. In 1983-84, projected subsidies will represent less than 2 percent of formula appropriations. Clearly, the size of the subsidy is not the relevant issue. The presence of the athletic subsidy is the issue, as the existence of the subsidy undermines an institution's credibility. Taxpayers and legislators can justifiably question the need for additional funds to promote academic quality when sufficient funds always seem to be available to subsidize intercollegiate athletic programs. An institution's budget must reflect its commitment to academic quality as the top priority rather than an institution's desire to move into an NCAA division requiring a greater number of sports to be offered and larger guarantees to be paid. In the past, some institutions have been unable to fund step increases for their classified employees yet continued to subsidize their intercollegiate athletic programs.

No one can deny that intercollegiate athletics can be a positive benefit to an institution. The programs provide a learning experience for the participants and entertainment for the student body and general public. Intercollegiate athletics often attract students to the institution and can lead to donations from alumni, which in turn have a beneficial impact on the educational mission. But athletic programs differ from the majority of campus programs in that athletic activities can generate substantial revenues. This revenue generating capacity underscores the need for programs to be conducted in a businesslike manner on a scale that permits a profitable operation. In order to protect the integrity of the Quality Enhancement Carryover Fund described herein, no institution should be permitted to participate in the program as long as an intercollegiate athletic subsidy exists at that institution. In this manner, both the institution and the state will ensure that only institutions with academic quality as a top priority will participate in the program.

RECOMMENDATIONS

The Board of Regents recommends that each institution forthrightly address the issue of retrenchment through the development of a written plan.

The Board of Regents recommends that the three higher education management boards establish tuition and fee policies that will (1) at a minimum maintain a one/three student to state contribution ratio at all four-year and graduate institutions and (2) at a maximum, not exceed student fees at comparable institutions in the SREB states.

The Board of Regents recommends that the State Appropriation Formula be amended to reduce the current overreliance on student credit hours and to identify factors that will recognize differing costs resulting from diverse academic missions.

The Board of Regents further recommends that the State Appropriation Formula continue to be reviewed annually with emphasis placed on factors that recognize institutional role, scope, and mission differences.

The Board of Regents recommends that the three management boards weigh the impact of intercollegiate athletics on the true functions of the universities as well as upon the role, scope, mission, and academic standards of the said universities and further recommends that each university conduct a study of the impact of intercollegiate athletics on the student athlete as to his/her educational goals and attainments.

The Board of Regents reaffirms its support of the aid to independent institutions program and recommends that the program be continued and that the level of state support for this program be reviewed on a regular basis.

In order to increase awareness of the significant fiscal impact of personnel policies, the Board of Regents recommends that institutions carefully review personnel staffing patterns and tenure ratios.

The Board of Regents recommends that each institution annually review employee compensation packages.

In order to promote quality at all state universities, the Board of Regents recommends the following:

- a) 100 percent implementation of the State Appropriation Formula—and that average faculty salaries at public institutions of higher education in Louisiana be at least comparable to average faculty salaries at public institutions within the SREB region;
- b) greater flexibility in the distribution of across-the-board salary increases;
- c) increased incentives within the formula to encourage and reward quality;
- d) the establishment of a Quality Enhancement Carryover Fund;
- e) funding of the Louisiana Trust Fund for Eminent Scholars;
- f) the development of personnel programs designed to reduce the number of tenured employees;
- g) tax credit for cash contributions to higher education institutions; and

- h) a general prohibition against an institution's participation in the Quality Enhancement Carryover Fund as long as an intercollegiate athletic subsidy exists at that institution.**

Given the dismal outlook for increased state general fund appropriations, the Board of Regents recommends that institutions substantially increase their activities to generate revenues from all possible non-state sources.

The Board of Regents recommends that the management boards and institutions review current financial management policies and consider implementing a comprehensive program of strategic planning which integrates academic program planning, financial planning, and budgeting.

The Board of Regents directs its staff to prepare fiscal notes on future academic program requests.

CHAPTER X

FACILITIES

LOUISIANA'S INVESTMENT IN HIGHER EDUCATION FACILITIES

Louisiana's investment in state college and university facilities and land is in excess of \$3.5 billion, representing over 33 million square feet of building space and 34,000 acres of land. Utility systems and movable equipment are not included in the \$3.5 billion. Nearly 60 percent of the existing space has been constructed since 1960, largely in response to dramatic growth in enrollment.

Louisiana's colleges and universities will continue to require selected new facilities to meet new or previously unmet needs and to replace obsolete facilities. It is clear, however, that the challenge of the '80s and perhaps the '90s is to maintain the existing investments in physical plants. As stated in the 1978 master plan, an increasing emphasis must be placed upon providing major repairs and upgrading the performance of day-to-day maintenance activities. At first glance, maintenance of the state's higher education facilities may appear to be a rather routine—if not mundane—task. However, an analysis of the age and condition of college and university physical plants points to a massive undertaking in the years ahead. Table XXIV dramatically shows the large amount of space constructed in the past few decades. Now, much of the space is nearing 20 or more years of age, a factor strongly suggesting the need for renovation. As a building reaches that age, major components such as heating and air conditioning systems are nearing the end of their normal life expectancies, and many roofs have a life of only 15 years.

TABLE XXIV

Louisiana College and University Facilities Percent of Space Constructed by Decade

<u>Date of Construction</u>	<u>Gross Area In Sq. Ft.</u>	<u>Percent of Total Area</u>
Unknown	1,731,178	5.2 %
Pre-1920	173,293	.5
1920-1929	1,668,460	5.0
1930-1939	2,624,044	7.8
1940-1949	2,459,521	7.4
1950-1959	4,952,434	14.8
1960-1969	10,826,424	32.3
1970-1979	6,756,513	20.2
1980-Present	2,286,139	6.8
TOTAL	33,478,006 sq. ft.	100.0%

Source: Information compiled from Louisiana Board of Regents', Facilities Inventory System.

Data gathered in the Board of Regents' Facilities Inventory System further supports the need for renovation. According to inventory reports submitted by the institutions, approximately two-thirds of the total space is in adequate condition, that is, the space is suitable for continued use with normal maintenance. The remaining one-third of the space is in need of renovation. Simply stated, a large percentage of college and university space is nearing or has already reached the need for renovation to keep it functioning adequately. Proper maintenance of the state's huge investment in higher education's physical plants will require a coordinated effort and significant capital expenditures.

TRENDS

Four major factors will play a role in influencing facilities planning for the 1980s: enrollment, a backlog of deferred maintenance and renovation, higher operating costs (especially energy), and the availability of capital improvement funding.

Enrollments, as predicted, are stabilizing and/or declining. Enrollment growth drove the facilities expansion of the '50s, '60s, and '70s. In future years, enrollment will not play as significant a role as in past years. The trend will be away from a huge building program, although some new construction will be necessary.

During recent years, a backlog of deferred maintenance has built up on many campuses. As stated earlier, many of the college and university buildings are approaching the need for major renovation. Because of these two factors, the trend will be toward improved maintenance practices and more alteration and renovation to improve energy efficiency and accommodate program changes.

Higher operating costs for facilities have been a significant factor in the budget crunch facing institutions in recent years. In fiscal year 1981-82, approximately \$28 million, or 30 percent of all operation and maintenance dollars expended by Louisiana institutions, went to purchase energy. Energy costs have increased several times in the past decade, and predictions for the next five to ten years are for this escalation to continue. The trend will be for an increasing portion of the operating budget to go to utility expenditures. Therefore, the reduction of energy usage and containment of future utility costs must be among the highest priority issues for higher education in Louisiana.

Finally, the availability of capital outlay funding will have an impact on facility planning in the '80s. The recent decrease in capital outlay funds resulting from a decrease in state revenues could signal the beginning of a trend toward consistently fewer dollars for capital improvements in higher education. In recent years, a typical capital outlay bill might have contained \$250 million in appropriations for capital improvements at colleges and universities. Approximately half of that would have been in bonds and the other half in cash appropriations. The current state revenue picture suggests that there will be few, if any, cash appropriations in the 1984 capital outlay bill, as was the case in the 1983 bill. This can be offset by financing more projects with bonds. However, there are limits on the amount of bonds that can be sold.

CAPITAL IMPROVEMENTS PLANNING

The Era of Expansion is Over—Capital improvements planning in the 1980s will be unlike the growth decades of the '50s, '60s, and '70s. While the need for some selected

new construction will continue, the period of expansion related to surging enrollments is waning. Stabilizing enrollments, the rising cost of energy, and the need for renovation to maintain existing facilities will likely be three of the most significant factors in changing the direction of capital improvements planning. New construction, for the most part, must be limited to special use and replacement facilities. Facility administrators can no longer afford to ignore the fact that a commitment to a new square foot of space is also a long term commitment to an operating cost of four-to-five dollars per year in today's market, a figure which will likely increase in future years. Energy costs alone are expected to more than triple by the end of this decade. It seems obvious that rising energy costs will be the most critical of the three factors affecting facilities planning.

Facilities "maintenance" can no longer be limited to simple maintenance. Facilities "management" is a much more appropriate description of the task at hand. It will involve more than the traditional concepts of keeping the weather out and the building systems operating. It will involve utilization analysis, energy management, alteration and renovation of space to meet changing programs, and it may even involve demolition of excess space as a cost avoidance measure.

Deferred Maintenance—Historically, when operating budgets have faced reductions, one of the first and often hardest hit areas to be affected is maintenance of facilities. The reason for this is very simple: many items of maintenance can be postponed readily without immediate disaster. However, after a period of time, this practice results in a backlog of deferred maintenance. Once a backlog is established, emergency repairs command most of the funds, and further deterioration occurs. Many of Louisiana's institutions are now beginning to show signs of inadequate maintenance. To illustrate the magnitude of the problem one need only recall that one third of all higher education space is in need of renovation. If this 11 million square feet of space were renovated at a low average cost of only \$30.00 per square foot, it would require a \$330 million expenditure. This figure includes only renovation necessary to keep buildings functioning with existing programs. There will be additional need for renovation to realign space to accommodate changing programs. Deferred maintenance is another crucial facilities problem facing colleges and universities.

Programs to work off the backlog of deferred maintenance must be developed, but this alone will not prevent the recurrence of the problem. Measures must be taken to organize scheduled and preventive maintenance to prevent a greater backlog. To develop a deferred maintenance program, existing facility conditions must be surveyed and priorities must be set. In response to the mandate of the Consent Decree, the Board of Regents recently commissioned such a survey at the predominantly black institutions, entitled A Report on the Condition of Buildings and Utility Systems at Grambling State University, Southern University at Baton Rouge, and Southern University at New Orleans.

Funding adequate maintenance programs will always be a difficult task. Competition for funding is fierce, especially when institutions are attempting to maintain programs and faculty in the face of leveling or declining enrollments and budgets. Some states have set up funding systems to bridge the gap between operating funding and traditional capital outlay funding in an effort to eliminate the backlog of deferred maintenance. Further, some of these states have developed a mechanism that recommends a percentage of the building replacement cost (typically one to one- and one-half percent) be appropriated annually to maintain the facility. Funding is usually requested through the capital outlay process.

New or Replacement Facilities—To this point, much has been said concerning the preservation of Louisiana's investment in college and university physical plants. As mentioned previously, some selected new facilities likely will be needed to meet the demands of new and changing programs, to provide space for special uses, and to replace obsolete facilities. However, new construction should be the option of last resort. All other avenues must be explored prior to making the commitment to construct new space and add to already strained operating budgets. Specifically, space realignment, alteration, and renovation of existing facilities must be given first consideration. Realignment or reassignment of space can often "create" space that otherwise would not exist.

The concept of space realignment is really nothing more than efficient utilization of space. Efficient utilization of space requires close and constant monitoring at the institutional level, and it appears that such monitoring is currently the exception rather than the norm. However, space realignment is not without costs. Often space vacated by one campus unit must be renovated to accommodate another unit. But the initial cost of a major building renovation is almost always cheaper than new construction, and, furthermore, it does not mean large additional commitments to operating costs for additional space. Realignment must be used to solve space needs whenever possible.

If alternate space is unavailable and programs housed in an obsolete facility must be maintained, renovation should be considered. Even though emphasis will be placed on realignment and renovation, there will be cases where previously unmet needs exist on some campuses, especially those experiencing enrollment growth. In these cases, new construction may be the only possible solution. And, finally, there may also be the need for selected, special use facilities. New construction, however, should be the last resort.

EQUIPMENT ACQUISITION

Along with the expansion of facilities over the last 20 to 30 years came a tremendous amount of instructional equipment used to support academic programs housed in the new facilities. Generally, the state has funded new equipment along with new construction. Requests for replacement of outdated and obsolete equipment have met with limited success. The 1980s will see a large demand for replacement equipment. This is partially because most facilities were equipped when they were constructed, and, since that time, only limited funds have been applied to the replacement of equipment. Because more than 60 percent of the facilities have been constructed since 1960 and the average useful life of equipment is five to fifteen years, a huge equipment replacement problem becomes apparent. Additionally, as technology advances, new state-of-the art equipment will be needed to keep pace with these advances and to maintain academic quality.

Operating budgets of colleges and universities do not reflect the expenditures for equipment purchased through the building construction process. It is fair to assume that future operating budgets will not be sufficient to support the replacement of equipment that likely will be necessary in the next few years.

CAPITAL IMPROVEMENTS BUDGETING AND PRIORITIES

The Board of Regents will continue to review carefully the capital outlay budget requests of the public colleges and universities. This review process will be accomplished through the use of three approaches: (1) a comparison of each institution's inventory and utilization data with its enrollment trends and academic mission; (2) periodic onsite visits to each campus by the Board staff and others as appropriate; and (3) funding recommendations by the Board of Regents to the governor and the legislature based on the findings of (1) and (2).

To measure capital improvement needs using objective criteria, the Board of Regents has implemented an automated facilities inventory and utilization system. The principal objective of the inventory system is to identify, categorize, and describe all land holdings and physical structures owned or used by the institutions. The Board's intention to place primary emphasis on repairs, renovations, and preventive maintenance is supported by data in the inventory system. For example, each building is given a condition code that indicates whether it is in satisfactory condition for current use or in need of renovation. The data indicate that at this time approximately one third of the space is in need of renovation.

The facilities utilization system is designed primarily to reflect the utilization of classrooms, laboratories, and special class laboratories in regularly scheduled periods of instruction. Classroom and laboratory utilization data are presented at half-hour intervals from 8:00 a.m. to 10:00 p.m. by room capacity and function. Classroom utilization is typically heavier in the morning hours, with laboratory utilization peaking in the afternoon hours. Laboratory utilization is generally lower than general purpose classroom utilization due to the special nature of laboratories. Classroom and laboratory utilization reports are coupled with student station occupancy data. This combination of data is useful in planning for the proper balance between large and small classrooms and laboratories in any proposed facility. The current facilities reports provide an enormous amount of valuable planning information that can be used by both the institutions and the Board in determining capital outlay needs. Using information from the automated facilities reporting system, the Board's staff can, in conjunction with its onsite visits, conduct an informed review of institutions' capital budget requests, comparing institutional requests and needs with statewide requests and needs and evaluating requests on a unit-cost basis.

The five-year capital outlay program recommended by the Board of Regents represents a proposed funding schedule for public higher education capital improvements. The five-year program is reviewed and revised annually. Beginning in 1983, the Board of Regents developed a separate five-year plan to identify projects necessary to satisfy the Consent Decree. As required, projects identified as Consent Decree projects have priority over all other projects except emergencies. With the exception of new facilities required by the Consent Decree and selected new construction elsewhere, Louisiana's future higher education capital improvements needs will be a reflection of efforts to improve existing facilities rather than respond to increased enrollments. A more detailed explanation of the Board of Regents guidelines for capital outlay recommendations appears as Appendix C to this plan.

In summary, Louisiana's investment in college and university physical plants has a replacement value in excess of two billion dollars. This investment must be preserved

and expanded on an orderly, well-planned basis with careful attention to rapidly increasing operating costs. For the next five years and throughout the decade of the 1980s, it will be critical that physical plant expansion be contained within reasonable bounds.

It is reasonable to assume that the physical plants of Louisiana higher education institutions will not need the same massive infusion of public funds for new construction that was required over the past several decades. However, it will be necessary to provide adequate funding for renovation and some new construction to meet program needs, to phase out inefficient facilities, to improve utility systems, to improve energy management, and to renew/replace instructional equipment. It is conceivable that the funding required to maintain and renovate existing facilities for continued use may be equal to or greater than the level of funding that supported the recent decades of expansion. Emphasis must now be placed upon maintenance of existing physical plants and energy conservation. New programs for deferred maintenance need to be designed, funded, and implemented.

William Fuller, executive director of the Nebraska Coordinating Commission for Postsecondary Education, summarized an appropriate strategy for facility planning during this decade:

"An old adage claims that we allow our buildings to shape and determine our methods and our future. If that adage is true, we must reexamine these practices. It is appropriate to reevaluate the condition of buildings and equipment; to study the use of space; to take into consideration the cost of energy, handicapped accessibility, maintenance, and renovation as we change our space to meet the new demands of the future. Planning for the future will require more effort and support than our past experience of planning for expansion."*

RECOMMENDATIONS

The Board of Regents recommends that a survey of all facilities at predominantly white institutions be conducted similar to the one conducted at predominantly black institutions and that, following completion of the study, a plan for funding identified needs be devised.

The Board of Regents recommends that a systematic program for funding equipment replacement be developed and implemented through either operating or capital budget procedures.

The Board of Regents recommends that a study be conducted to determine the viability of establishing a funding system within the capital outlay process to accommodate the need for facilities maintenance.

*William S. Fuller, "A Point of View," Network News, a quarterly newsletter of the SHEEO/NCES Communication Network, April, 1983.

The Board of Regents recommends the following general criteria for determining capital improvement priorities over the next five years. These criteria and the Board of Regents' Guidelines for Capital Outlay Recommendations included in Appendix C are intended to be general parameters for establishing priorities and not absolute or inflexible rules. Should a situation exist where a particular project warrants consideration at a higher priority than the category in which it would normally be placed, it may be placed out of sequence given sufficient justification.

1. Elimination of bonafide emergencies and safety hazards;
2. Projects which are required as a result of the Consent Decree;
3. Projects undertaken on a self-generated basis;
4. Improvements to physical plants aimed at reducing institutional operating costs, e.g., energy management systems and central utility plants;
5. Major repairs and renovations designed to upgrade existing facilities and to protect the public's investment in college and university plants;
6. Acquisition of equipment that is beyond the formula funding capability of an institution's operating budget;
7. Replacement of existing facilities in those cases where renovation or recycling is impractical and the existing facility represents a marked impediment to the educational mission of the institution;
8. Capital improvement projects essential to accommodate current enrollment with projects in this priority to be substantiated by documentation of efficient scheduling of classes and a high degree of utilization of existing facilities; and
9. Capital improvement projects deemed necessary to accommodate realistic projected increases in enrollment.

CHAPTER XI

RESEARCH

Three functions often identified with higher education—instruction, research, and public service—are interdependent and complementary. Research is a necessary component of good instruction as well as a source of new knowledge. Chapter XI reviews the nature and importance of research in colleges and universities, examines the role of the federal government, the private sector, and universities in research activities and cites selected state efforts to direct and support research in Louisiana higher education.

THE NATURE OF RESEARCH IN HIGHER EDUCATION

Howard R. Bowen of the Claremont Graduate School defined the relationship among the teaching, research, and public service conducted by institutions of higher education as follows:

Not only are the three functions of education, research, and public service carried on jointly; they are often mutually supportive. Education may be enriched if it occurs in the environment of discovery, intellectual excitement, and contact with the real world and its problems. Similarly, research and public service may be enhanced when they are combined with instruction. This does not imply that every community college or liberal arts college should become a great research center. Nor does it deny that universities can overdo research and service to the neglect of instruction. It implies only that the spirit of inquiry and public service enriches academic enterprise and lends coherence and unity to the American system of higher education.*

Research in a college or university occurs in a variety of settings and climates depending on the type, size, and mission of the institution. While primarily undergraduate institutions are not expected to undertake research of the scope found in major graduate institutions, faculty at undergraduate institutions should be involved in meaningful research to the extent that it infuses in students the desire for scholarship. In contrast to undergraduate education, graduate education has as one purpose the development of scholars who have learned much about a discipline and are expected to expand knowledge in that discipline. If the issues and problems of the world are to be solved, the universities have the responsibility to prepare individuals capable of solving them. Only through the efforts of our universities will today's students become tomorrow's scholars. The university environment is unique in providing opportunities for discovery and transmission of ideas through research. In summarizing the role of research in colleges and universities, the Governor's Task Force on Science and Technology in Virginia stated:

University research generates much of the knowledge which underlies our technologically oriented society and economy. It educates by revealing its

*Bowen, Howard R., Investment in Learning, Jossey-Bass, San Francisco, 1977.

new knowledge to all; it trains future intellectual explorers; it trains the professionals who translate these new revelations into goods and services to benefit our economy and citizens; it educates those who will in turn educate others.*

Research falls into two categories—basic and applied. In a report to the Ford Foundation, 15 university presidents stated,

Quite simply, basic research is the effort of scientists to understand the fundamental nature of things, without the deliberate intention of solving a practical problem to achieve specific utilitarian ends. Technology (applied research) uses the fundamental knowledge gained through basic research to create useful machines, materials, and devices.**

Whereas applied research is typically concentrated in industry and directed toward the development of products from which profits can result, basic research is generally conducted in universities and, by its very nature, is not a moneymaking venture. Applied research depends heavily on the knowledge gained from basic research. Therefore, although basic and applied research are distinctive and undertaken for different purposes, they are nevertheless interrelated, and each is indispensable.

UNIVERSITY, INDUSTRY, AND GOVERNMENT ROLES IN RESEARCH

Research is undertaken by private organizations both profit and non-profit, public and semipublic laboratories and institutes, and colleges and universities. Since applied research is geared toward product development and production, most of this research is either undertaken or sponsored by the private sector. On the other hand, the cost of basic research must continue to be underwritten primarily by government since the low probability of immediate financial return makes support of basic research prohibitive to most private organizations.

It is fitting that the federal government has supported and must continue to support basic research. During and following World War II, federal government support of basic research placed the United States in a position of leadership. Today, at a critical time in the nation's history, federal support of research and development is less than promising. Dr. Richard C. Atkinson, former director of the National Science Foundation and current chancellor of the University of California at San Diego, cites the following trends in the United States during the period from 1968 to 1980:

1. Research and development as a fraction of the federal budget decreased by 38 percent, and as a fraction of the gross national product, by 19 percent.

*The Report of the Governor's Task Force on Science and Technology in Virginia, Volume I, July 1983.

**Research Universities and the National Interest: A Report from Fifteen University Presidents, Ford Foundation, New York, 1977.

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

The vitality of basic research is of critical importance to the world. In the absence of basic research many national and international problems would not have been resolved. Through basic research, penicillin was discovered, satellites were launched, computers were invented, and food production techniques were advanced. Many of the most important contributions of basic research have emanated from university laboratories.

Colleges and universities, together with non-profit research institutes, provide an environment most conducive to the creation of new knowledge. These institutions are under less pressure than private industry to produce immediate, tangible, profitable results. A setting in which graduate students and established scientists interact offers the most efficient and productive environment for most forms of basic research, while simultaneously allowing the ablest students to acquire their scientific training under the tutelage of distinguished scholars. College and university scientists must continue to receive support from federal and state governments to conduct basic research so vital to the nation's future. According to the Business-Higher Education Forum, an organization established in 1978 under the auspices of the American Council on Education,

The health of American basic research is critical in an era when international competition increases industry's need for scientific advances. Basic research must be made a high national priority. Additionally, a program of maintenance, replacement, and additions is necessary to keep American basic research at the cutting edge of scientific advance.**

Industry recognizes the importance of basic research to future product development. Consequently, there has been recent growth in industry-university cooperation in research ventures. Industry support adds diversity to the university's research program and can smooth out the sometimes uneven government support for research. Industry support of university-based research doubled between 1970 and 1982.

University-industry partnerships in research are a bargain for industry. Industry routinely provides financial support for the research cost of a project plus some overhead. The infrastructure of the university comes at a minimum cost to industry.

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

**Business-Higher Education Forum, America's Competitive Challenge: The Need for a National Response, American Council on Education, Washington, D.C., 1983.

According to Thomas H. Moss, director of research administration at Case Western Reserve University,

A company attempting to build capability in a new area need not gamble with new internal organizations and long-term commitment to newly recruited research personnel. Instead, it can seek out a center of excellence at a university, as a partner, immediately reap benefits without a long period of expensive germination. The flexibility of being able to gamble, without permanent commitment, with several research and development options greatly enhances the chances of payoff. Just as contact with industry enriches the university's intellectual climate, contact with a university brings beneficial stimulation to industry.*

In spite of the advantages of industry-university collaboration cited above, there are at least two dangers to consider. First, there is a tendency on the part of state government to reduce its support of certain activities when the private sector increases its support of those activities. If a careful distinction between basic and applied research and the value of each are not clearly articulated and understood, government may decrease its support of basic research as industry increases its support of applied research. Any stagnation or decrease in the total support for research conducted in our universities poses a threat to the advancement of our state and our nation. Only through continued government support can the pool of knowledge produced by basic research continue to be renewed. The second danger is the potential for conflict of interest. Universities must be adamant in limiting the influence of commercial interests on their laboratories. Issues of secrecy, patent rights, and the relationship between the researchers and the supporting organization must be resolved and understood prior to entering into an arrangement with a private organization. According to Charles Reagan, professor of philosophy at Kansas State University, "If universities are to profit from this boon . . . , they must be vigilant of the dangers and prepared to assert themselves and remain in control of their own research programs."**

STATEWIDE EFFORTS TO SUPPORT UNIVERSITY RESEARCH

Louisiana's public institutions of higher education undertake research efforts at differing levels and with various goals and objectives. Louisiana State University located at Baton Rouge, Louisiana State University Medical Center, and Louisiana State University Center for Agricultural Sciences and Rural Development undertake numerous research projects which are state, national, and international in nature and are designed to discover and disseminate new knowledge. Other institutions concentrate on research which is more local in nature and designed to meet the needs of the regions they serve. In those institutions which offer a limited number of doctoral programs, however, the research associated with those programs is conducted at a level equal to that of the comprehensive university. The regional and local institutions are naturally less research oriented than the comprehensive university, the medical complex, and the agricultural

*Thomas H. Moss, "New Partnerships a Bargain for Industry, a Boon for Colleges and Universities," Point of View, The Chronicle of Higher Education, Vol. 26, No. 6, page 72.

**Charles Reagan, "The Dangers of Research Partnerships with Industry," Letters to the Editor, The Chronicle of Higher Education, Vol. 26, No. 12.

center whose missions mandate statewide research responsibilities. This statewide mandate necessitates financial support beyond that provided by the State Appropriation Formula.

Louisiana State University, the state's comprehensive institution of higher learning, is expected to conduct research in a wide variety of disciplines. Furthermore, it is expected that the research conducted at LSU will have national and international applications. Ongoing research in a wide variety of disciplines stands to benefit society immeasurably if it can be sustained. Sustenance of these efforts, however, requires substantial financial support. According to figures supplied by LSU, \$10,764,373 in state funds was expended by the institution for general research and public service during 1982-83, while only \$8,826,643 was appropriated for these activities, resulting in a shortfall of \$1,937,730. It is evident from these figures that Louisiana's comprehensive state university cannot attain the national preeminence which is its stated goal without additional state support for its research efforts.

The Louisiana State University Center for Agricultural Sciences and Rural Development has statewide research responsibility for generating knowledge and technology to undergird the state's renewable resources in the agriculture and forestry industries. The research efforts of the Center are conducted in 21 different departments on the LSU campus at Baton Rouge and at 16 different experiment stations located throughout the state. During 1982-83, the Center's research activities were conducted at a cost of over \$30 million and produced results which affected the production, processing, marketing, and distribution of commodities including farm crops, livestock, dairy products, poultry, and forestry products. Of approximately \$29 million expended in 1981-82, over \$20 million were state funds, while approximately \$10 million came from federal and other sources. Changing climatic conditions, invasion by heretofore unknown pests, and the emerging field of aquaculture are also addressed by the Center's research program. Agriculture remains basic to Louisiana's economy, and the extent to which agricultural research continues to receive financial support is critical to the future development of the state and the well-being of its citizens. In the near future, Southern University at Baton Rouge will initiate a Center for Small Farm Research. This Center is expected to enrich further the agricultural research conducted in Louisiana and to expand public service provided to the agricultural community.

The Louisiana State University Medical Center, through its research efforts, makes a major contribution to the health and health care of the citizens of Louisiana. Research in obstetrics-gynecology continues to contribute to a reduction in infant mortality rates; research in surgery continues to contribute to the success of organ transplants; and research in internal medicine continues to provide hope for a cure for cancer. In 1982-83, the LSU Medical Center devoted more than \$12 million to its research efforts. Of the \$12 million expended, less than 2 percent were state funds, while the remainder came from federal and other sources. The results of this expenditure affect the citizens of the state and the nation by contributing not only to improved health and health care but also to a safer environment in which to live and work. Increased state support for LSUMC's research efforts will produce far-reaching and valuable contributions to the quality of life in the state and the nation.

All institutions in Louisiana are committed to research appropriate to their missions. Total research expenditures by Louisiana's public institutions of higher education over the past five years are evidence of this commitment. (See Table XXV.)

TABLE XXV

Total Research Expenditures in Louisiana Public Higher Education, 1978-79 Through 1982-83, by Institution

<u>Institution</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Delgado	0	0	0	0	0
Grambling	62,927	173,951	243,048	141,941	270,597
LA Tech	875,752	1,124,316	1,463,000	1,906,000	2,000,000
McNeese	18,689	18,783	1,165,505	1,142,369	974,378
Nicholls	224,229	232,489	3,748	0	95,416
Northeast	344,543	330,952	377,240	294,804	316,547
Northwestern	0	4,953	42,477	83,561	58,309
Southeastern	31,181	113,058	90,686	118,636	117,850
Southwestern*	N/A	N/A	N/A	N/A	N/A
LSU	11,703,200	14,964,894	18,098,526	18,605,265	19,834,291
LSU Ctr. for Ag. Sci. & Rur. Dev.	20,253,776	22,659,416	26,012,749	29,059,644	30,099,053
LSU at Alexandria	2,650	4,361	2,003	6,536	9,871
LSU at Eunice	2,765	2,340	3,126	6,347	4,985
LSU Law Ctr.	173,641	191,848	253,687	261,522	233,694
LSU Med. Ctr.	6,872,482	8,536,536	10,205,591	11,091,358	12,114,818
LSU at Shreveport	16,255	15,240	76,636	65,867	40,065
UNO	2,794,170	3,059,573	3,447,016	3,099,169	3,777,777
SU at Baton Rouge	1,881,499	2,020,410	2,393,890	2,623,026	2,630,161
SU at New Orleans	132,831	150,355	102,196	19,607	47,598
SU at Shreveport	120,765	11,489	3,463	80,557	26,711
TOTAL	45,511,355	53,614,964	63,984,587	68,606,029	72,652,121

*Accurate data not available.

The data in Table XXV indicate that total research expenditures by Louisiana public higher education increased by 60 percent from 1978-79 through 1982-83, and, as would be expected, more than 80 percent of total research expenditures in public higher education have been concentrated at the Louisiana State University Center for Agricultural Sciences and Rural Development, Louisiana State University at Baton Rouge and the Louisiana State University Medical Center.

Recognizing that research is a legitimate and important activity in all institutions of higher learning, the Board of Regents assures that state resources for research are available to all public institutions through the State Appropriation Formula. The Formula generates research dollars based on the level of offerings of the institution. During the 1982-83 fiscal year, over \$15 million was distributed among the 18 formula-funded institutions as a result of the research component of the Formula. In those institutions which do not have a statewide research responsibility, research is concentrated on matters of importance to the regions they serve. By concentrating their attention on finding solutions to local and regional problems, these institutions make a significant contribution to the state's total research efforts, a contribution which can often yield results that have a more far-reaching effect than originally expected. Regardless of the scope of these undertakings, adequate library resources are paramount to the success of research efforts in Louisiana's colleges and universities. As noted in the 1980 report of the Regents' Task Force on Academic Libraries, "Library collections, like other learning materials and equipment, tend to become quickly obsolete in an era of expanding technology. There is, particularly in the sciences, a constant need for the replacement of out-of-date materials. Collections must be continually expanded and updated if they are to remain viable parts of the educational programs."

The State of Louisiana must continue to increase funds for university research. If Louisiana is to (1) revitalize and diversify its economy, (2) continue to meet the changing needs of its current industrial base, and (3) attract and retain new industry, then the support necessary for research must be forthcoming. The Board of Regents will continue to support full funding of the State Appropriation Formula in order to provide needed research funds for all public institutions in Louisiana, as well as to support the unique research needs of Louisiana State University, the Louisiana State University Medical Center, and the Louisiana State University Center for Agricultural Sciences and Rural Development.

In addition to providing financial support for research to the individual institutions, the State of Louisiana recently funded two multi-institutional research initiatives, the Louisiana Universities Marine Consortium and the Board of Regents' Research and Development Program.

The Louisiana Universities Marine Consortium for Research and Education (LUMCON) was formed by Act 557 of the Louisiana legislature in 1979 to fill a widely recognized and long-standing need. Despite the acknowledged value of coastal and marine resources, Louisiana was the only coastal state without a university-affiliated marine laboratory with sufficient resources for ongoing research programs. LUMCON has the primary function of promoting and conducting research and education in the marine sciences and marine technology, particularly as related to coastal resources and the impact of energy-related industries upon these resources.

The consortium is governed by a council consisting of a representative of each of the 13 public universities offering a four-year curriculum leading to a baccalaureate degree in science or engineering, a representative from the Board of Regents, and one representative from each of the three higher education management boards. The council assures each participating entity a voice in the policies and operations of LUMCON and represents a wide array of academic and administrative positions within higher education in Louisiana.

In 1982, the Louisiana legislature appropriated \$15.2 million to construct the Louisiana Marine Center for Research and Education and build two vessels, one of approximately 95 feet for research on the continental shelf and the other of approximately 50 feet for education and research activities near shore. Construction of the Research and Education Center is underway and scheduled for completion in 1985; in the interim, temporary facilities are being used. The research vessels are scheduled for completion in 1984.

LUMCON's role in research is multifaceted. The Consortium's scientific staff members have active research programs that attract significant external funding. LUMCON also serves a coordinating role for research projects involving faculty or staff members from several institutions. In this mode, funding from research grants or contracts is dispersed by LUMCON to the researcher's universities to support these efforts. Finally, LUMCON supports research programs by providing facilities (accommodations, laboratory space, and vessels) to its members and to state agencies. Marine research continues to address many problems related to Louisiana's economy and lifestyle. LUMCON provides the ideal mechanism to muster the most creative minds of Louisiana public colleges and universities to tackle these issues.

Another statewide initiative designed to support research meaningful to Louisiana's needs is the Research and Development Program (R & D) established by the legislature in 1979, and operated under the aegis of the Board of Regents. In order to tap the reservoir of research talent available in Louisiana, the R & D Program has the following primary goals:

- A. Fostering research essential to Louisiana's future.
- B. Strengthening the research capabilities of Louisiana's institutions of higher education, thus bolstering their faculties and graduate programs.
- C. Bringing Louisiana's higher education and industrial communities together to generate research necessary for the human and economic development of the state.

An 11-member Advisory Committee on Research and Development, composed of Louisiana business and industrial leaders, assists the Board of Regents in pinpointing areas of particular concern or interest to the state. A few examples of these areas of concern are the state's high incidence of cancer, its problems with hazardous waste disposal, and its concern about economic development. These priority areas reflect a broad but well-defined spectrum of issues which affect the quality of life in Louisiana.

On an annual basis, research proposals that address these priority areas are invited from researchers affiliated with Louisiana's public and independent colleges and

universities, as well as non-profit research entities such as Gulf South Research Institute and the Ochsner Foundation. Every research proposal submitted to the Board of Regents' R & D Program for funding is subjected to several rigorous and exhaustive peer reviews.

The response to the Research and Development Program from Louisiana's universities and non-profit organizations has been overwhelming. The figures in Table XXVI reflect the growth in interest in the R & D Program among researchers.

Support of the Research and Development Program enhances the possibility of developing solutions to some of Louisiana's biggest problems. There are also many immediate benefits that accrue to Louisiana's institutions of higher education. The quality of graduate programs is enhanced because of these funded research opportunities, and it is easier to retain and recruit top-notch researchers to Louisiana institutions of higher learning because of the availability of state research dollars.*

TABLE XXVI
Board of Regents'
Research and Development Program

	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
Total Number of Proposals Submitted	163	144	290	287
Number of Research Projects Funded	18	52	39	39
Total Funds Requested	\$6.2 million	\$5.1 million	\$10.9 million	\$12.5 million
Total Funds Allocated	\$419,000	\$1,722,500	\$1,488,752	\$1,105,249
Percentage of Funds Allocated to Funds Requested	6%	33%	13%	9%

Source: Louisiana Board of Regents.

Numerous research projects funded through the Board of Regents' R & D program have provided valuable information to the State of Louisiana and its industries. Examples of results from this research include:

*For a further discussion of the Research and Development Program, see A Guide to Selected Outstanding Research and Development Projects, Board of Regents, 1984.

1. the use of robots in the wood products industry, the third largest industry in Louisiana;
2. the development of an econometric model which can be used by business and government decisionmakers to forecast the short term future of the Louisiana economy;
3. a computerized data base that contains historical and forecast data beneficial when determining whether to upgrade existing port facilities and/or create new inland ports;
4. the development of management recommendations for crawfish farms that should improve crawfish production in the state's 100,000+ acres of crawfish ponds;
5. the development of an assay that will assist physicians in the differential diagnosis of babies with jaundice;
6. the compilation of baseline data on which to base water quality and toxic residue parameters in polluted vs. unpolluted water systems in Louisiana.

All research funded by the R & D Program is monitored and assessed through on-site visits, periodic progress reports, and peer reviews.

The foregoing has established the importance of both basic and applied research to the advancement of society. The active and balanced participation in research by institutions of higher education, industry, and government is essential to the continued wellbeing of the state and the nation.

RECOMMENDATIONS

In recognition of the importance of research conducted in our colleges and universities, the Board of Regents recommends that non-formula state funding to support research at Louisiana State University, the Louisiana State University Medical Center, and the Louisiana State University Center for Agricultural Sciences and Rural Development be increased. The Board further recommends that the State Appropriation Formula be funded at 100 percent in order to assure adequate state support for research at all public institutions of higher education.

In addition to increased state support for research, the Board of Regents recommends that each institution actively solicit external support for its research efforts from the federal government, foundations, business, industry, labor, alumni, and other identifiable sources.

The Board of Regents is aware that state support brings with it the obligation for accountability. Therefore, the Board recommends that, in addition to disseminating research results through publication in scholarly

journals, each institution launch a campaign to assure that the legislature, the governor, and the citizens of Louisiana are apprised of the benefits of higher education's research efforts.

In order to provide incentives to researchers, the Board of Regents recommends that a study be undertaken to determine whether legislative action is necessary to provide the latitude for each of the three higher education management boards to adopt enlightened patent and copyright policies that return as much revenue from inventions to the inventor as possible within the limits of the law.

The Board of Regents recommends continued state support of the Louisiana Universities Marine Consortium at a level to ensure development of a premier marine research effort for the State of Louisiana.

CHAPTER XII

LOUISIANA HIGHER EDUCATION, STATE GOVERNMENT, AND THE PRIVATE SECTOR: PARTNERSHIPS FOR PROGRESS AND ECONOMIC DEVELOPMENT

In 1978, when the Board of Regents published The Master Plan for Higher Education in Louisiana, the state was in an enviable financial condition. Higher education shared in the state's economic good fortune. Over the last few years, Louisiana has experienced the down side of the boom/bust cycle. Although the state's current unfavorable economic position is attributable to some extent to the worldwide recession, many of the problems stem from Louisiana's overreliance on mineral resources. The state's economy is not sufficiently diversified to react quickly and effectively to changes in the national and international economy.

It is no secret that Louisiana's economy is faltering. It will take a collaborative effort among government, higher education, and the private sector to restructure and revitalize the state's economic base. Chapter XII reviews briefly some of the reasons for Louisiana's current economic difficulties, examines the potential role of high technology in the state's recovery, and outlines specific actions that can be undertaken by higher education, state government, and the private sector to revitalize the economic condition of the state.

THE LOUISIANA INDUSTRIAL ECONOMY

The growth of the Louisiana economy over the past 75 years has coincided directly with the development of the state's oil and gas resources. Louisiana's abundant raw materials coupled with the strategic location of the Mississippi River attracted many energy-intensive industries.

Louisiana's economy grew tremendously during the last decade—employment and real per capita income increased over 40 percent between 1970 and the early 1980s.* The state's phenomenal growth was fueled by greatly increased national demand for Louisiana's oil and gas. By 1980, there were approximately 350 petrochemical companies, over 4,000 oil and gas companies, 32 refineries, and 144 natural gas processing plants operating in Louisiana. Over 40 percent of Louisiana's manufacturing sector is related to chemicals or petroleum. These industries provided over 150,000 jobs.**

*Much of the information presented in this section was derived from Belden Hull Daniels, Louisiana Economic Development: Policy, Programs and Process, Council for Community Development, Inc., Cambridge, Massachusetts, June 1983.

**James A. Richardson, "Energy and Louisiana's Financial Future," Proceedings of the 1982 PAR Conference: Energy and the Economic Future of Louisiana, Baton Rouge, Louisiana, 1982.

Louisiana's economy basically has been and remains tied to trends in the supply of and demand for its natural resources. Oil and gas are related directly to the oil and gas extraction/refining industries and the chemical industry. Louisiana's land produces the state's agricultural and forest products. The state's water resources allow Louisiana to compete in port activities and the fishing industry. Tourism is the only major industry in Louisiana not related directly to natural resources. The discussion which follows examines briefly the current condition of Louisiana's major industries cited above.

The prognosis over the next few years for the oil and gas extraction and refining industries is not particularly good. Even as the world and the nation emerge from the recession, it will take some time for the current oil and gas glut to diminish. Beyond the next few years, the prospect for the oil and gas extraction industry can best be characterized as unstable and uncertain. This is so for market reasons, i.e., the rapidly changing and precarious market for oil and gas, and for regulatory reasons, i.e., the peculiarities of the present Natural Gas Policy Act and the uncertainty of what, if any, legislation will replace it.

Louisiana's petrochemical industry, the state's "high-technology" industry from the 1950s through the 1970s, also faces an uncertain future. In particular, rising local natural gas and electricity prices and growing petrochemical capacity in developing nations are weakening Louisiana's once dominant competitive position in primary, or building-block petrochemicals. Louisiana's chemical industry uses 56 percent of all fuels and electricity consumed by state industry. Consequently, the Louisiana chemical industry specifically, and the state generally, are vulnerable to increased cost and reduced supply of natural gas.

In the area of tourism and conventions, the majority of the jobs are low paying, primarily in food service and lodging establishments. Furthermore, travel industry employment has been stagnant in recent months. Over 50 percent of all dollars spent on travel are spent in New Orleans. However, a study published by the Louisiana Business Survey asserts that, while New Orleans is quite attractive as a convention site, it is not growing as a tourist attraction. Reasons suggested for this phenomenon include (a) the city's lack of family attractions, (b) the hot climate, and (c) the image of New Orleans as a "man's town", not suitable for family vacations. The Louisiana World Exposition in 1984 is expected to create 14,260 direct jobs and 24,820 indirect jobs. While many of these jobs will be temporary, the Exposition will provide an opportunity to promote permanent increases in tourism throughout Louisiana.

Fishing is a critical part not only of the economy of Louisiana but of the lifestyle of the state. Perhaps because of this, its importance as an employment generating industry has often been overlooked. The fishing industry has not come close to reaching its potential in terms of value to the state. Since such a large amount of the fish produced in Louisiana is consumed within the state, exporting and processing seafood for outside markets have not been fully developed. Most of the fish are caught close to shore. With the exception of the menhaden industry, there has been no need for large ships or fishing fleets. An individual can readily acquire a small boat and go into business for himself. This factor further limits the development of the industry. There is a general feeling that Louisiana can process and market a lot more fish and seafood than it does at present. Innovations in the processing, packaging, and marketing of oysters, shrimp, and crawfish that lead to increased production could have a significant impact on the Louisiana economy, especially in the coastal parishes that are heavily dependent on the fishing industry.

Agriculture and forestry are also important sectors of the Louisiana economy. The performance of these industries is closely tied to national and international economic trends. Agriculture in Louisiana has undergone some major shifts over the past decades. Hog production has declined as has the production of Irish potatoes and corn. Even though the amount of acreage devoted to cotton has declined, cotton production has not changed significantly because of increases in productivity. The most dramatic change in agriculture in Louisiana has been the increasing importance of soybeans which have become Louisiana's number one crop. However, the long range outlook for this crop is not as bright as it once seemed because of increased competition from foreign exporters such as Brazil and interest by third world countries in achieving self-sufficiency in basic food supplies. These developments could have serious effects on Louisiana since about 90 percent of its soybean crop is exported.

In terms of total value, trees are perhaps Louisiana's most important crop. The forestry industry is spread throughout the state: commercial wood production occurs in 63 of 64 parishes, and wood-based industries are located in 47 parishes. Despite recent hard times, the state's lumber and wood-based industries should experience even and balanced growth over the long term.

Louisiana's location at the confluence of the Mississippi River and the Gulf of Mexico has enabled it to build up a significant port economy based on facilitating the movement of large volumes of cargo over long distances. While some products are transformed into other goods before leaving the state, e.g., imported crude oil is turned into refined petroleum products, the basic function of Louisiana's ports has been to facilitate the shipment of goods through Louisiana. The development of the state's ports has been hindered by two factors: (a) a paucity in the shipment of high value general cargo and (b) a vulnerability to sudden shifts in world demand for and supplies of a few basic commodities, primarily farm products and energy sources.

In summary, Louisiana's economy is characterized presently by:

- An oil and gas extraction industry which is unstable and uncertain.
- Excess capacity in the refining industry with the decline in crude oil production.
- A weakened competitive position in petrochemicals due to rising local natural gas and electricity prices and growing capacity in developing nations.
- Stagnant employment in the tourist industry, providing primarily low-paying jobs.
- An important, but underdeveloped fishing industry.
- Agriculture and forestry facing a brighter but somewhat uncertain future.

- . Potential decline in port activities, depending on the future success of attracting general cargo.

As pessimistic as the above discussion may appear, Louisiana's economic problems are similar to those found in most states. The State of Louisiana is blessed with natural resources which are the envy of many other states. On the positive side, Louisiana's economy can be revitalized and developed to a point of national leadership. Adding diversified manufacturing to a natural-resource-based economy holds much promise for the future. The technology can be developed to increase productivity to a level which will offset those measures beyond the state's control which are presently hindering economic development. Small businesses are and will remain a vital component of Louisiana's economy. As the industrial sector declines, small businesses can play the crucial role of diversifying the economy and mitigating the effects of contraction of some larger firms.

HIGH TECHNOLOGY INDUSTRY

From what one hears and reads, it appears that almost every state in the nation is gambling its economic future on the recruitment, development, and expansion of high technology industry. What is a high-tech industry? High technology industries are knowledge-intensive. They are based on the application of science to innovations in products and processes. What distinguishes high technology industry from other kinds of industry are basic behavioral characteristics such as (1) a large percentage of the operating budget dedicated to research and development, (2) a rapidly changing product line, and (3) an ongoing need for expansion capital. The federal government's Standard Industrial Classification System lists nine categories as high technology: drugs and medicine; petroleum refining; office computing and accounting equipment; communications equipment; electronics components; other electrical equipment; aircraft and missiles; scientific and mechanical measuring instruments; and optical, surgical, photographic, and other instruments.

The success of several sites where high technology is concentrated in the United States has created a mystique that permeates the thinking and planning for high tech development throughout the country. The most notable concentrations of high tech industry are California's Silicon Valley, Route 128 west of Boston, North Carolina's Research Triangle Park, and the corridor between Austin and College Station, Texas.

The developers of sites for high technology recognize that it takes more than a beautiful landscape to attract tenants. In a report to the Southern Regional Education Board, the Battelle Institute stated that some of the geographic and environmental factors which high tech developers consider important in making location decisions are not unique to high tech industries.

- . High quality residential areas within a reasonable commuting distance; abundant, reasonably-priced housing choices.
- . Good elementary and secondary schools.
- . A good site and favorable financing terms.

- . Flexibility to expand—at reasonable costs.
- . A wide range of cultural and recreational offerings.

Other factors that are more specifically associated with high technology industries are:

- . Pleasing aesthetics for industry site; no negative mixed land uses on or contiguous to the site.
- . Major university or universities close to, and perhaps operationally linked with, the development—especially those with graduate programs in mathematics, the sciences, engineering, computer science, and business and management.
- . Shared university facilities available, especially libraries and computer resources.
- . Cooperative university programs available for employees.
- . A significant pool of technicians and other support staff, with quality technical school programs available.
- . Proximity of air transportation.*

A potential strategy for Louisiana would be to assess its strengths in each criterion listed above and proceed to secure as large a share as possible of new or developing high technology industries. The appropriateness of this approach depends on the state's competitive potential compared with that of other states now pursuing this strategy. One fact appears evident: not all states, or even many states, will succeed in attracting a significant amount of high tech industry.

It should be understood that, if Louisiana is successful in attracting high technology industry, that success will be no panacea in providing employment for large numbers of the state's citizens. Nationally, only about 3 percent of the work force is employed in the core industries of high technology. According to the Bureau of Labor Statistics, the projected growth rate of total employment in high tech industries for the next decade will not exceed the employment growth rate of all industries. The technology revolution will be directly responsible for about one new job in 20 during the next decade. Yet the numbers underestimate the potential importance of technological change to the economic future of Louisiana and the nation. According to Roger J. Vaughan,

Unless existing firms are able to adapt their production processes and the goods and services they produce to new technologies, they will fail to compete in an increasingly competitive world economy. Without access to

*Battelle Institute, Sites for High Technology Activities, Report to Southern Regional Education Board, Atlanta, Georgia, June, 1983.

new equipment, productivity will not grow, employment opportunities will be lost, and income will not increase.*

The development of new technologies and their adaptation to the needs of all firms will be important elements of the state's development strategy for the 1980s.

Louisiana's resources are limited and should be targeted to those areas where the economic impacts are likely to be the greatest. In An Economic Development Strategy for the State of Louisiana, a report prepared under contract with the Louisiana legislature, Vaughan analyzed five promising areas of technological development and their potential impact on the economy of Louisiana: (1) biotechnology, (2) new materials, (3) telecommunications, (4) integrated manufacturing, and (5) fiber optics.** The analysis of these five areas was based on eight criteria related to the structure of the Louisiana economy. The criteria, listed below, allow assessment of the potential economic implications of expanded investments in research and development on employment and income growth.

1. The range of industries served by the new technology.
2. Whether the types of industries served by the new technology are those in which Louisiana has relative strength.
3. The compatibility of the types of industry served by the new technology with the predicted industrial composition of the state during the next decade.
4. The present level of research conducted by industry and by universities in Louisiana.
5. The maturity of the technology.
6. The market potential of the technology.
7. The degree of concentration in Louisiana of the industries that are most likely to exploit the technology.
8. The compatibility of the human capital demands of the technology with the endowment of the state's labor force.

*Roger J. Vaughan, An Economic Development Strategy for the State of Louisiana, The Gallatin Institute, Washington, D.C., June, 1983.

**Two technologies were excluded from consideration. First, microprocessors were not included because it was judged that the industry is already mature and is firmly established in California, Massachusetts, and Texas. Second, research on alternative energy development (synfuels, photo-voltaics, passive solar, wind, etc.) will be slowed by declining oil prices, and the present pattern of research is highly concentrated in the west and will continue to be shaped by massive federal investments that Louisiana would find difficult to reverse.

There is no simple way to determine the relative weights of the eight criteria listed above, or of estimating any cardinal ranking of the five technologies with respect to each of the criteria. However, to provide a brief summary of the relative performance under the criteria of each of the five technologies, Vaughan prepared the following chart.

<u>Criteria</u>	<u>Technologies</u>				
	<u>Bio-Tech</u>	<u>New Mater.</u>	<u>Fiber Optics</u>	<u>Integrated Manuf.</u>	<u>Tele-Comm.</u>
1. Breadth	3	5	4	2	1
2. Present Louisiana Base	5	4	3	1	2
3. Future Louisiana Base	4	5	2	3	1
4. Research strength	5	4	2	1	3
5. Maturity	4	5	3	2	1
6. Market Potential	5	4	3	2	1
7. Concentration	4	5	3	2	1
8. Skills needed	<u>2</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>5</u>
TOTAL	32	33	23	17	15

Legend: Number 5 indicates that the technology performs most favorably with respect to the criterion, while Number 1 indicates that it is the least favored according to the criterion.

The data in the chart above indicate that two technologies appear likely to produce the largest economic return for Louisiana: new materials development and biotechnology. Although both of these technologies are directly related to the core economic industries in the state, they are the weakest with respect to the type of labor skills available and the college graduates produced in Louisiana. According to Vaughan, the state's recent performance in producing graduates that increasingly will be demanded by both high technology industry and the industries using their products is not encouraging. Of the seven fields most likely related to high technology—(1) agriculture and natural resources, (2) biology, (3) computer and information science, (4) engineering, (5) physical science, (6) mathematics, and (7) engineering (two-year)—the number of graduates has declined in four of the fields: agriculture and natural resources, biology, mathematics, and engineering (two-year). The decreasing number of graduates in agriculture and natural resources and biology is of particular significance in the area of biotechnology. Therefore, any serious development in biotechnology would have to be preceded by measures to increase enrollments and, therefore, graduates in these fields. According to Vaughan, such an investment in education would be most worthwhile since, based on economic considerations, biotechnology and new materials research seem to offer the greatest potential for building upon Louisiana's relative economic strengths and enhancing the state's comparative advantages in the increasingly competitive field of high technology.

The Governor of Louisiana issued Executive Order 82-25 in December, 1982, establishing the Governor's Task Force on High Technology. The task force was established to determine what factors encourage high technology industries to locate within a state and to make recommendations on how the education system in particular can contribute the necessary factors in Louisiana.

The task force asserted that computer science and electrical engineering curricula most nearly meet the needs of high technology industries. The Department of Commerce's Office of Commerce and Industry, with the cooperation of the Board of Regents, compiled data on the number of graduates produced by Louisiana's colleges and universities in these two fields. From 1977 through 1982, over 3,900 students completed programs in these areas. During the academic year 1981-82, 79 programs in electrical engineering and computer science were being offered by 20 public and independent colleges and universities in Louisiana. These institutions produced 981 graduates in these fields in 1981-82, a 72.7 percent increase over the 568 graduates in 1977-78. While Vaughan found discouraging statistics regarding the fields which feed biotechnology specifically, the expansion of interest in the subject areas which feed high technology in general such as electrical engineering and computer science is a clear indication of the state's commitment to a more progressive and technologically diverse economy. Louisiana's colleges and universities are committed to providing the academic and research services necessary to prepare Louisiana's citizens for the future as well as the present.

The analyses undertaken by Vaughan and the Governor's task force are evidence of Louisiana's commitment to compete for a share of the high technology industry, whether it be in the research and development area or in manufacturing and production. However, neither state government, the private sector, nor higher education acting alone can develop high technology industry in Louisiana. The following section describes some possible alliances among state government, the private sector, and higher education that, in the long run, could contribute significantly to the development of high technology industry in the state and the expansion and revitalization of Louisiana's economy.

ALLIANCES AMONG STATE GOVERNMENT, HIGHER EDUCATION, AND THE PRIVATE SECTOR

The development of high technology includes basic prerequisites for spawning high-tech ventures. Included in the prerequisites are:

- A sufficient research base generating scientific and technical advances.
- A managerial structure with sufficient vision, experience, and know-how to transform good ideas into marketable products and services.
- A well-trained labor pool of scientists, engineers, technicians, and skilled workers.
- Investment capital, available on a long-term basis and at reasonable rates.

The probability of satisfying all of these prerequisites is dependent upon the collaborative efforts of government, higher education, and the private sector. State government can support unique ventures, provide incentives, and, to some extent, regulate competition. Higher education can provide knowledgeable faculty and students as well as facilities. The private sector can provide venture capital, expertise, production facilities, and distribution networks.

Many states are moving forward in developing successful collaborative programs between government, higher education, and the private sector. After surveying the states to find what initiatives they are taking to encourage the development of high technology industry, North Carolina's James B. Hunt, Jr., chairman of the National Governors' Association Committee on Technological Innovation, concluded that "Competition for a piece of the high-tech pie is coming from all regions of the United States." Examples of recent ventures in different states include the following:*

- Located on the campus of the Georgia Institute of Technology, the Advanced Technology Development Center is an example of "incubator" facilities. The Center provides, among other services, reasonably priced work space that entrepreneurs of small high-tech businesses can use for development or production until they are able to move into large facilities of their own. Ready access to the expertise of faculty and facilities is an obvious advantage.
- The Massachusetts Technology Development Corporation is an independent public agency that supplements private investments by financing the early stages of development of high-risk technology-based companies in the state.
- Indiana's Corporation for Science and Technology was organized to promote research. The corporation is operated by representatives of education, business, and government.
- The Center for Entrepreneurial Studies and Development at West Virginia University provides technical support such as evaluating new ideas, developing prototypes, conducting market studies, and otherwise helping entrepreneurs reach the point where private companies can take over.
- The Oklahoma Productivity Center at Oklahoma State University is a program designed to involve workers in decisions about training and the improvement of productivity.
- To increase support for technical education and research, Missouri established a Robotics Center at the University of Missouri at Rolla to

*For a more detailed discussion, see Jack Magarrell, "Governors Warned about Weaknesses of Colleges in High-Technology Areas", The Chronicle of Higher Education, Volume XXVI, Number 2, March 9, 1983.

train engineering students in "state of the art" manufacturing techniques. Another example is Arizona State University's Center of Excellence in Engineering that gives special emphasis to programs in solid-state electronics, computer science, energy systems, transportation systems, and thermo-sciences.

- . Many states have appointed special boards to coordinate state action related to technological innovation. Such groups usually include representatives of higher education, industry, and government. Some boards, besides advising the governor, help bring universities and industries together for cooperative research projects. One such group is Pennsylvania's Ben Franklin Partnership. The Partnership helps establish centers for advanced technology, operated by consortia of colleges and universities, business, labor, and financial institutions.
- . The California Microelectronics Innovation and Computer Research Opportunities Program (MICRO) is a collaborative effort between the electronics industry, the University of California, and state government. A state appropriation matches, dollar for dollar, industry contributions to basic research in microelectronics at any UC campus.

Louisiana must seek a discrete, quantifiable return on its public investments, a return measurable by such traditional economic development criteria as job creation, new business formation, capital investment, revenue growth, personal income gains, and lowered rates of business failure. Vaughan examined Louisiana's economy and its opportunities for expansion, especially as they relate to high technology. He concluded that Louisiana's challenge is to structure programs that increase the state's ability to absorb and apply new technological developments within its borders. To this end, Louisiana needs to (1) create an environment that will draw more top flight academic people to the state's universities, (2) make it easier for these people to establish collaborative professional relationships with Louisiana-based companies, (3) attract more high quality graduate students to work with these people, and (4) make it easier and more attractive for these students to remain within Louisiana and help improve its economy as either scientists or entrepreneurs. Vaughan describes three programs which he believes would support the growth of a more active research and development partnership between the state's universities and businesses: (1) a Louisiana Innovation Partnership Program, (2) a Louisiana Technology Development Center Program, and (3) a Louisiana Technology Extension Service Program. A brief description of each of these programs follows.*

The Louisiana Innovation Partnership Program would be designed to:

- A. Stimulate additional research in areas of technology that are of strategic importance to the Louisiana economy.
- B. Attract—or retain—academic researchers of the first rank to the state's universities.

*For a more detailed discussion, see Roger J. Vaughan, An Economic Development Strategy for the State of Louisiana: Final Report, Appendix E "Research and Development Strategies for Louisiana", The Gallatin Institute, Washington, D.C., June 1983.

- C. Attract graduate students who may one day become either scientists or entrepreneurs within the Louisiana economy.
- D. Provide a stimulus to the development of new technology-based companies, products, or services within Louisiana.

To promote these ends, the state would provide matching grants to individual academic researchers performing applied research in areas that have the potential to lead to products of importance to Louisiana's economic development. The state would also provide, in selected cases, funds for graduate fellowships for individuals studying under researchers receiving multiyear project support. Eligible applicants would be required to secure in advance a conditional commitment of financial support from one or more Louisiana companies. This support would normally be provided in cash and would equal or exceed the amount requested from the state.

Vaughan suggests that the program be administered by a semiautonomous state agency. Within that agency, a policy board would be created to establish program policies and operational guidelines. The board would be comprised of an equal number of members from industry, state government, and the state's public and private universities. Final funding decisions would be made by the board, following an effective preselection of applicants made by academic review committees composed of members of the scientific community. To avoid a potential conflict of interest, an attempt would be made to secure the participation of reviewers from academic institutions outside Louisiana.

Suggested funding levels for the program are a maximum of \$2.5 million in year one, \$5 million in year two, and \$7.5 million in years three through five. According to Vaughan, it is unlikely that more than this amount could be efficiently or wisely expended. On the other hand, Vaughan suggests that expenditures be sufficiently large to assure that the program's impact is not trivial.

The Louisiana Technology Development Center Program would be designed to accelerate the formation of new companies in selected industries by providing them with low-cost space during the early stages of their development. Qualified entrepreneurs would be permitted to rent space at subsidized rates for up to three years in one of the available facilities. Each facility would be oriented to new companies within a single, broadly-defined technology, such as biotechnology or new materials.

The facilities would be owned by the state and could be administered by the same semiautonomous state agency sponsoring the Innovative Partnership Program described earlier. Rental charges to companies would be based on a sliding scale. Thus, in the first year, rent might be only 25 percent of fair market value. In the second and third years of occupancy, however, it would rise to 50 percent and 75 percent of fair market value. At the end of the third year, the occupant would be required to find space elsewhere. In the second and third years of occupancy, a royalty arrangement could be substituted for the cash payment of rent. The specific form of such agreements would be negotiated between interested entrepreneurs and the administering agency.

As mentioned above, the program could be administered by the same agency operating the Innovation Partnership Program. The policy board of that agency would be responsible for setting overall policy and operating guidelines for the facilities and for

setting or negotiating rents. Special review groups consisting of scientists, venture capitalists, and state officials would be created by the policy board to screen prospective occupants of each facility and to make recommendations regarding their entrepreneurial potential.

The construction or adaptive reuse of these facilities would be financed by a state bond issue. The precise magnitude of this bond issue could be determined only after (1) site selection is completed, (2) targeted technologies are selected, and (3) a decision is made concerning the number of firms to be housed at each facility. Ultimately, the program should attempt to become self-sustaining. To the greatest extent possible, operation and maintenance costs would be supported from rent and royalty payments.

The Louisiana Technology Extension Service is designed to (1) accelerate the application of technological innovation by Louisiana businesses by seeking new uses for innovation and (2) use the resources of the state's public and private universities to acquaint Louisiana businesses with the opportunities which exist to integrate these innovations into business operations. The ultimate aim of the Service is to assist the state's businesses to become more adept users of innovation. The program would not be a consulting service. Instead, the program would provide a means for intensive and systematic interaction between the state's system of public and private universities and new, small, and medium-sized firms. Manufacturing industries with substantial employment within the state would be emphasized over service activities.

Under the auspices of the Service, a series of forums, seminars, and workshops would be held to acquaint Louisiana businesses with recent technological innovations that could be used in their own business activities. Each forum, seminar, or workshop would be directed at a narrowly defined section of the state's business community. Public demonstration of new applications of technology would also be sponsored through the extension service. The program would focus on the technical needs of small and medium-sized businesses in selected traditional industries, emphasizing the uses of technical hardware such as microprocessors for general business purposes and the automation of production routines. The program would not be limited to responding to requests for assistance and information as they came in. Instead, it would actively promote its services within selected segments of the Louisiana business community.

Offices would be established throughout Louisiana. Requests for information on the applications of new industrial technology would be directed through these offices. A core staff of technical specialists would have substantial training in relatively broad areas of expertise, such as electrical or chemical engineering. A broader network of experts, with more specific technical skills, would be established throughout the state's university system. Their activities, including responses to requests for assistance, would be coordinated by the core staff.

No fees would be charged for services, although registration fees might be established for seminars. Estimated program costs would be \$150,000 in year one, rising to \$350,000 in year three and subsequent years. In considering the costs of this program, it is important to note that a somewhat similar program — Pennsylvania's PENNTAP — claims a ratio of benefits to cost of 16.2 to 1. In other words, for every dollar invested in PENNTAP since 1971, \$16.20 has been returned to the Pennsylvania economy via expenditures by users that directly result from PENNTAP activities. During calendar year 1981, the ratio of benefits to cost of PENNTAP was 29.8 to 1.

The Governor's Task Force on High Technology has issued interim reports which include a number of recommendations for action. One recommendation is that legislation be enacted establishing an investment tax credit incentive for the creation of Louisiana-based venture capital to serve the economic development needs of the state for emerging companies. The Louisiana Legislature responded to this recommendation during the 1983 Regular Session by enacting Act 642. Act 642 of 1983 provides for the establishment of the Louisiana Capital Companies Tax Credit Program. This program allows a tax credit to Louisiana capital companies in exchange for their investment in small and medium-sized Louisiana businesses. The Louisiana Capital Companies Tax Credit Program is commonly referred to as the Venture Capital Program.

A second task force recommendation is that the Department of Commerce be directed to develop a marketing strategy for recruiting high technology industry. As part of this campaign, the department would prepare a brochure highlighting the most attractive Louisiana university high technology offerings. Louisiana higher education has responded to a request from the academic action committee of the task force by supplying numerous materials related to higher education and high technology.

A third recommendation is that the Department of Commerce undertake a study to determine the best method for operating and establishing a state technology transfer entity to meet the needs of the universities in the state, as well as to serve as a bridge between industry and academia. Dr. B. L. Kedia, in his research project entitled, "Planning Grant for a Center for Technology Transfer in International Trade," addressed this issue and demonstrated that university-based innovation centers can be successful in technology transfer. Largely as a result of this planning grant, Gulf States Utilities and the Louisiana Department of Commerce provided financial support to establish the Louisiana Innovation Center at Louisiana State University. The goal of the Center, which began operating in the fall of 1983, is to assist inventors in getting their inventions to the marketplace.

The task force also recommended that the Board of Regents, in consultation with the colleges and universities, conduct a feasibility study on the establishment of an academic degree program in manufacturing/production technology. The Louisiana House and Senate approved Senate Concurrent Resolution No. 17 of the 1983 Regular Legislative Session requesting that the Board of Regents undertake such a study.

The Governor's Task Force on High Technology is continuing to examine ways in which Louisiana can encourage the growth of high technology. Louisiana higher education not only stands ready to assist state government and the private sector in attracting and retaining high technology in Louisiana, but also is eager to continue to meet its responsibility for producing graduates prepared to enter a technologically-oriented labor force.

RECOMMENDATIONS

The Board of Regents recommends that each higher education institution that offers degree programs in agriculture and natural resources or biology assess their offerings in an effort to identify ways in which these programs can be made more attractive to students.

The Board of Regents recommends that each institution of higher education examine its existing curricula in all fields to assure that each curriculum not only transmits knowledge but also equips students to utilize knowledge through critical thinking, problem-solving, and synthesis of diverse information.

The Board of Regents recommends that institutions of higher education continue their involvement in research activities which will add to the strength and diversity of Louisiana's economy, especially the wide use of the state's renewable natural resources.

The Board of Regents recommends that the state's institutions of higher education prepare themselves to participate in collaborative programs with business and industry when such programs hold promise for stimulating research and development and preparing Louisiana firms to use new technologies.

CHAPTER XIII

THE FUTURE AGENDA

As indicated elsewhere in this plan, the planning process is continuous. Even as this document is being adopted, issues not addressed here are emerging. Several issues can be identified now, and others will be identified as circumstances change.

Among those identifiable issues which the state must face in the years ahead are: (1) the effectiveness of the present structure of governance of the higher education system; (2) the inadequacy of training sites, particularly in New Orleans, for students in medicine, nursing, and allied health; (3) the difficulty of attracting and retaining qualified faculty to staff the numerous nursing programs offered by the colleges and universities; (4) the need to address faculty development in Louisiana's colleges and universities; (5) the role of a policy of selective admissions in improving the quality and efficiency of the higher education system; (6) the need to examine the teacher education curricula in Louisiana's colleges and universities; and (7) the need to improve academic libraries.

THE GOVERNANCE OF HIGHER EDUCATION

In 1974, the citizens of Louisiana adopted a new constitution. In doing so, the voters were given a choice between a multiboard system and a singleboard system to govern public higher education. The voters opted for the multiboard system. In 1985, ten years will have elapsed since the implementation of this structure of governance. During this ten-year period, the governance of Louisiana's higher education institutions has not been the subject of critical review. No one has sought answers to questions of the efficacy of the system in delivering to the people educational opportunities of the highest possible quality in the most efficient possible manner.

There are several examples of questions of governance which come readily to mind. First, there are four public two-year institutions in Louisiana. These institutions are governed by three separate management boards. In each instance, the responsibility of the management board is overwhelmingly directed to baccalaureate level institutions and/or professional schools. Would the development of the two-year institutions be enhanced by the creation of a community college board with governance responsibility for all two-year institutions and postsecondary vocational technical schools? Second, there are two public institutions located in central Louisiana: Northwestern State University and Louisiana State University at Alexandria. In addition, Northwestern operates a large nursing program in Shreveport, the site of the Louisiana State University Medical School and the Louisiana State University Hospital. Louisiana State University at Alexandria and the Louisiana State University Medical School and Hospital are governed by the Louisiana State University Board of Supervisors, while Northwestern is governed by the Board of Trustees for State Colleges and Universities. Would the educational services provided to the citizens of these areas of the state be better served if Northwestern State University were placed under the jurisdiction of the Louisiana State University Board of Supervisors? Third, there are two institutions, Bossier Parish Community College and St. Bernard Community College, which offer associate degrees in occupational studies and are operated by local school boards. Many of the credits

awarded by these institutions are accepted by colleges and universities. Would these institutions be more appropriately governed by a higher education board? Fourth, the Board of Regents and the Board of Elementary and Secondary Education are required to meet together at least twice each year to improve the coordination of education at all levels. Would the coordination and planning of higher education be improved by joint meetings between the Board of Regents and the higher education management boards?

These questions represent only a sample of the issues of governance of higher education in Louisiana which require careful study. The Board of Regents, therefore, proposes to acquire expert advice and seek the participation of all affected parties in seeking answers to these questions. If, after full and thorough investigation of the issues and after consultation with the higher education constituency and others, the Board deems it appropriate, it will suggest changes that will assure the people of the state an alignment of institutions and boards that best meets their needs for higher education.

CLINICAL TRAINING IN THE HEALTH PROFESSIONS

As noted earlier, a teaching hospital was established in Shreveport in 1976 under the control of the Louisiana State University Board of Supervisors. This hospital provides the primary setting in the Shreveport area for health care delivery to the indigent and for the clinical training of students in medicine and other health professions. In addition, the Louisiana State University Hospital provides a setting conducive to research in the health sciences and the delivery of health care services to all people of northwest Louisiana.

In New Orleans, the largest population center in Louisiana, the Louisiana State University Board of Supervisors governs schools of medicine, dentistry, allied health, and nursing, all of which operate without benefit of a teaching hospital. The Louisiana State University School of Medicine in New Orleans is the only university-based medical school in the south that does not operate a teaching hospital. The three primary purposes of a teaching hospital are (1) to maintain and replenish the supply of health care personnel by providing sites for clinical education, (2) to advance the knowledge base of contemporary medicine by providing the primary setting for clinical research and for initial applications of new diagnostic and treatment methods, and (3) to provide the essential backup and specialized support for community hospitals by offering regionalized tertiary care.

The decline in excellence of Charity Hospital in New Orleans in both medical care and education is well documented by the hospital's recent loss of accreditation by the Joint Commission on the Accreditation of Hospitals. It is evident that Charity Hospital does not provide the type of facility nor the quality of experience that will enable the LSU Medical Center in New Orleans to reach its full potential. Therefore, the Board of Regents supports the establishment of a university teaching hospital in New Orleans to be administered by the LSU Medical Center and to provide the level and quality of education, research, and patient care which characterize university hospitals nationally. In the course of developing the hospital, the LSU Medical Center should seek input from Tulane University. Recognition of the important role played in the greater New Orleans area by Tulane's School of Medicine and its teaching hospital will assure coordinated and well-planned improvements to medical education and health care in the metropolitan region.

ATTRACTING AND RETAINING FACULTY IN NURSING

Nationwide, there is a serious shortage of qualified faculty in nursing. In Louisiana, ten public institutions offer degree programs in nursing ranging in level from the associate to the master's. In addition, two new baccalaureate programs in nursing are planned. The growing number of programs in nursing exacerbates an already difficult situation. The problem of attracting and retaining qualified faculty in nursing is one of long standing. In an effort to alleviate the problem over the years, the Regents approved two master's degree programs in nursing and supported and administered the nurse stipend program that has provided financial support for current faculty to pursue advanced degrees. Since the inception of the stipend program, 149 awards have been made, and, by August, 1981, 87 recipients had earned their master's degrees. Through the Academic Common Market, Louisiana has access, at in-state tuition rates, to graduate level nursing programs in both Alabama and Texas. The ready availability of programs at the master's level combined with the nursing stipend program have effectively met the need for faculty trained at the master's level. The need persists, however, for faculty trained at the doctoral level. The Board of Regents recently contracted with experts in the field of nursing education to review two proposed doctoral degree programs. Both proposals were found lacking by the review committee and, consequently, were disapproved by the Regents. It is evident that expansion of nursing education at the graduate level must be preceded by serious study and careful planning. The Board of Regents pledges itself to conduct the necessary examination to resolve this issue satisfactorily.

FACULTY DEVELOPMENT

The concept of faculty development involves the full development of the faculty member, both as a professional and as a member of the academic community. Faculty development has always existed on our nation's campuses. Released time for research purposes, sabbatical leaves, workshops, etc., all fall within the broad concept of faculty development. A successful faculty development program can support a vigorous educational climate and provide to faculty members the fresh perspective necessary for the maintenance and development of innovative programs of high quality. Financial stringencies often inhibit programs of faculty development. Even though faculty development programs are directly related to instructional programs, many administrators see faculty development as an area for pruning when cuts are necessary.

There are many factors evident in the higher education community in Louisiana that support the need for conscious efforts in the area of faculty development. First, statewide, over 55 percent of the fulltime faculty are tenured. Many of these faculty members are 20 or more years from retirement. In the absence of effective programs of faculty development these young, tenured faculty members will tend to stagnate in their positions. Second, stabilizing and forecasted declines in enrollment will result in fewer new faculty being infused into the system. The lack of new faculty members with fresh ideas further underscores the need for faculty development. Third, it is projected that the characteristics of the student body will be altered in the future. Students will be older and more mature and possess a set of needs somewhat different from those of today's students, needs to which current faculty members must respond.

The factors cited above are indicative of the importance of addressing faculty development issues in Louisiana higher education. Time and resources permitting, the Board of Regents will establish a statewide task force to study the need for faculty development and propose the means whereby identified needs may be met. Among the possibilities to be explored is the expansion of the Conference of Louisiana Colleges and Universities to include faculty development activities that will bring together the faculties of our diverse institutions for the sharing of ideas, information, and experiences.

SELECTIVE ADMISSIONS

In The Master Plan for Higher Education in Louisiana published in 1978, the Board of Regents recommended that the LSU Board of Supervisors adopt a policy of selective admissions for LSU at Baton Rouge. The Regents also recommended that implementation of selective admissions policies at a limited number of other senior institutions in the state be considered by the management boards. In making this recommendation, the Board of Regents hoped to achieve a better student/program match resulting in improved quality and efficiency within the system. The Board cautioned against the adoption of selective admissions criteria which discriminated against individuals on the basis of age, race, sex, physical condition, religion, socioeconomic status, or ethnic background. The Board also urged caution to assure that geographic barriers to access to higher education would not result from implementation of selective admissions. The Regents' 1978 recommendation was not implemented.

With the entry of the Consent Decree in September, 1981, the state became obligated to "maintain its current open admissions policy for all public higher education institutions for a period of six years. . . ." In January, 1984, the Louisiana State University Board of Supervisors adopted an admissions requirement policy to be implemented at Louisiana State University and Agricultural and Mechanical College in fall, 1988. This action appears to be consistent with the requirements of the Consent Decree that is scheduled to terminate in December, 1987. The Board of Regents is committed to the timely and effective implementation of both the letter and the spirit of the Consent Decree. While the Regents are on record as favoring the implementation of a selective admissions policy at LSU, the Regents propose that, prior to the implementation of selective admissions at Louisiana State University or any other institution, a study be undertaken to determine the impact of such a policy on the long term commitments of the State of Louisiana as envisioned by the Consent Decree.

THE PREPARATION OF TEACHERS

The preparation of teachers for the elementary and secondary schools of Louisiana is one of the most important responsibilities of the colleges and universities of the state. Determining the appropriate content of teacher preparation programs and courses is a complex task which must be undertaken in an ever-changing environment. Furthermore, it is a task which must be shared by individuals involved in education at all levels as well as individuals not involved directly in the educational process.

The education of teachers has recently received scrutiny at both the national and state levels as a result of public concern over the quality of education provided by elementary and secondary schools.

According to a recent survey conducted by the National Center for Education Statistics (NCES), 94 per cent of the nation's schools, colleges, or departments of education (SCDE's) have implemented one or more measures to improve the quality of teacher candidates during the past five years. The majority of institutions which reported measures implemented for improvement to NCES reported (1) making the curriculum more rigorous and (2) raising criteria for entering teacher education programs. A smaller number of institutions reported efforts to improve program quality by (1) extending the program beyond four years, (2) increasing general studies requirements, (3) increasing student teaching requirements, and (4) increasing professional studies.

At the state level, several initiatives have been directed to improving the quality of teacher education programs. In September, 1981, the Board of Regents, at the urging of the legislature, reviewed all baccalaureate teacher education programs for the purpose of assessing both quality and need. During this review, the Regents terminated 30 baccalaureate programs in education. Also as a result of the programmatic review, the Regents recommended elevated standards for admission to teacher education programs.

The superintendent of education and the Board of Elementary and Secondary Education have also acted to improve the quality of teacher preparation in recent years. In response to a legislative mandate, use of the National Teacher Examinations (NTE) was begun in determining eligibility for certification. Bulletin 996, Standards for the Approval of Teacher Education Programs, was revised to include laymen in the approval process and to provide more objective criteria on which to judge a program's adequacy. Alternative routes to certification that enable non-education majors to enter the secondary classroom have also been established.

Notwithstanding the numerous initiatives undertaken to date, there remains a well-founded mood of public dissatisfaction with the inadequate supply of qualified teachers. Displeasure with the academic preparation of students graduating from the secondary schools is equally pervasive. Salient findings in two national studies have a particular relevance for Louisiana. The National Commission on Excellence in Education, in their report A Nation at Risk (1983), commented that many teachers are drawn from the lower quartile of high school graduates and college students. A report of the Carnegie Foundation for the Advancement of Teaching titled High School: A Report on Secondary Education in America (1983) noted that few students who complete teacher education programs possess the preparation necessary to effectively teach the subjects for which they are certified. Both reports stressed the need to address teacher shortages in the sciences and mathematics and to retain qualified teachers in the profession.

It would be appropriate for the Board of Regents and the Board of Elementary and Secondary Education to study jointly these and related issues. The Board of Regents is committed, therefore, to establish, no later than 1985, a joint task force with the Board of Elementary and Secondary Education to study the preparation of teachers and related matters.

IMPROVING ACADEMIC LIBRARIES

As an outgrowth of The Master Plan for Higher Education in Louisiana (1978), a Task Force on Academic Libraries was appointed to develop a state plan for the more effective use of library resources. The Task Force completed its plan in October, 1980. Since that time little has been done to implement the recommendations contained in the Library Master Plan. As we strive toward excellence in the eighties, it is imperative that steps be taken to assure that the problems faced by academic libraries are confronted and, to the extent possible, solved. Among the problems faced by academic libraries are collection inadequacies, absence of computerized lists of serials, underutilization of available technologies, overcrowded facilities, and staff inadequacies.

At least partial solutions to the problems cited above can be accomplished by increased funding for acquisitions and staffing at the institutional level, greater support for the Louisiana State Library as the administrative agency responsible for the continuing development of a Louisiana bibliographic data base, new and more effective cooperative arrangements between academic libraries, and an effective weeding policy for each library that could result in exchanges of weeded materials between libraries.

The Board of Regents pledges itself to support the improvement of Louisiana's academic libraries and to seek the involvement and support of the management boards, the public and independent institutions, and the State Library in doing so.

The issues cited above are all deserving of prompt attention. They represent, however, a demand for resources greater than are readily available. Therefore, the Board of Regents will address these issues as time, fiscal resources, and priorities dictate.

APPENDIX A

TABLE A

LOUISIANA POPULATION AGE COHORTS, 1970-1980 ACTUAL, 1985-2000 PROJECTED

	<u>0 - 14</u>		<u>15 - 19</u>		<u>20 - 24</u>		<u>25 - 44</u>		<u>45 - 64</u>		<u>Over 65</u>		<u>TOTAL</u>
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
1970	1,156,439	31.8	375,958	10.3	299,309	8.2	826,140	22.7	676,753	18.6	306,707	8.4	3,641,306
1975	1,084,832	28.6	407,490	10.7	360,192	9.5	904,335	23.8	697,895	18.4	343,325	9.0	3,798,069
1980	1,075,808	25.6	425,488	10.1	421,656	10.0	1,132,270	26.9	746,292	17.8	404,317	9.6	4,205,831
1985	1,145,639	25.2	380,999	8.4	437,517	9.6	1,374,488	30.2	771,170	17.0	438,690	9.6	4,548,503
1990	1,241,011	25.4	358,581	7.3	389,406	8.0	1,598,483	32.7	818,942	16.8	479,625	9.8	4,886,048
1995	1,310,834	25.2	383,067	7.3	371,153	7.1	1,707,099	32.8	929,593	17.8	509,441	9.8	5,211,187
2000	1,311,526	23.8	440,978	8.0	385,289	7.0	1,728,664	31.4	1,110,926	20.2	533,127	9.7	5,510,509

Source: 1970, 1975, and 1980 data compiled from Projections to the Year 2000 of Louisiana Population and Households, Harris A. Segal, Gordon A. Saussy, Fred M. Wrighton, Don C. Wilcox, Roger L. Burford, Division of Business and Economic Research, College of Business Administration, University of New Orleans, 1976.

1985, 1990, 1995, and 2000 data compiled from Interim Population Projections to 2000 for Louisiana and Its Planning Districts, Metropolitan Areas, and Parishes, Vincent Maruggi, Alice Kemp, and Raul Fletes, University of New Orleans, Division of Business and Economic Research and the Louisiana State Planning Office, 1982.

TABLE B

**TOTAL FALL HEADCOUNT ENROLLMENT IN LOUISIANA'S PUBLIC INSTITUTIONS
OF HIGHER EDUCATION 1972-1982, BY INSTITUTION**

	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Delgado	5,030	5,344	7,395	10,069	9,326	9,742	9,583	8,184	8,554	8,721	8,717
Grambling	3,888	3,627	3,571	3,958	4,051	3,895	3,639	3,285	3,549	3,928	3,970
LA Tech	7,724	7,784	7,928	8,811	9,013	8,971	9,239	9,274	9,979	10,905	11,055
McNeese	6,175	5,819	5,671	5,997	5,755	5,490	5,300	5,122	5,329	6,936	7,270
Nicholls	5,954	5,645	5,675	6,410	6,271	6,190	6,317	6,481	6,542	7,248	7,226
Northeast	8,861	9,034	9,216	9,718	9,143	9,098	8,872	9,175	10,037	11,300	11,075
Northwestern	6,384	6,261	6,290	6,598	6,439	6,216	5,894	6,056	5,919	6,722	6,443
Southeastern	5,981	6,129	6,288	7,071	6,972	7,073	7,200	7,367	7,707	8,989	9,530
Southwestern	11,436	11,454	11,572	12,351	12,859	13,277	12,988	13,311	13,851	15,471	15,702
LSU-A	1,077	1,123	1,147	1,261	1,506	1,647	1,537	1,288	1,408	1,529	1,713
LSU-BR	23,197	23,842	24,440	25,617	25,263	25,493	25,429	26,267	27,642	29,749	30,296
LSU-E	486	593	792	939	992	1,101	1,202	1,328	1,418	1,514	1,543
LSU Law Ctr.	*	*	*	*	*	*	771	857	861	871	804
LSU Med Ctr.	1,373	1,520	1,785	1,970	2,079	2,239	2,391	2,498	2,529	2,602	2,553
LSU-S	2,127	2,354	2,921	3,161	3,095	3,111	3,178	3,516	3,755	4,176	4,280
UNO	12,448	12,269	12,317	13,757	14,024	14,161	13,909	14,431	14,897	15,595	15,901
SU-BR	8,735	8,376	8,685	9,512	8,995	8,225	8,071	8,064	8,372	9,317	9,125
SU-NO	2,723	2,604	2,734	3,461	3,311	3,084	2,708	2,633	2,574	2,544	2,622
SUSBO	853	801	850	939	975	867	692	677	723	667	694
TOTAL	114,452	114,579	119,277	131,600	130,069	129,880	128,920	129,814	135,646	148,784	150,519

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

Source: ED (NCES) Form 2300-2.3, Fall Enrollment in Institutions of Higher Education.

TABLE B-1

**TOTAL FALL HEADCOUNT ENROLLMENT IN LOUISIANA'S PUBLIC
AND INDEPENDENT INSTITUTIONS OF HIGHER EDUCATION, 1983**

<u>Institution</u>	<u>Total #</u>
Delgado	8,339
Grambling	4,593
LA Tech	11,090
McNeese	7,947
Nicholls	7,445
Northeast	11,586
Northwestern	6,272
Southeastern	9,019
Southwestern	16,229
LSU-A	2,021
LSU-BR	29,863
LSU-E	1,543
LSU Law Ctr.	733
LSU Med. Ctr.	2,517
LSU-S	4,625
UNO	16,317
SU-BR	9,354
SU-NO	2,819
SUSBO	722
Public Total	153,034
Centenary	1,364
Dillard	1,142
LA College	1,038
Loyola	4,856
Holy Cross	746
St. Mary's	635
Tulane	10,397
Xavier	2,014
Private Total	22,192
GRAND TOTAL	175,226

Source: ED (NCES) Form 2300-2.3, Fall Enrollment in Institutions of Higher Education.

TABLE C

**BLACKS AS A PERCENTAGE OF TOTAL FALL HEADCOUNT ENROLLMENT IN
LOUISIANA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION, BY INSTITUTION,
1974, 1976, 1978, 1980, and 1982**

	<u>Total</u> <u>Enroll</u>	<u>1974</u> <u>#</u> <u>Black</u>	<u>%</u> <u>Black</u>	<u>Total</u> <u>Enroll</u>	<u>1976</u> <u>#</u> <u>Black</u>	<u>%</u> <u>Black</u>	<u>Total</u> <u>Enroll</u>	<u>1978</u> <u>#</u> <u>Black</u>	<u>%</u> <u>Black</u>	<u>Total</u> <u>Enroll</u>	<u>1980</u> <u>#</u> <u>Black</u>	<u>%</u> <u>Black</u>	<u>Total</u> <u>Enroll</u>	<u>1982</u> <u>#</u> <u>Black</u>	<u>%</u> <u>Black</u>
Delgado	7,395	1,343	18.2	9,326	3,473	37.2	9,583	3,438	35.9	8,554	3,299	38.6	8,717	3,112	35.7
Grambling	3,571	3,533	98.9	4,051	3,968	97.9	3,639	3,557	97.7	3,549	3,385	95.4	3,970	3,834	96.6
LA Tech	7,928	739	9.3	9,013	909	10.1	9,239	908	9.8	9,979	917	9.2	11,055	1,146	10.4
McNeese	5,671	607	10.7	5,755	816	14.2	5,300	710	13.4	5,329	737	13.8	7,270	1,107	15.2
Nicholls	5,675	528	9.3	6,271	730	11.6	6,317	855	13.5	6,542	884	13.5	7,226	965	13.4
Northeast	9,216	1,245	13.5	9,143	1,654	18.1	8,872	1,695	19.1	10,037	2,131	21.2	11,075	2,189	19.8
Northwestern	6,290	728	11.6	6,439	874	13.6	5,894	997	16.9	5,919	1,105	18.7	6,443	1,268	19.7
Southeastern	6,288	573	9.1	6,972	792	11.4	7,200	828	11.5	7,707	802	10.4	9,530	1,131	11.9
Southwestern	11,572	1,443	12.5	12,859	1,803	14.0	12,988	1,774	13.7	13,851	1,999	14.4	15,702	2,208	14.1
LSU-A	1,147	71	6.2	1,506	118	7.8	1,537	159	10.3	1,408	146	10.4	1,713	184	10.7
LSU-BR	24,440	758	3.1	25,263	944	3.7	25,429	1,175	4.6	27,642	1,600	5.8	30,296	1,911	6.3
LSU-E	792	87	11.0	992	124	12.5	1,202	124	10.3	1,418	222	15.7	1,543	242	15.7
LSU Law Ctr.	*	*	*	*	*	*	771	16	2.1	861	36	4.2	804	13	1.6
LSU Med. Ctr.	1,785	59	3.3	2,079	59	2.8	2,391	78	3.3	2,529	119	4.5	2,553	172	6.7
LSU-S	2,921	171	5.9	3,095	200	6.5	3,178	196	6.2	3,755	255	6.8	4,280	336	7.9
UNO	12,317	1,432	11.6	14,024	2,573	18.3	13,909	2,308	16.6	14,897	2,284	15.3	15,901	2,488	15.6
SU-BR	8,685	8,340	96.0	8,995	8,591	95.5	8,071	7,653	94.8	8,372	7,758	92.7	9,125	8,290	90.9
SU-NO	2,734	2,717	99.4	3,311	3,285	99.2	2,708	2,681	99.0	2,574	2,552	99.1	2,622	2,512	95.8
SUSBO	850	804	94.6	975	974	99.9	692	688	99.4	723	719	99.5	694	686	98.9
TOTAL	119,277	25,178	21.1	130,069	31,887	24.5	128,920	29,840	23.1	135,646	30,950	22.8	150,519	33,794	22.5

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

Source: ED (NCES) Form 2300-2.3, Fall Enrollment in Institutions of Higher Education.

TABLE D
TOTAL FALL HEADCOUNT ENROLLMENT IN LOUISIANA
PUBLIC HIGHER EDUCATION, 1972-1982,
BY PARTTIME/FULLTIME STATUS

	<u>Parttime</u>		<u>Fulltime</u>		<u>Total</u>
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
1972	26,232	22.92	88,220	77.08	114,452
1973	26,261	22.92	88,318	77.08	114,579
1974	30,952	25.95	88,325	74.05	119,277
1975	35,189	26.74	96,411	73.26	131,600
1976	34,910	26.84	95,159	73.16	130,069
1977	32,717	25.19	97,163	74.81	129,880
1978	35,363	27.43	93,557	72.57	128,920
1979	35,128	27.06	94,686	72.94	129,814
1980	37,601	27.72	98,045	72.28	135,646
1981	47,388	31.85	101,396	68.15	148,784
1982	48,678	32.34	101,841	67.66	150,519

Source: ED (NCES) Form 2300-2.3, Fall Enrollment in Institutions of Higher Education.

TABLE E

**TOTAL DEGREES CONFERRED BY LOUISIANA'S PUBLIC INSTITUTIONS OF
HIGHER EDUCATION 1972-73 THROUGH 1981-82, BY LEVEL**

DEGREE LEVEL	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>9 Year Change</u>	
											<u>#</u>	<u>%</u>
Associate	475	864	1,077	1,650	1,690	1,921	1,899	1,861	1,948	2,053	1,578	332.2
Bachelors	12,781	13,441	13,465	13,405	12,870	12,606	12,171	12,186	12,320	12,615	(166)	(1.3)
Masters	3,254	3,405	3,418	3,567	3,644	3,490	3,199	3,267	3,043	3,041	(213)	(6.5)
Professional	426	489	555	552	627	587	654	739	663	747	321	75.4
Doctorate	229	263	250	204	201	208	213	210	180	181	(48)	(21.0)
TOTAL	17,165	18,462	18,765	19,378	19,032	18,812	18,136	18,263	18,154	18,637	1,472	8.6

Source: ED (NCES) Form 2300-2.1, Degrees and Other Formal Awards Conferred Between July 1 and June 30.

TABLE F**DEGREES EARNED IN TEN DISCIPLINES AT LOUISIANA PUBLIC
INSTITUTIONS OF HIGHER EDUCATION, BY LEVEL 1977 and 1982**

<u>Discipline</u>	<u>1977 (Rank Ordered)*</u>			<u>Under</u>	<u>1982</u>		<u>% Change</u>
	<u>Under</u>	<u>Grad</u>	<u>Total</u>		<u>Grad</u>	<u>Total</u>	
Education	3,143	2,326	5,469	1,697	1,649	3,346	(38.8)
Bus./Mgt.	2,440	239	2,679	3,242	424	3,666	36.8
Health Prof.	1,111	378	1,489	1,014	520	1,534	3.0
Soc. Sci.	895	118	1,013	626	99	725	(28.4)
Engineering	787	95	882	1,547	130	1,677	90.1
Biol. Sci.	520	139	659	397	137	534	(19.0)
Agri./Nat. Res.	531	65	596	394	62	456	(23.5)
Pub. Affrs./Serv.	337	134	471	250	110	360	(23.6)
Health Serv./Paramed.	461	N/A	461	423	N/A	423	(8.2)
Bus./Comm. Tech	446	N/A	446	561	N/A	561	25.8
TOTAL	10,671	3,494	14,165	10,151	3,131	13,282	(6.2)

*Does not include interdisciplinary studies.

Source: ED (NCES) Form 2300-2.1, Degrees and Other Formal Awards Conferred Between July 1 and June 30.

TABLE G**DEGREES AT ALL LEVELS EARNED BY BLACKS IN TEN DISCIPLINES
AT LOUISIANA PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1982**

<u>Discipline (Rank Ordered)</u>	<u># of Degrees Earned by Blacks</u>	<u>% of Total Degrees Earned by Blacks</u>	<u>% of Total Degrees Earned in Discipline</u>
Education	818	24.6	24.5
Bus./Mgt.	722	21.7	19.7
Bus./Comm. Tech.	176	5.3	31.4
Pub. Affrs./Serv.	160	4.8	44.4
Engineering	153	4.6	9.1
Soc. Sci.	150	4.5	20.7
Health Prof.	132	4.0	8.6
Computer & Infor. Sci.	119	3.6	31.9
Public Services Tech.	100	3.0	62.1
Communications	99	3.0	28.6
TOTAL	2,629	79.1	20.6

Source: ED (NCES) Form 2300-2.1, Degrees and Other Formal Awards Conferred
Between July 1 and June 30.

TABLE H
**FULLTIME INSTRUCTIONAL FACULTY IN LOUISIANA'S PUBLIC INSTITUTIONS OF
HIGHER EDUCATION BY INSTITUTIONS, BY SEX, 1974-1982**

	<u>1974</u>		<u>1975</u>		<u>1976</u>		<u>1977</u>		<u>1978</u>		<u>1979</u>		<u>1980</u>		<u>1981</u>		<u>1982</u>	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Delgado	94	25	94	28	152	53	185	102	131	49	118	42	107	47	104	55	99	54
Grambling	127	83	136	79	117	86	112	80	104	76	118	77	107	79	114	76	114	74
LA Tech	284	93	270	90	257	79	269	91	274	96	290	94	290	100	293	113	311	105
McNeese	166	44	166	46	161	51	174	64	162	56	166	55	157	56	164	59	201	76
Nicholls	132	60	140	60	136	69	141	71	140	80	142	87	156	102	149	97	163	104
Northeast	237	88	238	100	249	105	230	96	219	100	221	99	224	108	236	115	246	134
Northwestern	127	91	154	113	135	109	146	114	134	99	133	103	131	109	133	106	125	116
Southeastern	169	61	173	71	166	74	172	71	172	72	174	72	179	88	180	91	188	91
Southwestern	341	136	344	123	350	121	363	134	361	142	367	153	362	156	371	176	376	179
LSU-A	34	27	34	29	38	34	41	34	43	33	37	32	35	30	36	30	41	32
LSU-BR	732	192	748	194	760	189	781	205	747	201	848	221	856	232	876	251	881	252
LSU-E	20	14	19	13	23	11	28	13	31	14	24	16	32	15	34	17	35	14
LSU Law Ctr.	*	*	*	*	*	*	*	*	27	1	29	2	29	2	26	1	24	3
LSU Med. Ctr.	61	42	77	67	83	66	84	80	87	101	95	95	108	115	109	121	106	127
LSU-S	73	32	75	36	74	33	80	33	82	33	81	34	85	34	89	34	97	35
UNO	320	84	314	88	327	103	335	113	340	100	356	103	340	116	354	124	377	134
SU-BR	236	188	252	190	278	214	280	215	277	216	267	208	274	207	278	221	276	214
SU-NO	66	33	63	30	64	40	65	46	64	47	59	36	59	39	59	39	65	35
SUSBO	22	23	21	20	20	21	27	24	26	24	24	23	23	24	21	25	18	23
TOTAL	3,241	1,316	3,318	1,377	3,390	1,458	3,513	1,586	3,421	1,540	3,549	1,552	3,554	1,659	3,626	1,751	3,743	1,802

*Prior to 1978 LSU law faculty were employed at LSU-BR.

Source: ED (NCES) Form 2300-3, Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty.

TABLE I

**FULLTIME INSTRUCTIONAL FACULTY IN LOUISIANA PUBLIC
INSTITUTIONS OF HIGHER EDUCATION, BY RACE, 1975 AND 1982**

<u>Institution</u>	<u>% Black</u>	<u>1975</u> <u>% White</u>	<u>% Other</u>	<u>% Black</u>	<u>1982</u> <u>% White</u>	<u>% Other</u>
Delgado	8.3	87.9	3.8	7.5	86.9	5.6
Grambling	74.2	24.0	1.8	81.7	10.5	7.8
LA Tech	1.2	98.2	0.6	1.8	96.9	1.3
McNeese	0.5	98.2	1.3	1.7	97.5	0.8
Nicholls	2.0	95.0	3.0	2.3	96.5	1.2
Northeast	3.4	95.5	1.1	3.2	95.0	1.8
Northwestern	1.3	96.0	2.7	0.0	96.4	3.6
Southeastern	1.5	98.2	0.3	2.8	95.8	1.4
Southwestern	1.7	97.4	0.9	2.9	92.1	5.0
LSU-A	1.5	98.5	0.0	1.4	95.8	2.8
LSU-BR	2.4	95.7	1.9	1.7	92.7	5.6
LSU-E	2.7	97.3	0.0	0.0	93.5	6.5
LSU Law Ctr.	*	*	*	2.0	90.0	8.0
LSU Med. Ctr.	1.7	95.4	2.9	3.2	89.7	7.1
LSU-S	0.9	97.3	1.8	4.5	95.5	0.0
UNO	2.0	94.3	3.7	3.0	92.9	4.1
SU-BR	84.4	11.6	4.0	78.6	12.5	8.9
SU-NO	67.0	18.1	14.9	64.6	25.3	10.1
SUSBO	87.2	12.8	0.0	88.6	11.4	0.0
TOTAL	15.7	82.0	2.3	12.6	82.6	4.8

*Included in LSU-BR.

Source: EEOC Form 221, Higher Education Staff Information (EEO-6).

TABLE J

**FULLTIME INSTRUCTIONAL FACULTY WITH TENURE IN LOUISIANA'S
PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1974-1982**

	<u>1974</u>		<u>1975</u>		<u>1976</u>		<u>1977</u>		<u>1978</u>		<u>1979</u>		<u>1980</u>		<u>1981</u>		<u>1982</u>	
	<u>Total</u> <u>Faculty</u>	<u>%</u> <u>Ten.</u>	<u>Total</u> <u>Faculty</u>	<u>%</u> <u>Ten.</u>	<u>Total</u> <u>Faculty</u>	<u>%</u> <u>Ten.</u>	<u>Total</u> <u>Faculty</u>	<u>%</u> <u>Ten.</u>	<u>Total</u> <u>Faculty</u>	<u>%</u> <u>Ten.</u>	<u>Total</u> <u>Faculty</u>	<u>%</u> <u>Ten.</u>	<u>Total</u> <u>Faculty</u>	<u>%</u> <u>Ten.</u>	<u>Total</u> <u>Faculty</u>	<u>%</u> <u>Ten.</u>	<u>Total</u> <u>Faculty</u>	<u>%</u> <u>Ten.</u>
Delgado	119	72.3	122	69.7	205	49.3	287	44.6	180	46.7	160	46.3	154	42.2	159	36.5	153	36.6
Grambling	210	69.5	215	74.9	203	72.4	192	71.9	180	69.4	195	79.0	186	71.0	190	71.6	188	68.6
LA Tech	377	87.3	360	76.7	336	71.2	360	66.7	370	67.6	384	68.0	390	63.6	406	61.6	416	70.0
McNeese	210	73.8	212	66.0	212	72.2	238	64.7	218	65.6	221	62.4	213	63.8	223	60.5	277	57.4
Nicholls	192	53.7	200	59.0	205	61.0	212	63.7	220	61.4	229	62.5	258	62.8	246	64.2	267	60.3
Northeast	325	54.5	338	57.1	354	57.1	326	62.9	319	63.9	320	60.9	332	64.4	351	58.1	380	54.0
Northwestern	218	62.8	267	61.1	244	64.8	260	66.1	233	68.2	236	76.3	240	70.0	239	69.0	241	67.6
Southeastern	230	64.8	244	66.0	240	67.1	243	71.2	244	68.8	246	72.8	267	67.0	271	68.3	279	71.0
Southwestern	477	61.6	467	64.0	471	67.9	497	65.6	503	65.2	520	63.1	518	57.9	547	54.3	555	50.5
LSU-A	61	21.3	63	27.0	72	29.2	75	36.0	76	46.0	69	52.2	65	69.2	66	66.7	73	63.0
LSU-BR	924	52.6	942	54.4	949	53.6	986	54.2	948	57.1	1,069	51.8	1,088	50.0	1,127	49.2	1,133	49.6
LSU-E	34	14.7	32	12.5	34	14.7	41	36.6	45	22.2	40	25.0	47	25.5	51	25.5	49	28.6
LSU Law Ctr.	*	*	*	*	*	*	*	*	28	78.6	31	80.7	31	90.3	27	88.9	27	77.8
LSU Med. Ctr.	103	28.2	144	22.2	149	28.2	164	39.0	188	30.3	190	33.2	223	32.7	230	34.8	233	40.0
LSU-S	105	26.7	111	26.1	107	28.0	113	39.8	115	50.0	115	56.5	119	61.3	123	56.1	132	56.1
UNO	404	48.5	402	53.2	430	51.9	448	51.3	440	51.6	459	49.5	456	51.6	478	51.5	511	48.5
SU-BR	424	71.2	442	72.0	492	76.2	495	67.9	493	74.2	475	72.6	481	74.4	499	67.5	490	70.4
SU-NO	99	63.6	93	82.8	104	80.8	111	69.4	111	64.0	95	74.7	98	73.5	98	74.5	100	72.0
SUSBO	45	N/A	41	53.7	41	48.8	51	47.1	50	44.0	47	53.0	47	55.3	46	58.7	41	61.0
TOTAL	4,557	59.8¹	4,695	60.1	4,848	60.3	5,099	59.2	4,961	60.1	5,101	60.4	5,213	58.9	5,377	56.8	5,545	56.5

*Prior to 1978 LSU law faculty were employed at LSU-BR.

¹Does not include SUSBO.

Source: ED (NCES) Form 2300-3, Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty.

TABLE K

**APPLICATION OF SOUTHERN REGIONAL EDUCATION BOARD INSTITUTIONAL
CLASSIFICATION SYSTEM TO LOUISIANA PUBLIC INSTITUTIONS OF HIGHER EDUCATION***

Category/ Institution	Degree Level	Degree Programs Offered in Various Program Fields, by HEGIS Discipline	HEGIS Number	79-80	DEGREES CONFERRED		
					80-81	81-82	Average for 3 Years**
<u>DOCTORAL I</u>							
LSU-BR	Doct.	Agriculture and Natural Resources	01	16	12	12	13
	Doct.	Biological Sciences	04	15	14	16	15
	Doct.	Business and Management	05	9	5	8	7
	Doct.	Education	08	28	25	29	27
	Doct.	Engineering	09	5	8	7	7
	Doct.	Fine and Applied Arts	10	2	5	1	3
	Doct.	Foreign Languages	11	4	3	3	3
	Doct.	Health Professions	12	0	2	0	1
	Doct.	Letters	15	17	14	5	12
	Doct.	Mathematics	17	2	1	2	2
	Doct.	Physical Sciences	19	10	8	16	11
	Doct.	Psychology	20	15	18	10	14
	Doct.	Social Sciences	22	16	6	12	11
Total		13		139	121	121	127
<u>DOCTORAL II</u>		NONE					
<u>DOCTORAL III</u>							
LA Tech	Doct.	Business and Management	05	8	4	4	5
	Doct.	Engineering	09	1	0	2	1
TOTAL		2		9	4	6	6

*Since the SREB classification is based on the level, number, and disciplines of degrees conferred as identified by the original Classification of Instructional Programs, the disciplines and the three years of data reflect the most recent information prior to the revision of the Classification of Instructional Programs.

**The total for the average degrees conferred over the three year period and the average of the three year total may not agree due to rounding.

Source: ED (NCES) Form 2300-2.1, Degrees and Other Formal Awards Conferred Between July 1 and June 30.

TABLE K - CONTINUED

Category/ Institution	Degree Level	Degree Programs Offered in Various Program Fields, by HEGIS Discipline	HEGIS Number	DEGREES CONFERRED			
				79-80	80-81	81-82	Average for 3 Years**
Northeast Total	Doct.	Health Professions 1	12	<u>3</u> 3	<u>1</u> 1	<u>1</u> 1	<u>2</u> 2
Northwestern Total	Doct.	Education 1	08	<u>8</u> 8	<u>9</u> 9	<u>8</u> 8	<u>8</u> 8
Southwestern	Doct.	Biological Sciences	04	0	1	0	0
	Doct.	Computer and Information Sciences	07	1	3	3	2
	Doct.	Letters	15	4	1	1	2
	Doct.	Mathematics	17	<u>1</u> 6	<u>0</u> 5	<u>1</u> 5	<u>1</u> 5
Total		4					
UNO	Doct.	Education	08	9	12	17	13
	Doct.	Physical Sciences	19	8	8	5	7
	Doct.	Psychology	20	0	0	0	0
	Doct.	Social Sciences	22	<u>0</u> 17	<u>1</u> 21	<u>0</u> 22	<u>0</u> 20
Total		4					
<u>MASTERS I</u>		NONE					
<u>MASTERS II</u>							
Grambling	Mast.	Education	08	49	78	57	61
Total	Mast.	Public Affairs and Services 2	21	<u>0</u> 49	<u>0</u> 78	<u>0</u> 57	<u>0</u> 61
McNeese	Mast.	Biological Sciences	04	10	8	9	9
	Mast.	Business and Management	05	3	10	12	8
	Mast.	Education	08	152	132	150	145
	Mast.	Engineering	09	0	3	2	2
	Mast.	Fine and Applied Arts	10	1	1	0	1
	Mast.	Letters	15	10	7	5	7
	Mast.	Mathematics	17	1	1	3	2

TABLE K - CONTINUED

Category/ Institution	Degree Level	Degree Programs Offered in Various Program Fields, by HEGIS Discipline	HEGIS Number	DEGREES CONFERRED			
				79-80	80-81	81-82	Average for 3 Years**
McNeese Cont.	Mast.	Physical Sciences	19	0	0	2	1
	Mast.	Psychology	20	0	0	0	0
Total		9		177	162	183	174
Nicholls	Mast.	Business and Management	05	13	3	9	8
	Mast.	Education	08	88	89	76	84
	Mast.	Mathematics	17	2	1	0	1
Total		3		103	93	85	94
Southeastern	Mast.	Biological Sciences	04	7	7	3	6
	Mast.	Business and Management	05	21	15	29	22
	Mast.	Education	08	149	135	130	138
	Mast.	Fine and Applied Arts	10	4	3	2	3
	Mast.	Letters	15	3	2	9	5
	Mast.	Social Sciences	22	3	7	3	4
Total		6		187	169	176	177
LSU-S	Mast.	Business and Management	05	0	10	7	6
	Mast.	Education	08	34	38	38	37
Total		2		34	48	45	43
SU-BR	Mast.	Biological Sciences	04	0	0	3	1
	Mast.	Education	08	278	184	214	225
	Mast.	Mathematics	17	3	5	5	4
	Mast.	Physical Sciences	19	0	2	3	2
	Mast.	Public Affairs and Services	21	3	3	3	3
	Mast.	Social Sciences	22	0	4	4	3
Total		6		284	198	232	238
<u>BACCALAUREATE</u>							
SU-NO	Bach.	Biological Sciences	04	11	7	6	8
	Bach.	Business and Management	05	121	145	114	127

TABLE K - CONTINUED

<u>Category/ Institution</u>	<u>Degree Level</u>	<u>Degree Programs Offered in Various Program Fields, by HEGIS Discipline</u>	<u>HEGIS Number</u>	<u>DEGREES CONFERRED</u>			
				<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>Average for 3 Years**</u>
SU-NO Cont.	Bach.	Education	08	107	55	27	63
	Bach.	Fine and Applied Arts	10	5	1	1	2
	Bach.	Foreign Languages	11	0	0	0	0
	Bach.	Health Professions	12	0	0	5	2
	Bach.	Letters	15	1	0	3	1
	Bach.	Mathematics	17	2	2	2	2
	Bach.	Physical Sciences	19	0	0	1	0
	Bach.	Psychology	20	10	4	11	8
	Bach.	Public Affairs and Services	21	28	37	22	29
	Bach.	Social Sciences	22	15	9	13	12
Total		12		300	260	205	255
<u>TWO-YEAR</u>							
Delgado	Assoc.	Business and Commerce Tech.	50	193	167	215	192
	Assoc.	Data Processing Tech.	51	49	62	60	57
	Assoc.	Health Services and Paramed. Tech.	52	73	86	69	76
	Assoc.	Mechanical and Engineering Tech.	53	199	146	193	179
	Assoc.	Natural Sciences Tech.	54	23	23	19	22
	Assoc.	Public Service Related Tech.	55	78	66	53	66
	Assoc.	General Studies Tech.	56	20	9	22	17
Total		7		635	559	631	608
LSU-A	Assoc.	Business and Commerce Tech.	50	6	3	3	4
	Assoc.	Data Processing Tech.	51	0	1	3	1
	Assoc.	Health Services and Paramed. Tech.	52	104	109	45	86
	Assoc.	Natural Sciences Tech.	54	0	3	2	2
	Assoc.	Public Service Related Tech.	55	0	0	0	0
	Assoc.	General Studies Tech.	56	10	15	7	11
Total		6		120	131	60	104
LSU-E	Assoc.	Business and Commerce Tech.	50	22	21	20	21
	Assoc.	Data Processing Tech.	51	0	0	0	0

TABLE K - CONTINUED

<u>Category/ Institution</u>	<u>Degree Level</u>	<u>Degree Programs Offered in Various Program Fields, by HEGIS Discipline</u>	<u>HEGIS Number</u>	<u>DEGREES CONFERRED</u>			
				<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>Average for 3 Years**</u>
LSU-E Cont.	Assoc.	Health Services and Paramed. Tech.	52	46	30	36	37
	Assoc.	Mechanical and Engineering Tech.	53	1	1	3	2
	Assoc.	Public Service Related Tech.	55	8	9	11	9
	Assoc.	General Studies Tech.	56	29	36	38	34
Total		6		106	97	108	104
SUSBO	Assoc.	Business and Commerce Tech.	50	11	15	9	12
	Assoc.	Health Services and Paramed. Tech.	52	3	2	4	3
	Assoc.	Mechanical and Engineering Tech.	53	0	0	0	0
	Assoc.	Natural Sciences Tech.	54	15	9	14	13
	Assoc.	Public Service Related Tech.	55	2	3	5	3
	Assoc.	General Studies Tech.	56	0	13	12	8
Total		6		31	42	45	39
<u>SPECIALIZED</u>							
LSU Law Ctr.	Prof.	Law	14	257	172	252	227
Total		1		257	172	252	227
LSU Med. Ctr.	Prof.	Health Professions	12	360	344	350	351
Total		1		360	344	350	351

TABLE L
GENERAL EDUCATION REQUIREMENTS
TWO-YEAR PUBLIC INSTITUTIONS

<u>Institution (Number of Colleges*)</u>	<u>Comprehensive, Institution-Wide General Education Requirements</u>	<u>Non-Comprehensive, Institution-Wide General Education Requirements</u>	<u>Comprehensive, College-Wide General Education Requirements (Number of Colleges)</u>	<u>Non-Comprehensive, College-Wide General Education Requirements (Number of Colleges)</u>	<u>Colleges Without Designated General Education Requirements (Number of Colleges)</u>
Louisiana State University at Alexandria (4 Divisions)	NO	NO	NO	NO	X (All Divisions)
Louisiana State University at Eunice (4 Divisions)	NO	NO	NO	NO	X (All Divisions)
Southern University at Shreveport/Bossier City (4 Divisions)	NO	NO	NO	NO	X (All Divisions)
Delgado Community College (No Separate Colleges)	NO	NO	NO	NO	X

*The term **Colleges** is used to refer to all undergraduate, degree-granting "Colleges," "Schools," or "Divisions" within a particular institution (for example, the School of Music at LSU-BR or the Division of Social Sciences at SU-NO).

Source: Institutional Catalogs. Information verified by each campus.

TABLE L - CONTINUED
FOUR-YEAR PUBLIC INSTITUTIONS

Institution (Number of Colleges*)	Comprehensive, Institution-Wide General Education Requirements	Non-Comprehensive, Institution-Wide General Education Requirements	Comprehensive, College-Wide General Education Requirements (Number of Colleges)	Non-Comprehensive, College-Wide General Education Requirements (Number of Colleges)	Colleges Without Designated General Education Requirements (Number of Colleges)
Louisiana State University at Baton Rouge (9 Colleges)	NO	NO	X (1)	X (2)	X (6)
Louisiana State University at Shreveport (5 Colleges)	NO	X (All Colleges)	N/A	N/A	N/A
University of New Orleans (5 Colleges)	NO	NO	X (1)	X (4)	NO
McNeese State University (5 Colleges)	NO	NO	NO	X (2)	X (3)
Nicholls State University (5 Colleges)	NO	X (All Colleges)**	N/A	N/A	N/A
Northeast Louisiana University (5 Colleges)	NO	NO	NO	X (2)	X (3)
Northwestern State University (6 Colleges and Universities)	NO	X (All Colleges)**	N/A	N/A	N/A
Southeastern Louisiana University (6 Colleges and Schools)	NO	NO	NO	X (All Colleges)	NO
University of Southwestern Louisiana (8 Colleges)	NO	NO	NO	X (2)	X (6)
Southern University at Baton Rouge (7 Colleges)	NO	NO	X (2)	X (3)	X (2)
Southern University at New Orleans (5 Divisions)	NO	NO	X (4)	X (1)	NO
Grambling State University (5 Colleges)	NO	X (All Colleges)***	N/A	N/A	N/A
Louisiana Tech University (6 Colleges)	NO	NO	NO	X (3)****	X (3)

*The term Colleges is used to refer to all undergraduate, degree-granting "Colleges," "Schools," or "Divisions" within a particular institution (for example, the School of Music at LSU-BR or the Division of Social Sciences at SU-NO).

**The College of Liberal Arts at Nicholls State and the College of Arts and Sciences at Northwestern have additional requirements which constitute a comprehensive general education.

***The Institution-Wide General Education Requirement at GSU is designed as a required 26 credit hour Freshman-year curriculum and first semester sophomore curriculum.

****The College-Wide General Education Requirements at La. Tech are designed as required, Freshman-year curricula.

TABLE L - CONTINUED

ALL PRIVATE INSTITUTIONS

<u>Institution (Number of Colleges*)</u>	<u>Comprehensive, Institution-Wide General Education Requirements</u>	<u>Non-Comprehensive, Institution-Wide General Education Requirements</u>	<u>Comprehensive, College-Wide General Education Requirements (Number of Colleges)</u>	<u>Non-Comprehensive, College-Wide General Education Requirements (Number of Colleges)</u>	<u>Colleges Without Designated General Education Requirements (Number of Colleges)</u>
Centenary College (No Separate Colleges)	NO	X	N/A	N/A	N/A
Dillard University (5 Colleges)	NO	X (All Colleges)	N/A	N/A	N/A
Louisiana College (No Separate Colleges)	X	NO	N/A	N/A	N/A
Loyola University (4 Colleges)	NO	NO	NO	X (All Colleges)	NO
Our Lady of Holy Cross College (5 Colleges)	NO	X (All Colleges)	N/A	N/A	N/A
St. Mary's Dominican College	NO	X	N/A	N/A	N/A
Tulane University (5 Colleges)	NO	NO	X (3)	NO	X** (2)
Xavier University (2 Colleges)	X (All Colleges)	NO	N/A	N/A	N/A

*The term Colleges is used to refer to all undergraduate, degree-granting "Colleges," "Schools," or "Divisions" within a particular institution (for example, the School of Music at LSU-BR or the Division of Social Sciences at SU-NO).

**The two colleges which do not stipulate General Education Requirements are professional schools in Engineering and Architecture.

TABLE M**1982-83 AVERAGE SALARY AND STUDENT: EMPLOYEE RATIO DATA**

	<u>FTE Employees</u>	<u>Salaries and Related Benefits*</u>	<u>FTE Students: FTE Total Employees</u>
Delgado	555	\$ 21,062	9.90:1
Grambling	585	21,520	6.63:1
LA Tech	1,032	25,166	9.72:1
McNeese	681	20,109	8.77:1
Nicholls	637	23,898	9.72:1
Northeast	1,063	21,704	8.65:1
Northwestern	675	22,097	6.65:1
Southeastern	799	22,573	9.63:1
Southwestern	1,217	24,332	11.16:1
SU-BR	1,096	22,814	7.56:1
SU-NO	282	19,982	7.43:1
SUSBO	99	20,607	6.27:1
LSU-A	158	22,416	7.74:1
LSU-BR	3,688	20,713	6.91:1
LSU-E	126	20,937	6.67:1
LSU-S	329	23,512	8.33:1
UNO	1,393	22,168	7.70:1
Law Ctr.	106	37,267	9.33:1
TOTAL STATE	14,521	\$ 22,217	8.23:1

*Average salary and benefits of "typical" employee.

TABLE N

LOUISIANA STATE UNIVERSITY AGRICULTURAL EXPERIMENT STATIONS

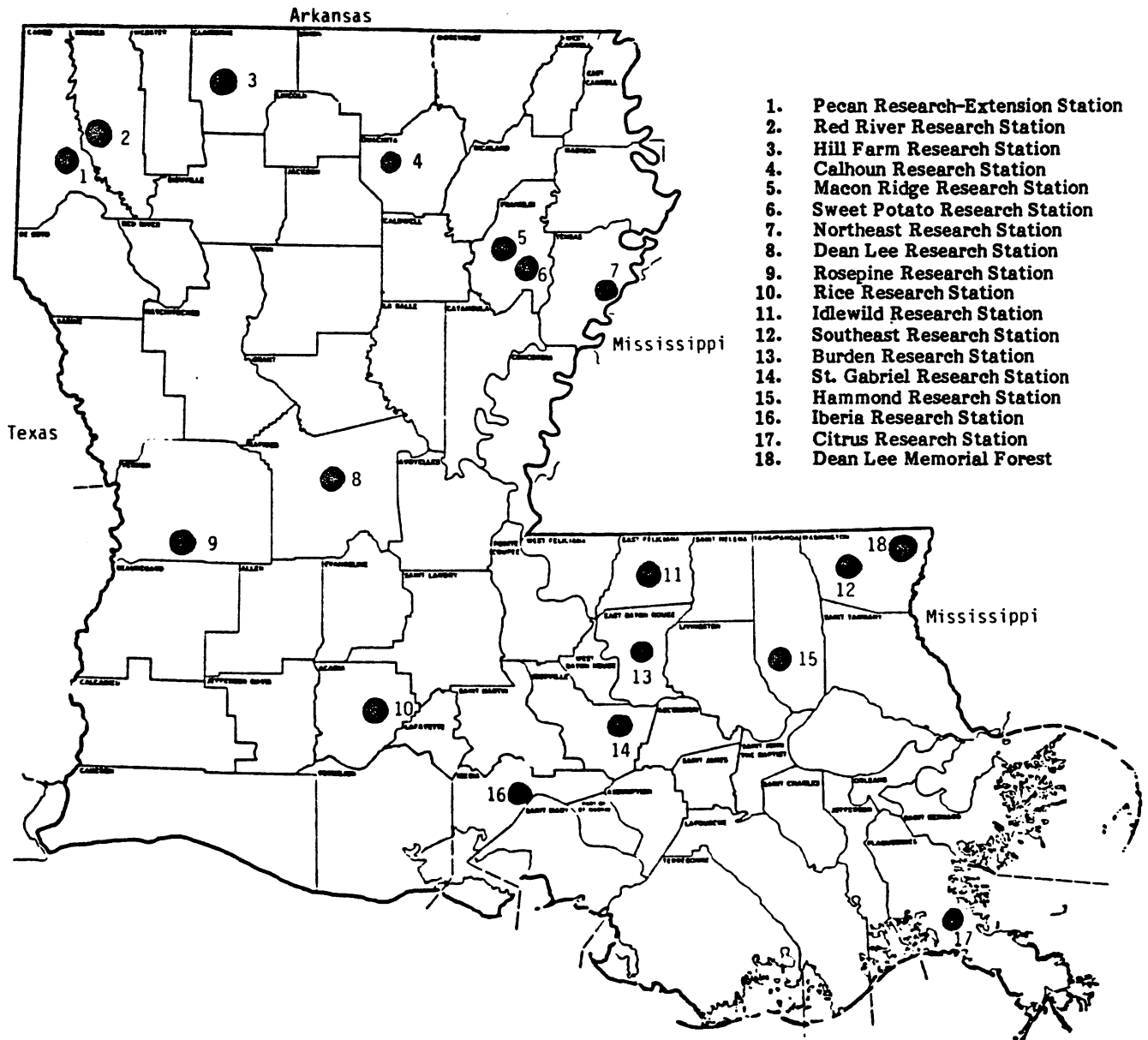
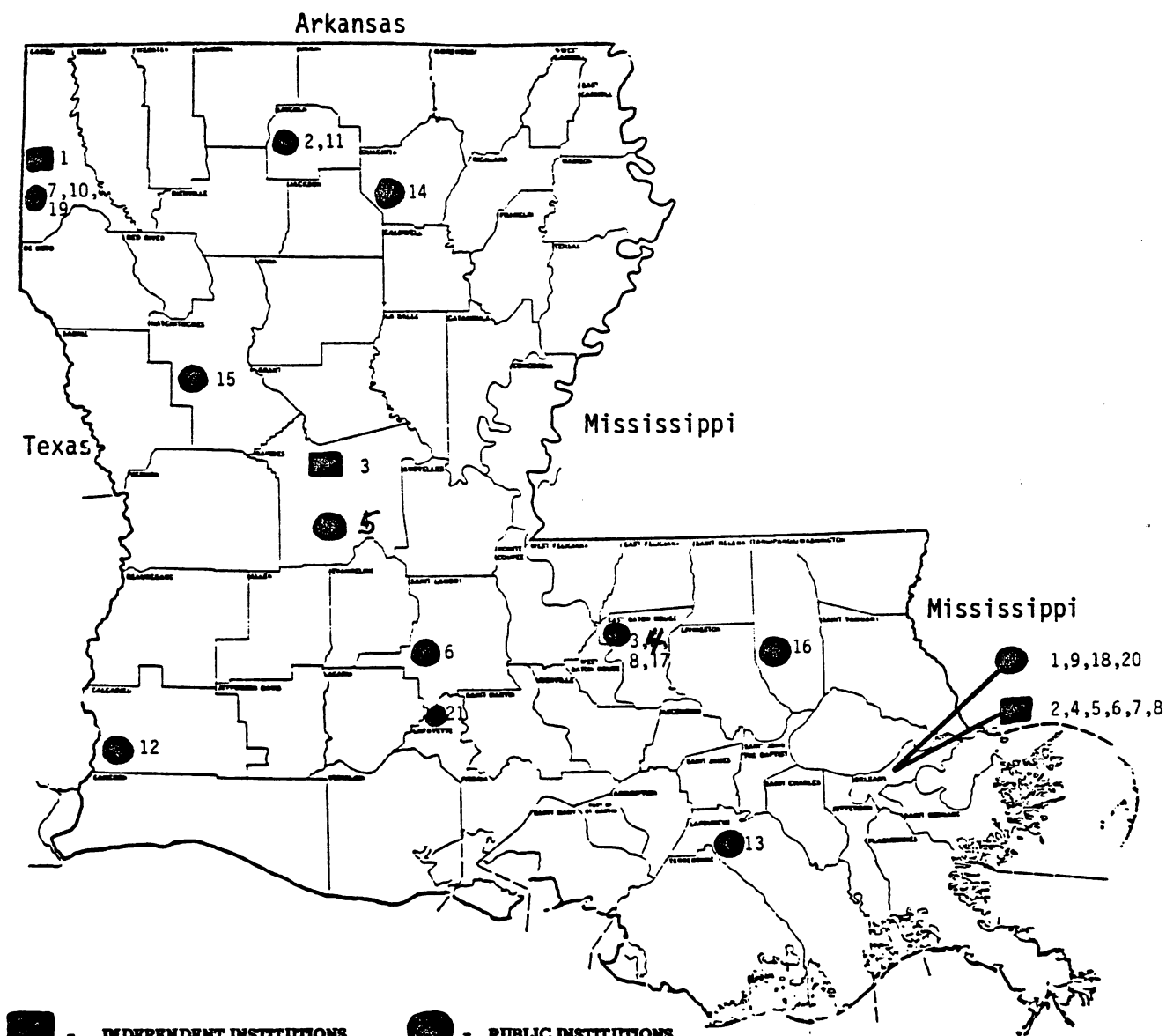


TABLE O

LOUISIANA HIGHER EDUCATION INSTITUTIONS



- **INDEPENDENT INSTITUTIONS**

1. Centenary College
2. Dillard University
3. Louisiana College
4. Loyola University
5. Our Lady of Holy Cross College
6. St. Mary's Dominican College
7. Tulane University
8. Xavier University

- **PUBLIC INSTITUTIONS**

1. Delgado Community College
2. Grambling State University
3. LSU Center for Agricultural Sciences & Rural Development
4. Louisiana State University
5. LSU at Alexandria
6. LSU at Eunice
7. LSU Hospital
8. LSU Paul M. Hebert Law Center
9. LSU Medical Center
10. LSU at Shreveport
11. Louisiana Tech University
12. McNeese State University
13. Nicholls State University
14. Northeast Louisiana University
15. Northwestern State University
16. Southeastern Louisiana University
17. SU at Baton Rouge
18. SU at New Orleans
19. SU at Shreveport-Bossier City
20. University of New Orleans
21. University of Southwestern Louisiana

APPENDIX B

BOARD OF REGENTS
STATE APPROPRIATION FORMULA
REVISED: 1984

"This public document was published at a cost of \$3.64 per copy by the Louisiana Board of Regents, 161 Riverside Mall, Baton Rouge, Louisiana, 70801, under authority of the Louisiana Constitution of 1974, Article VIII, Section 5-D(4). This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31."

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SECTION I - AUTHORITY

This formula is submitted in accordance with Article VIII, Section 5-(D)(4) of the Louisiana Constitution of 1974 which mandates the Board of Regents "to formulate and make timely revision of a master plan for higher education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of higher education." Additionally, there have been repeated requests in the past from the executive and legislative branches of state government and the institutions themselves for the development of an equitable method for determining funding levels for each institution.

SECTION II - INTRODUCTION

The complex character of educational institutions, combined with increasing enrollments and operational costs in the last decade, exerted a demand for a more uniform method to distribute tax-generated funds to state institutions of higher learning. These pressures resulted in the development of higher education formulae in numerous states using various factors of measurement as input for calculations to derive state appropriations for public colleges and universities. In computing the required amount of state funding, these formulae range in complexity from those using a few factors to those using many factors.

There are inherent advantages in using the formula approach to determine state appropriations. The formula method is objective in nature. The collection of measurable data from the institutions permits the use of mathematical calculations. This removes the need for subjective evaluation and identifies the needs of all institutions in comparable terms. Primarily, the formula concept is equitable. Equity, and not necessarily equality, is the basic objective of the formula.

The intention of this formula does not extend to the internal allocation of funds for any functional category, specific discipline, or program. The internal allocation necessary for the development of an effective program of higher education on each campus remains the prerogative of that campus administration and its governing board.

SECTION III-A
1984-85 BASIC FACTOR CHART
VALUE PER STUDENT CREDIT HOUR
INSTRUCTION, RESEARCH, ACADEMIC SUPPORT AND ALL OTHER SUPPORT

<u>Student Level</u>	<u>Lower Cost Areas</u>	<u>Higher Cost Areas</u>
Lower Level Undergraduate	\$ 60.00	\$ 75.67
Developmental Education	78.47*	-
Upper Level Undergraduate	78.27	101.29
Nursing - LLU	-	149.72
Nursing - ULU	-	185.66
Nursing - Masters	-	299.97
Pharmacy - LLU	-	75.67
Pharmacy - ULU	-	122.39
Pharmacy - Masters	-	583.04
Pharmacy - Doctorate	-	1,059.17
Masters	229.21	299.97
Specialist Professional	264.70	-
Doctorate	928.90	1,059.17
Law	-	166.77

Higher Cost areas are listed below. All remaining HEGIS taxonomy codes are valued at the lower cost rate.

	<u>HEGIS</u>	<u>Description</u>	<u>Taxonomy</u>
Agriculture	0100-0199	Agribusiness and Agricultural Production	01.xx.xx
		Agricultural Science	02.xx.xx
		Renewable Natural Resources	03.xx.xx
Engineering	0901-0999	Engineering	14.xx.xx
Fine Arts & Architecture	0201-0299	Architecture and Environmental Design	04.xx.xx
	1001-1099	Visual and Performing Arts	50.xx.xx
Law	1401-1499	Law	22.01.01
Nursing	1203	Nursing	18.11.xx
Science	0401-0499	Life Sciences	26.xx.xx
	0700-0799	Computer and Information Science	11.xx.xx
	1901-1999	Physical Sciences	40.xx.xx
Allied Health & Pharmacy	1200	Allied Health	17.xx.xx
	1211-1215	Health Sciences	18.01.01-18.10.99
	1220		18.12.01-18.15.01
	1223-1225		18.21.01-18.99.99
Technologies	5007-5012	Business & Data Processing & Related Programs	07.03.xx
	5100-5499	Communication Technologies	10.xx.xx
		Engineering & Engineering Technologies	15.xx.xx
		Food Production, Management & Service	20.04.xx
		Science Technologies	41.xx.xx
		Trade and Industrial	46.xx.xx
		Mechanics and Repairs	47.xx.xx
		Precision Production	48.xx.xx

NOTE: xx includes the range of numbers from 01 to 99.

*Fulltime and parttime students who have been given three attempts to remediate each area of developmental education deficiencies cannot be claimed as developmental SCH's for formula funding purposes.

SECTION III - B

1984-85 MODEL INCORPORATING A \$3.73 RATE PER GROSS SQUARE FOOT
FOR OP&M

1984-85 BASIC FACTOR CHART VALUE PER STUDENT CREDIT
HOUR FOR ALL FUNCTIONS EXCEPT OP&M

<u>Student Level</u>	<u>Lower Cost Areas</u>	<u>Higher Cost Areas</u>
Lower Level Undergraduate	\$ 47.23	\$ 62.90
Developmental Education	65.70	- - -
Upper Level Undergraduate	65.50	88.52
Nursing - LLU	- - -	136.95
Nursing - ULU	- - -	172.89
Nursing - Masters	- - -	287.20
Pharmacy - LLU	- - -	62.90
Pharmacy - ULU	- - -	109.62
Pharmacy - Masters	- - -	570.27
Pharmacy - Doctorate	- - -	1,046.40
Masters	216.44	287.20
Specialist Professional	251.93	- - -
Doctorate	916.13	1,046.40
Law	- - -	154.00

The assignment of HEGIS to Lower Cost Areas and Higher Cost Areas will be the same in this model as in the 1984-85 Formula.

METHOD FOR COMPUTING 100% IMPLEMENTATION AMOUNT:

Total SCH Production (Lower Cost + Higher Cost)	\$ _____
Plus: Base Support Amount	_____
Plus: Inflation Factor Amount	_____
Plus: OP&M Amount (\$3.73 x Academic & Support Gross Square Footage)	_____
100% Implementation Amount -- State Appropriation Requested	\$ _____

In adopting the 1984-85 Formula the Board of Regents delayed incorporating a rate per gross square foot component until a utilization factor could be developed and a reverification of square footage data could be accomplished. During 1983-84 this model will provide the basis for a utilization factor. It is anticipated that the 1985-86 Formula will include a rate per gross square foot which will provide funds for the OP&M Function.

DEFINITIONS AND INTERPRETATIONS

1. Values

The values in the chart are based upon average Southern Regional Education Board (SREB) academic year (nine-month) salaries, pupil/teacher ratios, definitions of fulltime equivalent students in student credit hours (SCHs) per academic year, historical expenditure patterns by function, and average appropriations per student in other SREB states.

2. Level

The assignments in the chart are classified by level of offering and by program area. In the reporting of SCH production, the level of offering for a given SCH will be determined by the classification of the student pursuing the credit.

3. Student Classification Structure

(NOTE: Please see Section III, Part 4, Additional Student Classification Definitions.)

<u>Classification Structure</u>	<u>Earned Credits</u>
Lower Level Undergraduate	0-59 semester hours
Upper Level Undergraduate	60 semester hours - graduation
Masters	Accepted for Graduate Study; Masters and Masters Plus Thirty
Specialist/Professional	Specialist/Professional refers only to students formally enrolled in an Education Specialist Program. The higher value assigned to this level of instruction reflects the Board of Regents dedication to the improvement of teachers in Louisiana.
Doctorate	Formally admitted to study toward the Doctorate.

4. Additional Student Classification Definitions

- (a) 1. A post-baccalaureate student enrolled in a state institution of higher learning, but not officially admitted to graduate school, is to be counted as "upper level undergraduate".

2. The SCH production of any non-matriculating student participating in the PIPS program may be counted at the graduate level only if the course is open exclusively to graduate students.
- (b) The categories presently recognized as "professional" are law (only those courses taught in a professional school of law), veterinary medicine, dentistry, and medicine. Of these, only law is currently included in this formula. Veterinary medicine is to be funded under a formula set forth in Section XI of this book.
- (c) "Deferred credit" is defined as credit earned by a student now but officially granted to the student at a later date, such as upon graduation from high school. These "deferred credits" may be counted in an institution's SCH production during the period in which the student is officially registered in the class.
- (d) Student credit hour production generated by courses conducted outside the State of Louisiana may not be claimed for formula purposes without the prior approval of the Commissioner of Higher Education, with the concurrence of the Chairman of the Board of Regents and the Chairman of the Finance Committee. In seeking approval, institutions must successfully demonstrate that the course in question is directly related to the institution's role, scope, and mission, that the course benefits Louisiana students, and that the course is educationally sound. In addition, the course location, estimated SCH production by level, and data concerning associated self-generated income must be submitted to the Board. All requests for approval must be received by January 1, 1984.
- (e) An institution shall not count audits in its SCH production report.

- (f) Credit by examination, transfer credit, or correspondence study credit taken at another institution may be used only in the classification of the student and not in an institution's SCH production report. An institution may accept a provisional student's classification on the basis of the best knowledge available during the first semester of enrollment at the institution.
- (g) Credit earned in a cooperative institution (hospital, etc.) by a student enrolled in medical technology or radiologic technology may be counted in an institution's SCH production report only when professional accreditation standards require direct institutional supervision of the clinical experience, and only when the institution is in compliance with such accreditation standards.
- (h) Student classification must be updated each semester.
- (i) Student credit hours in nursing pursued in an associate degree nursing program are to be considered as upper level hours.
- (j) In general, student level is determined on the basis of credit hours earned and/or admission status to a particular program or school. Regardless of the system of classification used, an institution may not classify a student at a level higher than the highest degree conferred by the institution. For example, a two year institution may not claim upper level students; a master's granting institution may not claim doctoral students. Furthermore, the classification of student level must reflect the circumstance of the student's enrollment at the reporting institution; i.e., students enrolled at more than one institution may be classified differently by the reporting institutions depending upon admission status.

5. HEGIS Taxonomy

Taxonomy codes used in the Basic Factor Chart have been revised to reflect the new six digit HEGIS format. The taxonomy was originally developed by the Western Interstate Commission for Higher Education (WICHE) for the United States Office of Education. These taxonomy codes have been assigned into higher cost or lower cost areas.

WHAT A "THREE-SEMESTER-HOUR COLLEGE COURSE"¹ MEANS

The legislative act that created the Louisiana Educational Employee's Professional Improvement Program used the expression "relevant formal college courses." The wording of the act and subsequent guidelines promulgated by the State Committee recognize that most participants will meet the "academic" requirements of the program by successfully completing a three-semester-hour college course annually. Increasing controversy and dissent have emerged over the question of what is meant by a "three-semester-hour college course." The following is a statement of what such a requirement ought to mean in the context of the Professional Improvement Program, and its not unlike the understanding most institutions of higher education have regarding a three-semester-hour course on their campuses.

1. Course content will assume a college preparatory background at the secondary school level on the part of all participants. The content must be of real worth, advanced in character and intellectually challenging.

2. The course must be conducted in an academically competitive mode; discriminating grades shall be assigned based on the relative excellence of students'

¹As used here the term "college course" does not include laboratory courses.

performance on examinations, oral presentations, written papers or other evidence of mastery of subject matter.

3. Classes should meet for not less than thirty-six (36) clock hours of instruction.¹ This number of clock hours should be considered an absolute minimum. All class periods must be of reasonable length (1-4 hrs.). Chronologically, the course should be of such duration and with enough time between classes that the student have adequate time to reflect upon, consider, evaluate and absorb the ideas, concepts and values that constitute the essence of the course. Traditionally, in American higher education, the time/credit hours ratio has been no less than one week per semester credit hour earned.

4. The content should be sufficiently demanding that the average student enrolled must spend, during the progress of the course, approximately two clock-hours in study, drill, writing, review of other forms of preparation for each fifty (50) to sixty (60) minutes the class is in session.

5. Upper level division (Junior-Senior level) courses for majors in a discipline should be based on strong courses in that discipline (and in supporting academic areas) at the lower division (Freshman-Sophomore level). Graduate courses for majors in a discipline should be based on strong courses in that discipline (and in supporting academic areas) at the upper as well as the lower division.

6. Some, but not all, upper level courses in one discipline may be appropriate graduate courses for students majoring in other subject areas. Such courses should be appropriately numbered and identified in the catalog of an institution of higher education.

¹Instruction refers to lecture, lecture-demonstration, review, examination, etc.

7. Courses do not become "college level" or "graduate level" solely because those who plan to take the course or for whom the course is planned want or "need" college or graduate level credit.

SECTION IV - FORMULA METHODOLOGY

Student credit hours (SCHs) that remain scheduled on the 14th class day are separated into higher cost or lower cost program areas and levels using the HEGIS Taxonomy and student classification respectively. At the time legislative budget requests are prepared, summer and fall productivity data are complete. The approaching spring session production estimate should be based on the experience of the previous spring. Actual spring data will be available prior to the regular legislative session, and all institutions must submit adjusted reports by February 23, 1984 (Louisiana Tech - April 6, 1984). The SCHs shall be net, reflecting all transactions (drops, adds, resignations, etc.) occurring prior to the cutoff date. The resulting net SCHs are multiplied by the appropriate values on the Basic Factor Chart (Section III), and the sum of these products establishes 100% of the funding generated by SCH production. The values contained in the Basic Factor Chart are based on state support of 75% of E & G expenditures and recognize fixed costs by producing a base support for all institutions. Also, funds for research are included in the formula in accordance with the following provisions:

"Generally Mandated Research" shall be defined as that research which is (1) initiated internally by the institution or its management board, or (2) assigned as an institutional mission by The Master Plan for Higher Education in Louisiana, or (3) assigned as a general institutional mission by the executive or legislative branch of state government. The

funds which will support this type of research shall be generated by values in the Basic Factor Chart of the higher education formula.

"Specifically Mandated Research" shall be defined as those research projects/programs which are initiated by executive order or by state statute. Funds for this type of research shall be requested as a formula exclusion.

The burden of proof is upon the institution that a particular research project is specifically mandated. Line item expenditures that are a direct result of a state legislative or executive mandate must be submitted to the Board of Regents' Finance Committee for review before such research will be allowed as a formula exclusion.

Base Appropriation

All institutions are to receive a base appropriation of \$1,267,952. This appropriation is intended to recognize fixed costs and diseconomies of scale.

Inflation Factor

An inflation factor for partial allocation of any new funds for higher education is included to promote an equitable distribution of inflationary support. The inflation factor amount for every institution funded on SCH production will be calculated by the Regents' staff. This computation will be based upon information institutionally supplied on budget "Form A's" for the 1983-84 operating budgets. All schools are to receive the inflation factor regardless of their level of implementation.

The combination of funds generated by SCH production, funds from the base appropriation, and funds generated by the inflation factor constitute full formula funding.

INFLATION FACTOR CALCULATION

Current Year 1983-84 Operating Budget "Other Support" Expenditures:

Institutional Support	\$ _____
Student Services	_____
Scholarships & Fellowships	_____
Operation & Maintenance of Plant	_____
Total Other Support	_____
State Appropriation Share	_____ x.75
Inflation Percentage *	_____ x.05
Inflation Factor	_____

SECTION V - FUNCTIONAL CATEGORY DISTRIBUTION

Allocations to Educational and General Expense

Dr. John Dale Russell** has recommended allocations of expenditures to the eight functional categories of the Educational and General function. These categories, in use until recently, were: (1) Resident Instruction; (2) Organized Activities Related to Instruction; (3) Organized Research; (4) Extension and Public Service; (5) Libraries; (6) General Administration; (7) General Expense; and (8) Maintenance and Operation of Physical Plant. If the first four of Russell's categories are grouped under one heading, his recommendations are reduced to four groups as follows:

Resident Instruction & Related Activities	At least 63%
Libraries	5% to 6%

*The inflation percentage may be changed annually.

** Russell, John Dale, "Budgetary Analysis," College Self-Study, Richard Axt and Hall T. Sprague, Eds. (Boulder, Colorado: Western Interstate Commission for Higher Education, 1959), p. 106.

General Administration	15% or less
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Operation & Maintenance of Physical Plant	16% or less
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Further analysis in conjunction with Dr. Russell's research has led to the selection of the following suggested allocations of total educational and general expenditures:

Resident Instruction & Related Activities	68%
---	-----

Libraries	5%
-----------	----

General Administration & General Expense	15%
--	-----

Operation & Maintenance of Physical Plant	<u>12%</u>
---	------------

100%

Recent developments will have a definite impact on these allocations. Two such developments are: (1) the establishment of new functional categories within the Educational and General Function by NACUBO;* and (2) the energy crisis which has sent utility costs soaring, and therefore, may change the physical plant allocation. Since there are not sufficient data to support new recommended allocations, the old percentages shall be retained as broad guidelines.

The new functional categories as established by NACUBO and how they should be converted for percentage allocation purposes, are as follows:

<u>NACUBO New Categories</u>	<u>Conversion to Russell's Percentage Allocation</u>
(1) Instruction	R.I.R.A.
(2) Research.....	R.I.R.A.
(3) Public Service	R.I.R.A.
(4) Academic Support	R.I.R.A.
(Libraries)**	Libraries

*National Association of College and University Business Officers.

**For comparative purposes, Libraries are to be extracted from Academic Support.

<u>NACUBO New Categories</u>	<u>Conversion to Russell's Percentage Allocation</u>
(5) Student Services	G.A.G.E.
(6) Institutional Support	G.A.G.E.
(7) Scholarships and Fellowships	G.A.G.E.
(8) Operation and Maintenance of Plant	O.M.P.P.

It should be noted that staff benefits (related benefits) costs are to be reported as a cost in the department (category) in which an individual is employed. This has been recommended by NACUBO in the most recent publication of the handbook, College and University Business Administration.

SECTION VI - FUNDING REQUESTS

- A. Because the budgetary process requires considerable planning and effort, it is necessary that the requests be both reasonable and adequate to meet institutional needs and also be within the state's funding capabilities. Therefore, these requests must be prepared in the manner set forth in this formula document. The Regents have the prerogative to make the final recommendation for funding levels of all segments of higher education. Such recommendations will be based upon (a) complete evaluation of all requests, (b) projected state revenues, and (c) the development of a consolidated budget to be presented to the executive and legislative branches of state government.
- B. 1. The 1984-85 budget requests for all institutions subject to the formula are to be based on an implementation rate of one hundred percent (100%). However, no institution need request less than the 1983-84 amount of state appropriations received for formula purposes.

2. Funding requests for areas excluded from the formula shall be determined on an individual basis as set forth in Section IX - Exclusions.
- C. Funding requests for management boards and their staffs, i.e., the Louisiana State University System, the Southern University System, and the Board of Trustees System will be as set forth in Section IX - Exclusions. Funds for the operations of these management boards are an actual cost allocable to each segment of the respective boards. Therefore, an institution's pro rata share of system costs plus that individual institution's state appropriation shall be used in determining the attainment of the one hundred percent (100%) level of implementation.
 - D. All state appropriations not conforming to the Formula allocation process shall not be considered in the continuing base appropriations, nor will these funds be considered in the application of the Inflation Factor computation. For comparative purposes in all Formula schedules, analyses, etc., such funds will be included for determining implementation level; funds appropriated that do not conform to the Formula process shall be footnoted to indicate their amount, source, and purpose. The aim of this section is to encourage equitable allocation of all funds for higher education through the Formula.
 - E. Southern University-Baton Rouge will be funded an amount of state funds which will provide parity between the Southern Law School and the LSU Law Center. The calculation of this parity amount will be determined by comparing the formula dollars per SCH generated at the Southern Law School to those generated at the LSU-Law Center. No special request funds for either school will be used in determining the dollar per SCH. If the formula dollars generated per SCH at the Southern Law School are less than the formula dollars per SCH generated at the LSU Law Center, then the difference between the dollars per SCH will be multiplied by the SCH production at the Southern Law School. The resulting figure will comprise

the Southern Law School parity amount. Any funds generated for the parity shall be expended in the Southern Law School.

SECTION VII - SPECIAL REQUESTS

Justification of requests for extraordinary expenditures to be made for a limited, predetermined period shall be based on this section. The purpose of this section is to provide a means of requesting funds in addition to those funds generated by SCH production. Such funds may be requested to support needs peculiar to a specific situation; e.g., a large equipment purchase to meet accreditation requirements, etc. Each request should be supported by a separate, concise report explaining the purpose, the necessity, the expected results, the minimum amount needed, the method of determining this amount, and alternative solutions. If the possibility exists that special funding would be required for more than one year, the expected duration and cost shall be provided along with a complete explanation. Requests for continuous functions, merely to avoid inclusion in formula funding, will not be granted.

SECTION VIII - OTHER MEANS OF FINANCING

All annually recurring revenues, regardless of source, shall be budgeted by each institution. There are several reasons for this requirement; (1) the 1974 Constitution requires the annual appropriation of all funds for budgetary purposes; (2) budgeting provides reasonable fiscal control over funds; and (3) budgeting demands planning which, if properly done, normally results in more efficient and economical use of available resources. Institutions collect revenues from varied sources. Some examples of what should be included in the annual budgets, both the request and operating, are as follows: tuition and student fees; parking fees and fines; library fines; income from publications; income from sales and services; recurring federal funds such as George Barden,

Vocational Education, McIntire-Stennis, etc.; user fees in continuing education, correspondence study, and extension courses; and auxiliary income.

SECTION IX - EXCLUSIONS

A. For the following reasons, this section provides a means of funding units or activities outside the realm of formula generated appropriations:

1. A method of measurement has not been devised for those budget units that do not utilize student credit hours (SCHs) as a determinant of productivity. These units are the Louisiana State University Medical Center and the Louisiana State University Center for Agricultural Sciences and Rural Development. A modified program budget approach supported by statistical and narrative data shall be used by the Medical Center and the Center for Agricultural Sciences in requesting funds for 1984-85.
2. Other exclusions consist of specific items which do not fall within the normal scope of operations of all institutions. These items are separated from formula consideration in order to provide a sound basis of comparison between institutions. Within this category are bond service and special funds for capital outlay (for those institutions that include these funds in the operating budget); Louisiana State University Fireman Training Program Dedicated Funds; Specifically Mandated Research; the Annual Livestock Show at Southern University-Baton Rouge; Laboratory Schools at Louisiana State University-Baton Rouge and Southern University-Baton Rouge.

B. Method of Determining Recommended Funding Level

1. Funding of these exclusions will be based upon fully documented and justified need as required to fulfill associated duties and responsibilities as set forth in

the role, scope, and mission charge of the respective units. The units for this year are:

- a. Southern University Board and System Staff;
 - b. Board of Trustees and System Staff;
 - c. Louisiana State University Board and System Staff;
 - d. Louisiana State University Medical Center;
 - e. Center for Agricultural Sciences and Rural Development; and
 - f. Specifically Mandated Research.
2. Louisiana State University has received dedicated revenues for a number of years which could be bonded and expended for capital facilities. Capital outlay in the Board of Trustees and Southern University Systems has been handled outside the operating budgets, whereas the Louisiana State University System has used a combination approach. Due to established policies which require the expenditure of annual appropriation funds to service capital outlay commitments, it is recommended that these dedicated funds be received by Louisiana State University above the formula amounts until these commitments are retired. In compliance with the Constitution and the laws of this state, additional commitments cannot be made without approval of the Board of Regents.
3. It is recommended that each public college or university operating a laboratory school receive the proper allocation of funds based on the Minimum Foundation Formula of the State Department of Education. For Louisiana State University-Baton Rouge and Southern University-Baton Rouge, these funds should be specifically appropriated to the institutions.
4. The Louisiana State University-Baton Rouge Fireman Training Program receives funds dedicated from fire insurance premiums by Act 32 of 1970. This Act

provides that one-fourth of one percent of premiums received annually by insurers for fire coverage within Louisiana be used solely for this program. Since this amount is subject to fluctuation, the requested budget amount should be based on the previous year's receipts adjusted for any anticipated change. These funds are to be received in addition to formula funds.

5. The Southern University-Baton Rouge Annual Livestock Show is to be separately funded outside the formula appropriation.

SECTION X - AUDIT PROCEDURES

The use of the State Appropriation Formula results in Student Credit Hours (SCHs) becoming dollars through a conversion using the Basic Factor Chart. Although the formula has been revised, previously established audit procedures will continue to be used. This will insure correct, consistent interpretation and application of the procedure for recording and receiving credit for SCH production and will facilitate the use of the State Appropriation Formula. Every formula institution shall be visited and shall provide any required assistance needed to validate submitted data. The auditors shall use a predetermined audit outline including statistically proven record search patterns for those record areas requiring comparisons. Records to be examined shall include but not be limited to the following: class rolls; final grade reports; drop/add records; transcripts; student schedules; withdrawals and resignations; and any other relevant data sources.

Discrepancies shall be noted and reconciled, and the necessary corrective action shall be taken. Should a particular situation warrant it, the audit will be expanded so that the extent of a problem can be determined and the SCH production reports amended to indicate the correct production figures. Official notification of the adjustment shall be given to all concerned parties.

The audit process will also include a review of off-campus SCH production to verify compliance with Board of Regents' Policy 4.2 - Guidelines for the Conduct of Off-Campus Activities. Non-compliance will be noted in the audit report.

APPENDIX A

STANDARDIZED REPORTING FORMS

The student credit hour (SCH) audit procedure as it presently exists takes 14th class day data (department, course, section, credit hours, number enrolled, student identification, and SCHs produced) and compares them to final grade reports. Any exceptions must be substantiated with support documentation, i.e., properly prepared drop, add, or resignation forms. This provides a uniform reporting system to put all institutions of higher education in the state on a common basis, primarily utilizing four standardized report formats. These reports, the (1) Class Roster, (2) Final Grade Report, (3) Detailed Formula Level Report, and (4) Summary Formula Area Report, are to be prepared by all institutions.

The reports should be prepared as of the close of the 14th class day during the regular semesters and the 7th class day during the summer session (Louisiana Tech - 9th class day). One copy of the Summary Formula Area Report should be sent to the Board of Regents by the 24th class day of each regular semester and the 17th class day of the summer session (Louisiana Tech - 19th class day). For new classes beginning after the 14th (7th, 9th) class day, each institution will be required to file a supplementary report of SCHs produced. These classes are to be reported in the session in which they are completed or in the following session if they are conducted totally in an interim period. The SCH production is to be reported in keeping with the two preceding requirements, with SCH production being counted on a date that is equivalent to the 14th or 7th class day (Louisiana Tech - 9th) of courses offered during a regular semester. These supplemental reports will be due upon issuance of final grades in the reporting session and should include beginning and ending dates and equivalent cut-off dates for each class. A class day is defined as a regular class schedule day; Saturday, Sunday and state legal holidays are to be excluded as class days.

A common sequence arrangement of the various reports is to be used by all institutions; this method will simplify the audit procedure and provide for a uniform communication basis. The Class Roster, Detail Formula Level Report, and Final Grade Report are all to be arranged in the same sequence, alpha by course name or title/or alpha by course name or title within college.

All exceptions between the 14th class day (9th class day for Louisiana Tech) and the Final Grade Report must be supported by properly prepared and authorized drop, add, or resignation forms which are to be maintained for all courses by semester, filed in alphabetical order by student's last name. The Summary Formula Area Report should be arranged in alpha order by course number within each formula area breakdown.

Each institution will be required to identify all off-campus SCH production either on the above required reports or on a special supplementary report. Each course offered off campus and the parish(es) in which it is taught must be reported. Parish codes are provided in Appendix C.

APPENDIX 7

REPORTING OF FINAL SCH PRODUCTION

To facilitate further research and study for the possible formula revisions, it will be necessary for each institution to furnish end of year reports on an annual basis. Information of this nature is necessary in the evaluation of measurement factors to determine effectiveness of programs. It will also point out areas where special formula consideration may be required. These reports, at a minimum, are to consist of recalculated BRC-1 and BRC-1A budget forms reflecting SCH production based on the final grade report.

APPENDIX C

PARISH CODES

Acadia	01	Madison	33
Allen	02	Morehouse	34
Ascension	03	Natchitoches	35
Assumption	04	Orleans	36
Avoyelles	05	Ouachita	37
Beauregard	06	Plaquemines	38
Bienville	07	Pointe Coupee	39
Bossier	08	Rapides	40
Caddo	09	Red River	41
Calcasieu	10	Richland	42
Caldwell	11	Sabine	43
Cameron	12	St. Bernard	44
Catahoula	13	St. Charles	45
Claiborne	14	St. Helena	46
Concordia	15	St. James	47
DeSoto	16	St. John	48
E. Baton Rouge	17	St. Landry	49
E. Carroll	18	St. Martin	50
E. Feliciana	19	St. Mary	51
Evangeline	20	St. Tammany	52
Franklin	21	Tangipahoa	53
Grant	22	Tensas	54
Iberia	23	Terrebonne	55
Iberville	24	Union	56
Jackson	25	Vermilion	57
Jefferson	26	Vernon	58
Jefferson Davis	27	Washington	59
Lafayette	28	Webster	60
Lafourche	29	W. Baton Rouge	61
LaSalle	30	W. Carroll	62
Lincoln	31	W. Feliciana	63
Livingston	32	Winn	64

SECTION XI - THE LOUISIANA STATE UNIVERSITY SCHOOL OF
VETERINARY MEDICINE FORMULA

The Formula is divided into four sections; FTE Personnel, Related Benefits and Other Compensation, Base Costs, and Other Support Costs.

Section I: FTE Personnel

This formula generates funds for personnel using the following equations:

1 headcount (HC) DVM and intern student = 1 full-time equivalent (FTE) student;

FTE equivalents for transfer students to the fourth year will be determined by comparison of their enrollment to curricular requirements (eight 5-week - blocks = 1 FTE).

1 headcount (HC) Masters, Ph.D. student (18 SCHs) = 1 full-time equivalent (FTE) student;

1 headcount (HC) academic personnel = 1 full-time equivalent (FTE) academic personnel;

1 headcount (HC based on 40 hours per week employment) support personnel = 1 full-time equivalent (FTE) support personnel.

Personnel are placed into two categories: Academic and Support. The student faculty ratio of 3.50:1 will be used for 1984-85 to develop in part the number of academic positions. The total number of students (DVM, intern, etc.) will be determined at the close of the 14th class day after registration for the 1984-85 academic year. Students who are enrolled in the School of Veterinary Medicine and who register for a course on the Baton Rouge campus shall not be counted in the SCH production for LSU-BR. Also, students who are enrolled on the LSU-Baton Rouge campus and who take a course at the Veterinary Medicine School shall not be counted in the Veterinary Medical School Formula. This figure will be used to determine the number of academic positions required for 1984-85.

For 1984-85, the number of academic positions will be multiplied by the third quartile of a national average salary by rank to provide an estimate of required salaries for the academic personnel portion of the total Personnel Base.

Support personnel will be generated using a similar methodology. A ratio of 1.94:1 will be used to develop the number of 1984-85 support positions required. An amount of \$15,195 will be the average support salary for 1984-85.

Section II: Related Benefits and Other Compensation

A percentage of 15.4 will be used to generate the 1984-85 related benefits and other compensation portion of the veterinary medicine budget request.

Section III: Base Costs

The Base Costs section is divided into four groups: Utilities, Insurance, Required Maintenance, and Acquisitions. These areas constitute a strategic financial core.

Utilities are to be requested on a line item basis. The formula provides full funding of projected rates and cost of fuel adjustments with complete documentation. No increase in volume will be allowed without a documented increase in space or other necessitating factors.

Insurance premiums are also to be requested on a line item basis. Professional Liability, Casualty, and Property are all to be completely documented in the request.

The Other Required Maintenance Section of the formula includes service contracts, building maintenance and repairs, etc. Each of the items shown in Appendix 1 is to be fully documented in the budget request for 1984-85.

The final item included in base costs is acquisitions.

Acquisitions are further divided into two categories--libraries and equipment. Library materials are to be requested according to the Purdue University Medical Library Standards. Annual equipment requests will not exceed ten percent of the total inventoried equipment.

Section IV: Other Support Costs

Appendix 2 contains the budgetary codes for expenditures to be included in this category. The rate per student for 1984-85 will be \$3,794 per student. This is a five percent increase over 1983-84 based on projected indicators.

Total Formula Requirements

See Formula Worksheet on page 28.

Eighty percent of the sum of Sections I,II,III, and IV represent the state's contribution to the total cost of operating the LSU School of Veterinary Medicine. This formula is a lump sum formula, and internal allocations are the prerogative of the institution and its governing board.

Statistical Data

As the formula is reviewed each year, various statistical data are collected. Appendices 3 through 7 present data that are most pertinent to the formula.

1984-85
LSU SCHOOL OF VETERINARY MEDICINE
STATE APPROPRIATIONS FORMULA WORKSHEET

SECTION I: FTE PERSONNEL

A. Academic Personnel

Total Students = Academic Positions
FTE Academic Personnel Ratio 3.5

TOTAL ACADEMIC PERSONNEL BASE = Academic Positions x Avg. Salary
By Rank = \$

B. Support Personnel

1.94 x Academic Positions = Support Positions

TOTAL SUPPORT PERSONNEL BASE = Support Positions x \$15,195 \$

TOTAL PERSONNEL BASE \$

SECTION II: RELATED BENEFITS AND OTHER COMPENSATION

TOTAL PERSONNEL BASE x 15.4 = \$

TOTAL SECTIONS I AND II \$

SECTION III: BASE COSTS

A. Utilities

Volumetric Requirements Including Cost of Fuel Adjustment

a. 20,238,286 KWH @ \$.1177 KWH = \$

b. 99,671 MCF @ \$8.153 Per KWH =

c. 53,352,000 GALLONS @ \$.00033 Per Gal. =

TOTAL UTILITIES BASE \$

B. Insurance \$

C. Other Required Maintenance \$

D. Acquisitions

1. Library and Reference Materials \$

2. Equipment

TOTAL ACQUISITIONS \$

TOTAL SECTION III \$

SECTION IV: OTHER SUPPORT COSTS

\$3,794 X FTE STUDENTS =

TOTAL SECTION IV \$

SECTION I: FTE PERSONNEL AND \$

SECTION II: RELATED BENEFITS AND OTHER COMPENSATION \$

SECTION III: BASE COSTS \$

SECTION IV: OTHER SUPPORT COSTS \$

SUB-TOTAL \$

STATE SHARE X.80

1984-85 STATE APPROPRIATIONS \$

APPENDIX 1

OTHER REQUIRED MAINTENANCE - INCLUDED OBJECTS

- 2332 Maintenance of Property and Equipment - Automotive Repairs:** Maintenance and minor repairs made on state automobiles, trucks, and trailers.
- 2334 Maintenance of Property and Equipment - Other:** Maintenance and minor repairs to property and non-automotive equipment performed by outside agent, or agency. Includes service contracts on equipment and service contracts for extermination and other chemical services.
- 2442 Repair and Maintenance Supplies - Automotive:** Items to be used in minor repair or maintenance of state autos, trucks and trailers. Common items are hoses, belts, starters, spark plugs, points, alternators, cleaning solvent, etc.
- 2444 Repair and Maintenance Supplies - Other:** Items used in minor repair or maintenance of equipment, buildings, or land. Examples are building materials, paint, plumbing, light bulbs, small items of equipment, etc.

APPENDIX 2

OTHER SUPPORT COSTS - INCLUDED OBJECTS

OBJECT CLASSIFICATION

TRAVEL

- 2212 Administrative
- 2214 Conferences & Conventions
- 2216 Field Travel
- 2218 Board Members
- 2222 Administrative
- 2224 Conferences & Conventions
- 2226 Field Travel
- 2228 Board Members

OPERATING SERVICES

- 2300 Advertising
- 2310 Printing
- 2340 Rentals
- 2350 Dues and Subscriptions
- 2360 Telephone and Telegraph
- 2392 Laundry
- 2394 Laboratory Expenses
- 2396 Miscellaneous Operating Services

SUPPLIES

- 2410 Office
- 2422 Operating - Medical
- 2424 Operating - Food
- 2425 Operating - Automotive
- 2426 Operating - Other
- 2450 Stores Increase
- 2452 Stores Decrease

PROFESSIONAL SERVICES

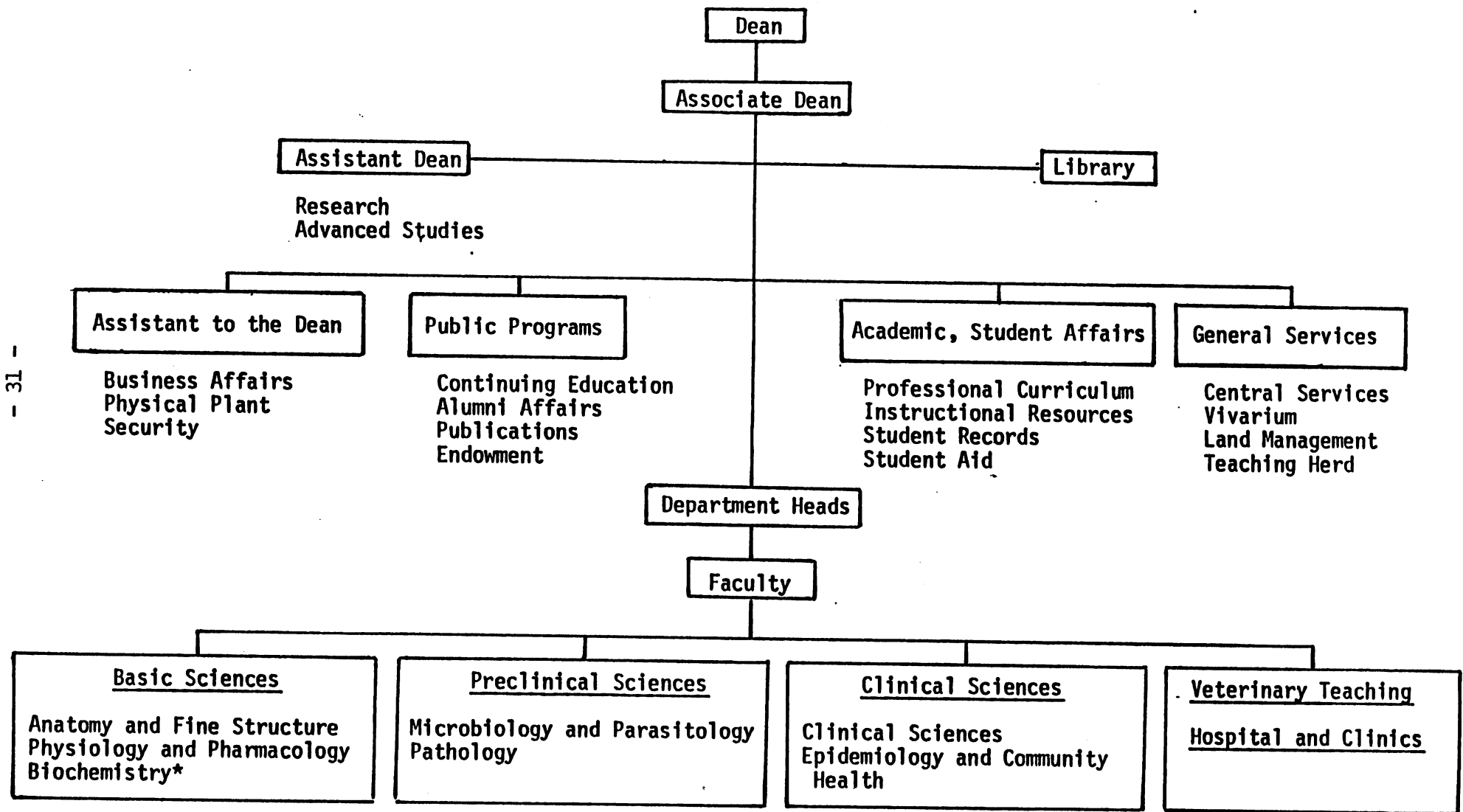
- 2510 Accounting & Auditing
- 2520 Management Consulting
- 2530 Engineering & Architectural
- 2540 Legal
- 2550 Medical
- 2560 Veterinary
- 2570 Other Professional Services

OTHER CHARGES

- 2610 Aid to Local Governments
- 2622 Health
- 2624 Education
- 2626 Welfare
- 2650 Miscellaneous Charges

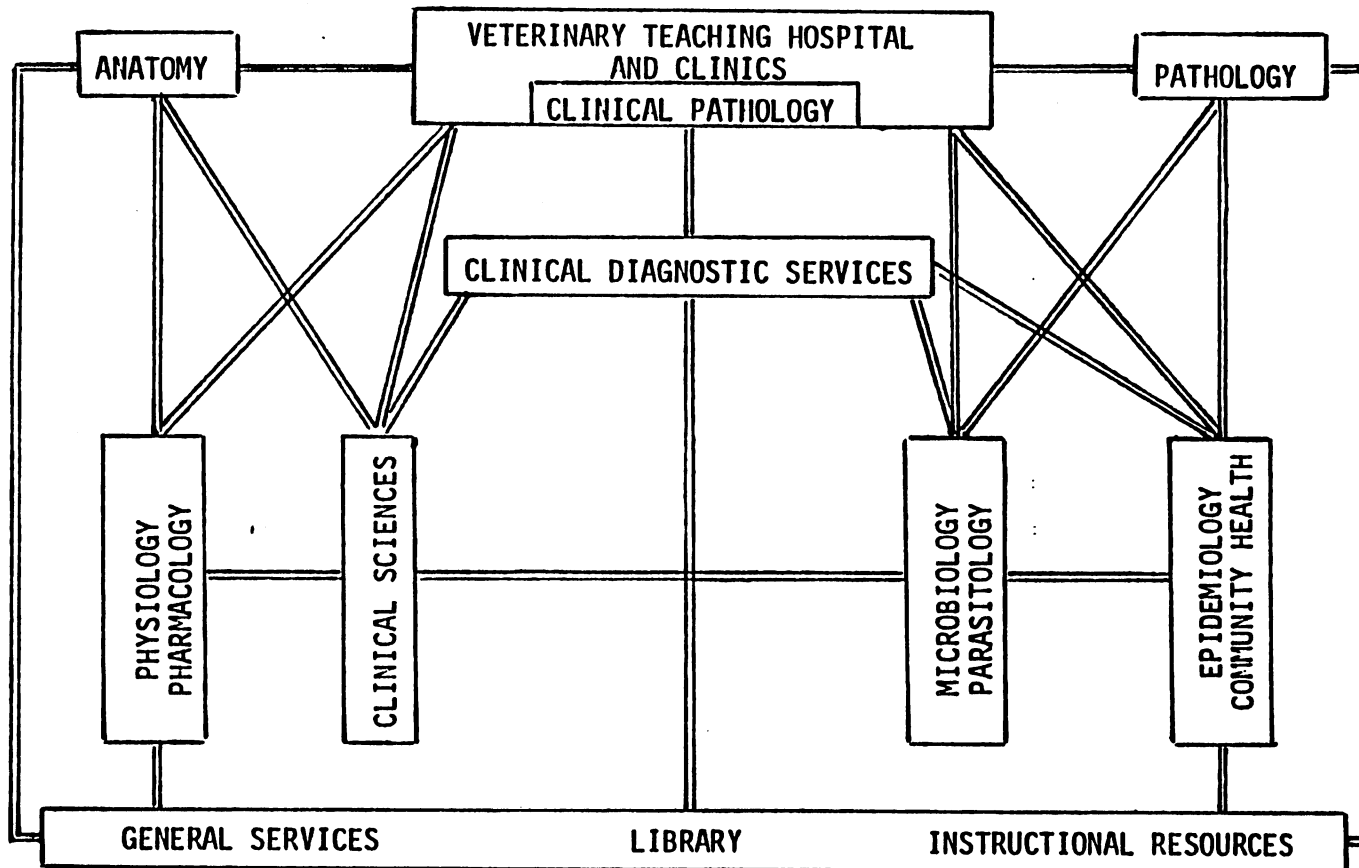
APPENDIX 3

ADMINISTRATIVE ORGANIZATION - SCHOOL OF VETERINARY MEDICINE



* College of Chemistry and Physics

MAJOR FUNCTIONAL RELATIONSHIPS WITHIN
THE SCHOOL OF VETERINARY MEDICINE



Essentials of an Acceptable Veterinary Medical School

*(As Revised by the Council on Education and
Approved by the House of Delegates, July, 1975)*

I AIMS AND PURPOSES OF THE COUNCIL

- 1) To outline means and methods for progressive improvement of veterinary medical education. This requires the correlation of scientific knowledge, clinical experience, procedures, and techniques of veterinary medical education, and the socioeconomic conditions of the times.
- 2) To establish and apply criteria for the accreditation of schools and colleges which offer courses leading to a degree in veterinary medicine. These shall include admission requirements, the professional curriculum, research programs, and graduate training, and continuing education programs in veterinary medicine.
- 3) To publish periodically the accreditation status of the schools and colleges as determined by the Council.
- 4) To establish standards of proficiency by correlating all the activities associated with veterinary medical education.
- 5) To study methods of teaching veterinary medical schools and colleges with the objective of progressive improvement.
- 6) To support schools in their objective of insuring that a career of teaching in veterinary medicine will attract qualified personnel.
- 7) To study the needs for establishing courses that will enable veterinarians to meet changing demands.

II ESSENTIAL REQUIREMENTS

1) *Organization.*— A school or college of veterinary medicine should find its most advantageous environment if it is part of an accredited institution of higher learning. In the best interests of both the institution and the veterinary medical school, the latter requires the same recognition and autonomy as other professional schools. A veterinary medical school may be fully accredited by the Council only when it is operated as a major administrative division of the parent institution and under the direction of a dean who is a veterinarian.

2) *Finances.*— The school's appropriations, together with other sources of revenue such as endowments and income from fees, are considered important factors in the evaluation of the institution. Clinical services must be operated primarily for the purpose of teaching rather than as a source of revenue. The school's financial records are of interest to the Council in determining per capita costs of education. The veterinary medical school shall be fully accredited by the Council only when the financial resources are assured to be sufficient to meet requirements.

3) *Physical Plant.*— All aspects of the physical plant and equipment shall be adequate to meet the requirements of the institution's objective.

4) *Enrollment.*— The number of students enrolled in a veterinary medical school should be in keeping with physical facilities, clinical accessions, organization, and the number and qualifications of the school's faculty and administrative personnel.

5) *Library.*— Adequate library facilities are essential to a sound program of veterinary medical education and research. The library should be established as a part of the veterinary medical school; it should be well housed, conveniently located, and available for the use of students and faculty at all reasonable hours. It should be administered by a professionally trained or experienced librarian and should be adequately sustained both for operation and for the purchase of current periodicals and other accessories of veterinary medical importance.

6) *Admission.*— Selection of students should be the responsibility of a representative committee of the faculty approved by the dean of the school. The committee shall consider applications of candidates who have met the minimum academic requirements, including successful completion of two years of college study, or its equivalent, in an accredited college. Prescribed subjects should include English, physics, biology, chemistry (inorganic and organic) the humanities and social studies and other prerequisite subjects to the undergraduate course in veterinary medicine. The committee should also consider other factors such as character, personality, health, experience with animals, general knowledge, and motivation.

7) *Faculty.*— In accordance with a university's stated objectives, members of the veterinary medical faculty should have adequate academic qualifications. These qualifications shall include general and special training. Research activities and contributions to original knowledge are important criteria in evaluating the faculty and the school. There should be evidence of a balanced program of teaching and research when the faculty is considered as a whole. The policy of faculty recruitment should recognize the need in professional education to seek personnel specifically qualified for teaching.

The use of part-time instructors with valuable training and experience should be encouraged, but their services should only supplement the full-time faculty.

Reasonable security of tenure and attractiveness of position must be assured to maintain stability, continuity and competence of faculty.

8) *Professional Curriculum.*— The curriculum should permit adjustment to the needs of veterinary medicine as a growing and expanding science; it should be sufficiently flexible to permit adjustments as suggested by experience and advances in knowledge.

The curriculum should provide a sound foundation in the fundamentals of veterinary medicine, thereby equipping the student for the many responsibilities of his profession. It should develop habits of mind that will inspire the student to continue to educate himself throughout life and fully appreciate his professional obligations.

In its evaluation, the Council will study the curriculum as a whole and in terms of its related parts. The professional curriculum shall extend over a period of at least four academic years of not less than 32 weeks each, averaging at least 30 clock hours per week.

ESSENTIALS OF AN ACCEPTABLE VETERINARY MEDICAL SCHOOL

The curriculum should provide adequate instruction in the following subjects as applied to the various species of animals; anatomy, including histology and embryology; physiology; pharmacology; microbiology, including bacteriology, mycology, virology and immunology; pathology; parasitology; biochemistry; internal medicine; preventive medicine and public health; obstetrics; surgery; radiology; biometrics; anesthesiology; ophthalmology; and professional and public relations.

In the clinical years, there is no adequate substitute for the "case method" of instruction. Students shall be supervised individually for applied training in hospital wards, ambulatory clinics, diagnostic and necropsy laboratories, as well as in disease control and veterinary public health. Such assignments should occupy most of the senior year and should be correlated with informal conferences, rounds in the hospital, and library assignments. Students must keep records of such activities.

9) Clinical Facilities. - An accredited school of veterinary medicine must maintain a hospital for the care and treatment of domestic animals. In addition, it must maintain a supervised ambulatory or out-patient clinic in which students are afforded ample opportunities to obtain experience under farm conditions.

The hospital should be provided with modern sanitary facilities for examination and humane treatment of all types of animals. It should be adequately lighted and ventilated. The wards should be heated to provide temperatures appropriate for the species of animals being hospitalized. There should be a sufficient number of stalls and cages to house the number of cases deemed necessary for efficient training of students enrolled during the clinical years.

The equipment should be modern and include apparatus necessary for examination, diagnosis, and treatment, both surgical and medical, of all animals. The large and small animal clinics must be provided with a pharmacy and proper sterilization facilities. Isolation quarters must be provided in which the students may be properly trained in quarantine procedures under the supervision of a qualified staff member.

An adequate system of case records must be maintained. This includes accurate information of history, examination, diagnosis, treatment, response to treatment, and final results. In fatal cases, a necropsy should be conducted and the report attached to the complete case record including all pertinent data.

An approved system of classification and nomenclature of diseases and procedures should be used for recording all cases.

While it is unrealistic to specify the precise number of hospital cases and out-patients required to provide adequate clinical training, it is essential that a sufficient number and variety of surgical and medical cases be available.

10) Teaching Aids. - There shall be an adequate collection of teaching aids for each subject, including specimens (fixed and fresh), modern audio-visual material, auxiliary apparatus, and animals for demonstration purposes.

11) Continuing and Postgraduate Education. - Postdoctoral education should be a significant objective of the school.

III STATEMENT OF GENERAL POLICY

The aims and purposes of the Council are to promote active progress in veterinary medical education in the various schools and colleges, with full accreditation of them as the ultimate goal. In fulfilling this function, the Council will encourage and assist schools to meet requirements.

Upon request, the Council will consider evaluation of a newly established school at any stage of its development, making accreditation possible after the completion of instruction of the first two professional years.

If an accredited school contemplates fundamental changes in its administrative organization, association with the parent institution, curriculum, faculty organization, instructional program, or stated objectives, the Council should be given an opportunity to review the proposed changes before they are adopted.

IV CLASSIFICATION

Schools visited by the Evaluation Committee will be placed in one of the following classifications by the Council with respect to the prescribed Essentials of an Acceptable Veterinary Medical School:

1) Full Accreditation. - Meets or exceeds minimal requirements.

2) Probational Accreditation. - Meets or exceeds most but not all minimal requirements. A school not eligible for full accreditation could be placed in this category not to exceed 5 years. If major physical facilities are required to correct deficiencies and the school has presented positive evidence that it will be eligible for full accreditation at the end of an additional 2 years, then this extension may be granted.

3) Accreditation Withheld. - Those schools which, in the opinion of the Council, do not fall into either of the above categories.

4) Provisional Accreditation. - Those new schools which have not been in existence long enough to complete the professional program but which have complied with the prescribed conditions of the Council for at least the first two years of the professional curriculum.

5) Reasonable Assurance. - A statement may be given to a university indicating that there is reasonable assurance of future accreditation of a developing program, if such program is established according to plans presented to an evaluating committee and demonstrates intent to meet or exceed minimum requirements of Essentials of an Acceptable Veterinary Medical School.

APPENDIX 4

Partial Listing of Central Services and Facilities
not Associated with the Direct Production of Student Credit Hours

Central Vivarium - Laboratory Animal Resources (LAR) is administratively associated with the Department of Veterinary Clinical Sciences and the Office of the Dean. This unit serves only the School of Veterinary Medicine; however, planning is underway to centralize laboratory animal facilities and programs on the Baton Rouge Campus under one administrative agency. LAR has the responsibility for caring and maintaining the laboratory, companion, and food animal species used in teaching and research that are housed at the Veterinary Medicine Building or the Virarium Annex. A capital outlay proposal has been submitted for a Comparative Medicine Building that would expand the laboratory animal medicine involvement in the School. The School's Laboratory Animal Resources occupies over 7,000 square feet of floor space including offices, cage and bottle washers, diet kitchen, feed storage, cage storage, grooming and quarantine rooms, treatment rooms, and a research laboratory. There are holding rooms for dogs, cats, primates, and rodents of all species in the main area, four satellite vivaria, appropriately located, totalling 1,000 square feet or more and a nearby feed and isolation building providing an additional 3,000 square feet.

Electron Microscopy Center - The center, administered by the Department of Veterinary Anatomy and Fine Structure, is supervised by a trained electron microscopist, who has a staff to assist him. The Center supports all electron microscopy activities of the School and associated programs. The suite of rooms includes a control office, research laboratory, and specimen preparation laboratory, developing and printing dark rooms, storeroom, and three microscope rooms. The facility is equipped with three electron microscopes; a Zeiss-10 and a Zeiss-109 transmission electron microscope and a model 150 Cambridge scanning electron microscope. Ultramicrotomes and other necessary support equipment are available in the center.

Radiochemistry Laboratory - This central facility, under the administration of the Department of Veterinary Physiology, Pharmacology and Toxicology, supports all radiochemistry needs related to instruction, research, service and associated programs of the School. It is composed of a suite of rooms that includes a control office, beta and gamma counting rooms, and a radiobiology wet laboratory equipped with an isotope fume hood and stainless steel bench tops. Another special laboratory designed for the handling of radioactive tissues and laboratory animals is equipped with a necropsy table, isotope fume hood, and laboratory benches. This laboratory is centrally located in the suite. Special equipment located in the radiochemistry suite are 1) two Searle model 1185 gamma spectrometers, 2) a Searle model 6892 liquid scintillation system and an Olivetti model P-6060 minicomputer for on-line/off-line data reduction, and 3) safety and monitoring equipment.

Diagnostic Toxicology - Within this facility, also managed by the Department of Veterinary Physiology, Pharmacology and Toxicology, diagnostic toxicologic procedures are conducted for the Teaching Hospital and Clinic, the Louisiana Veterinary Medical Diagnostic Laboratory, the departmental and school toxicology and pharmacology research programs, and the service programs of the School. Additionally, personnel assigned to the laboratory

are available for consultation in Clinical Toxicology. Diagnostic Toxicology and Radiochemistry are physically and functionally inter-related. Space assigned includes a laboratory equipped with a titration bench and distillation hood and a toxic-compound laboratory with an isotope hood and absolute filter system and shunt. Instrumentation shared by Diagnostic Toxicology and Radiochemistry are: 1) a model DW-2A UV/VIS Aminco recording spectrophotometer, 2) a model 250 Gilford recording spectrophotometer, 3) an Aminco-Bowman spectrophotofluorometer, 4) a model 5992 Hewlett-Packard GC-Mass Spectrophotometer, 5) a model 305B Perkin-Elmer atomic adsorption spectrometer, 6) a model 5840A Hewlett-Packard gas chromatograph, and 7) a model 440 Waters high pressure liquid chromatograph. In addition, there is the usual armamentarium of instruments such as pH meters, flame photometer, analytical balances and refrigerated and ultra-centrifuges.

Climate Chamber - The chamber has the capability of housing animals under simulated climatic conditions. It is located adjacent to the biomedical engineering laboratories, is available for both teaching and research and is under the administration of the Head of the Department of Veterinary Physiology, Pharmacology, and Toxicology. The chamber has a capability of housing large and small domesticated animals under a variety of conditions in which temperature and humidity are controllable factors. Specifically desired temperatures and humidities can be maintained in the chamber which is designed to hold up to six large cattle and a greater number of other species. The equipment and instrument control room can support specialized equipment to record vital signs of chamber housed animals. In-chamber television surveillance is available as well as one-way viewing into the chamber made possible by light control.

Library - The School of Veterinary Medicine Library, an intact operation, houses 19,161 volumes and is expandable to 35,000 volumes in 7,643 square feet of space. Within this space are the stacks, four committee rooms, microfilm rooms, rare books room, work room, librarian's office, circulation desk, and a space equipped with a Xerox 4000 copier. In addition, there are two reading-lounge areas. The need for extensive reading or study areas is diminished because each veterinary medical graduate student is assigned a study cubicle for their personal use. MEDLARS and DATABASE retrieval services are available to students and faculty. It is the only complete medical library outside New Orleans and Shreveport.

Instructional Resources Division - This division, under the Office of the Dean, is responsible for all instructional space and equipment. However, both teaching and research are served insofar as graphics, photography, video tape, and other audiovisual aids are concerned. Materials needed for classroom and laboratory instruction, for publication in scientific journals, along with those needed for the presentation of research at professional meetings, are expertly prepared by the staff of this division under the supervision of a Biomedical Communicator. This activity, because it provides the same service for instruction and research, provides training for our veterinary medical students in techniques for reporting scientific data in the most effective and coherent manner.

Cell and Organ Culture Laboratory - The laboratory, administered through the Department of Veterinary Microbiology and Parasitology, is designed and

equipped to encourage and support the use of cell and organ cultures for teaching, research and diagnostic service programs in the School of Veterinary Medicine. Equipment in the laboratories provide for multiplication, freezing and storage of primary and established animal cell cultures. This central service supports the cell culture needs of numerous research projects.

Glassware Cleaning and Media Preparation Facility - This facility, also supervised by the Department of Veterinary Microbiology and Parasitology, prepares all microbiological media and does the washing of laboratory glassware for the School. The suite of several rooms is equipped with sterilizers, glassware washers, and casework designed to sort, process, wrap, and label sterile or clean glassware for distribution or return to user laboratories. The media preparation service will provide most of the common microbiologic media used for teaching, research and associated programs of the School of Veterinary Medicine.

Immunochemistry Laboratory - A central facility which contains equipment and personnel needed to separate, characterize and evaluate (a) antigens from various sources (b) immunoglobulins, (c) complement components and (d) lymphokines. Procedures and techniques available are column chromatography, gel- and immuno-electrophoresis, isoelectric focusing, ultrafiltration, ultracentrifugation, etc. This laboratory has a positive impact at all levels of the School's teaching program, the graduate academic and graduate professional advanced studies and research programs.

Cellular Immunology Laboratory - This facility provides a central resource for instruction (professional and graduate), research and service. The laboratory has the capability of a variety of techniques, i.e., cell separation, enumeration and viability procedures, lymphocyte transformation and micro- and macro-cytotoxicity assays, etc., as well as in vitro cultivation, preservation and storage of immunocompetent cells.

Aquatic Animal Diagnostic Laboratory - The laboratory provides a service to the aquatic and mariculture industries through diagnostic services for fish and aquatic animal diseases. Appropriate specimens demonstrating disease pathology, derived from laboratory operation, are used in various parts of the professional curriculum, form the basis for graduate studies in this speciality and assist in the definition of the research emphasis needed to support the Louisiana fish industry.

APPENDIX 5

1982-83 U.S. SCHOOLS AND COLLEGES - ACADEMIC, FACULTY - STATE FUNDS

	<u>Instruction</u>	<u>Research</u>	<u>Extension Public Serv.</u>	<u>Total</u>	<u>Class Size</u>	<u>Non-Acad. Personnel</u>
(A)	57.00	28.50	9.50	95.00	80	224.00
B	40.01	18.62	11.15	69.78	76	69.00
(C)	60.40	-	-	60.40	60	91.10
D	110.87	.72	7.80	119.39	137	117.58
E	87.40	15.42	16.78	119.60	120	93.26
F	69.60	12.10	-	81.70	105	79.70
G	53.32	5.46	.86	59.64	72	86.46
H	117.28	14.12	.10	131.50	122	227.82
I*	20.46	3.78	4.58	28.82	36	59.37
J	77.38	9.52	2.82	89.72	80	100.52
K	75.43	7.56	12.35	95.34	80	110.19
L	49.54	30.14	7.55	87.23	80	74.70
(M)	23.06	8.37	23.10	54.53	29	115.65
N*	82.44	3.19	2.62	88.25	106	138.49
(O)	55.88	31.43	18.67	105.98	88	182.93
P	63.12	21.04	14.07	98.23	100	121.70
(Q)	36.87	6.13	21.34	64.32	70	157.49
R	77.10	-	6.66	83.76	110	93.35
(S)	81.86	2.91	.58	85.35	100	111.94
(T)	72.87	6.70	.51	80.08	80	163.55
U	82.49	.40	2.00	82.89	132	69.85
(V)	111.30	16.58	.03	127.91	139	176.31
Ø(W)	9.00	-	-	9.00	60	-
ØØØ(X)*	49.53	6.81	3.66	60.00	80	103.18
ØØ(Y)	17.00	62.80	1.00	80.80	40	80.00
Z**	26.03	13.30	-	39.33	-	54.26
ØAA	No data	-	-	-	65	-

() Southern Region Programs

*Regional Program - more than one state participating

**Developing Program

ØPrivate University

ØØSecond Year of Program

ØØØThird Year of Program

APPENDIX 6

School of Veterinary Medicine - Louisiana State University

List of Schools from which full-time faculty members received their degrees

Institution	Dr.		BVMS		MA/		MS	MEd	PhD	CSc
	DVM	Vet Med	BVSC	BA	BS	MBL				
Auburn University							2		1	
University of California	3			1	2				3	
Colorado State University	5				3		3			
Cornell University	3								2	
University of Georgia	1				1			1	3	
University of Guelph	3								1	
University of Illinois	2				3		1		2	
Iowa State University	3						6		6	
Kansas State University	5				3		4		3	
Louisiana State University	1			1	3		6		4	
Michigan State University	2				2		3		3	
University of Minnesota	1				1		2	2		
University of Missouri	7				4		1		6	
Ohio State University	7						4		2	
Oklahoma State University	5				3		3		2	
Purdue University	1						1			
Texas A & M University	7				6		3		3	
Tuskegee Institute	1									
Washington State University	1						1		3	
University of Bagdad			1							
University of BRNO, Czechoslovakia	1									1
Cairo University			1		1					
Christ's University - Cambridge			1	1		1			1	
University of Hannover	1									
University of Pretoria			2							
University of Kerula			1							
University of Munich		1								
University of Queensland			1							
University of Saskatchewan	1			1			1			
University of Seoul, Korea	1						1			
University of Sydney			1							
Royal College, Denmark							1			
James Cook University							1		1	
Calicut University							1			
University of Mississippi								1		
Montana State University					1					
Northern Michigan University					1					
Park College - Missouri					1					
University of Texas					1				1	
University of South Africa						1				
University of Toledo					1					
Tulane University							3			
Wayne State University									1	
West Virginia University							1			
University of Wisconsin					1		2		1	
Western Illinois University							1			
Wabash College					1					
University of Dayton					1					
College of William and Mary					1					
University of Maryland					1					
Washington University					1					
Massachusetts College Pharmacy							1		1	
Delta State College					1					

FY 1982-83 - 11 REGIONAL SCHOOLS, FACULTY SALARY SURVEY

SCHOOL	Total No. Students	Professor No. Mean Salary	Associate Prof. No. Mean Salary	Assistant Prof. No. Mean Salary	Instructor No. Mean Sal.	Total Fac.
AUBURN	441	27 47,574	21 \$38,976	27 \$32,870	12 \$19,833	87
FLORIDA	316	21 50,262	21 41,548	47 33,798	1 23,500	90
GEORGIA	345	38 51,737	27 40,278	28 35,571	1 16,500	94
LSU	310	31 49,242	21 39,786	25 35,320	1 24,500	78
MISSISSIPPI	117	12 51,500	15 37,900	12 30,500	5 26,300	44
NORTH CAROLINA	80	28 51,693	10 45,300	17 36,441	- -	55*
OKLAHOMA	274	31 51,177	14 40,714	25 31,940	5 20,700	75
TENNESSEE	171	14 43,786	20 37,450	24 32,417	2 23,500	60
TEXAS	493	60 52,083	38 43,553	28 38,276	2 27,500	128
TUSKEGEE	226	20 41,150	9 32,278	14 28,571	1 17,500	44
VIRGINIA	216	14 52,786	18 42,194	19 35,449	9 26,056	60**
TOTALS	2,989	296	214	266	39	815
AVERAGE	272	26.9 \$49,947	19.5 \$40,465	24.2 \$34,070	3.5 \$22,859	74.1

* Second year of program

**Third year of program

EDB 4/6/83

LSU SCHOOL OF VETERINARY MEDICINE

Comparative Faculty Salary Data - 1982-83

Frequency of salary categories - Veterinary Medicine, U.S. & Canada

Over 70,000	20		
69,500	5	40,500	99
68,500	4	39,500	101
67,500	3	38,500	111
66,500	7	37,500	76
65,500	7	36,500	94
64,500	10	35,500	111
63,500	11	34,500	86
62,500	15	33,500	112
61,500	14	32,500	85
60,500	22	31,500	59
59,500	20	30,500	70
58,500	36	29,500	40
57,500	32	28,500	33
56,500	34	27,500	18
55,500	29	26,500	16
54,500	41	25,500	16
53,500	34	24,500	22
52,500	60	23,500	7
51,500	47	22,500	12
50,500	65	21,500	22
49,500	66	20,500	15
48,500	61	19,500	3
47,500	66	18,500	8
46,500	93	17,500	5
45,500	85	16,500	9
44,500	72	15,500	9
43,500	90	14,500	3
42,500	97	13,500	2
41,500	88		

Total 2,478

LSU - School of Veterinary Medicine

FACULTY MEMBERS WITH DIPLOMATE STATUS

1. American College of Veterinary Internal Medicine

HOSKINS, J. D.
HRIBERNIK, T. M.
McCLURE, J. J.
TURNWALD, G.

2. American College of Laboratory Animal Medicine

BIVIN, W. S.
SMITH, G. D.

3. American College of Veterinary Microbiologist

BARTA, O.
COX, H. U.
DOMMERT, A. R.
ISSEL, C. J.
LUTHER, D. G.
STORZ, J.

4. American College of Veterinary Ophthalmology

CARTER, J. D.
GLAZE, M. B.

5. American College of Veterinary Pathologists

CASEY, H. W.
CARAKOSTAS, M. C.
KERR, K. M.
ROBERTS, E. D.
SNIDER, T. G., III
TASKER, J. B.
TURK, J. R.
TURK, M. A.

6. American College of Veterinary Preventive Medicine

HAGSTAD, H. V.
SMITH, R. E.

7. American College of Veterinary Radiology

ROOT, C. R.
WATTERS, J. W.

Diplomates Continued

8. American College of Veterinary Surgeons

HAYNES, P. F.
HULSE, D. A.

9. American College of Theriogenologists

ARCHBALD, L. F.
BRAUN, W. F.
LINGARD, D. R.
RICHARDSON, G.

10. American Board of Veterinary Practitioners

KARNS, P. A.
McCLURE, J. J.

11. American Board of Veterinary Toxicology

NICHOLSON, S. S.
RUHR, L. P.

12. American College of Epidemiology

HUGH-JONES, M. E.

13. American College of Microbiology

COX, H. U. (Specialist)

14. Institute of American Chemists

DOMMERT, A. R. (Fellow)

15. American Board of Toxicology

SHORT, C. R.

APPENDIX B

APPENDIX C

BOARD OF REGENTS' GUIDELINES FOR CAPITAL OUTLAY RECOMMENDATIONS

- I. All capital outlay projects recommended for funding in the first year of the five-year plan will be placed in one of five categories which are listed in order of priority. Projects will be ranked numerically in categories IV and V.
- II. Given the current condition of the bond market, it is possible that some projects approved by the past legislature for bond financing may be deleted. Therefore, the Committee recommended that if bonds are not sold for any projects previously approved by the Regents, these projects should be reauthorized. In keeping with past policy, amount for these projects are not included in the current requested amounts as the funds are technically available and would only need reauthorization by the legislature.
- III. The five categories are:
 - A. EMERGENCIES

Projects which are essential to correct conditions hazardous to life, safety or property.
 - B. CONSENT DECREE

Projects which are required as a result of the Consent Decree settlement in the higher education desegregation lawsuit. This category includes projects identified by the Consent Decree Facilities Study in A Study of the Physical Facilities at Grambling State University, Southern University-Baton Rouge, and Southern University-New Orleans as projects necessary to bring these campuses up to a level equal to comparable predominantly white institutions in Louisiana. It also includes projects to construct additional facilities where necessary to house programs included in the Consent Decree.
 - C. SELF-GENERATED

Projects which will be totally financed from self-generated funds (federal funds, race track revenues, building use fees, reimbursement bonds, etc.).
 - D. CONTINUING PROJECTS

Projects that have actually received previous funding (cash received or bonds sold) are in progress and require additional funds for continuation or completion. The fact that a project may have received previous funds does not guarantee inclusion in this category. Only projects which continue to demonstrate high merit and are making satisfactory progress will be considered for placement in this category.

E. NEW PROJECTS: RENOVATIONS, IMPROVEMENTS AND NEW CONSTRUCTION

Projects which protect the state's investment in physical plant assets through a coherent program of major renovation, alteration and improvement to existing physical plants. Replacement facilities and projects to construct new space when remodeling or renovation is not practical or feasible to solve the need are included in the category. Further, this category may also include land acquisition and items of major equipment.

Within this category projects are ranked in the following manner: top priority is given to requests for projects which protect the state's investment in existing facilities, such as reroofing and waterproofing. Next are projects with positive cost benefit ratios or reasonable paybacks, such as energy conservation projects. Projects of campus-wide impact, such as computers, land acquisition and master plans, are next. Following those are planning for renovations of existing facilities and, finally, planning for construction of new facilities.

IV. In placing projects in the various categories listed above, the Committee followed certain criteria in addition to those contained in category definitions. The various caveats are listed below and were generally followed unless extraordinary circumstances were present.

- A. Generally, projects of an academic nature receive priority over non-academic projects and non-academic over auxiliary projects. The Committee recognizes that the State of Louisiana has the ultimate obligation to maintain facilities in a safe and usable condition. However, in the case of auxiliary facilities, the initial responsibility lies at the institution. Because of the failure of some institutions to adequately maintain auxiliary facilities, the Board of Regents reluctantly requests that the state exercise its responsibility in repairing and remodeling certain auxiliary facilities. These projects should be undertaken only after academic needs have been met.
- B. Generally, projects involving existing programs will receive priority over those involving new programs.
- C. Generally, renovation projects will receive priority over new construction. This is to promote maximum use of existing facilities.
- D. Should a situation exist where a particular project warrants consideration at a higher priority than the category in which it would normally be placed, it may be placed out of sequence given sufficient justification.
- E. Generally, a threshold of \$100,000 will be considered as the lower limit for capital outlay projects.
- F. Where applicable, the rank of a continuing project may be affected by its progress or lack thereof.

- G. The Regents reserve the right to reevaluate every project, whether previously recommended or not, and to make recommendations accordingly. The fact that a project has been partially funded and planned does not insure that it will be approved and included in the current recommendations.

APPENDIX D

**IN THE UNITED STATES DISTRICT COURT FOR THE
EASTERN DISTRICT OF LOUISIANA**

UNITED STATES OF AMERICA	*	CIVIL ACTION
	*	
versus	*	NO. 80-3300
	*	
STATE OF LOUISIANA, ET AL	*	SECTION "A"

CONSENT DECREE

INTRODUCTION

This action was commenced on March 14, 1974 by the United States, through its Attorney General, to enforce the provisions of the Fourteenth Amendment to the Constitution of the United States and Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq. (hereinafter referred to as "Title VI"). This Court has jurisdiction of this action pursuant to Sections 601 and 602 of Title VI, 42 U.S.C. §§2000d, 2000d-1 and 28 U.S.C. §1345.

In its complaint, the United States alleged that the defendants, the State of Louisiana and its agents exercising management and control of public colleges and universities, established and have maintained a racially dual system of public higher education in violation of the Fourteenth Amendment and Title VI. The United States further alleged that the defendants had failed to develop and implement detailed plans which "promise realistically and promptly to eliminate all vestiges of a dual system of higher education existing within the State of Louisiana."

Defendants denied plaintiff's allegations and asserted that public institutions of higher education in the State of Louisiana are in full compliance with the Fourteenth Amendment and Title VI. Defendants further asserted that they have maintained non-racial open admissions policies and non-racial employment policies and have taken other action to comply fully with the letter and spirit of the Fourteenth Amendment and Title VI.

The parties have actively and in good faith conducted negotiations and, as indicated by the signatures of their counsel, have reached agreement on the provisions set forth below. The parties waive the entry of findings of fact and conclusions of law, and each party agrees to bear its own costs.

After reviewing its terms, the Court has determined that this decree is consistent with the objectives of the Fourteenth Amendment and Title VI and that its entry will further the orderly resolution of this case. It is the specific

understanding of the parties and of this Court that neither this Consent Decree nor defendants' consent thereto constitutes an admission by defendants or an adjudication by the Court of any violation of law by defendants.

THEREFORE, IT IS ORDERED, ADJUDGED AND DECREED that the defendants State of Louisiana, et al, shall implement in good faith the commitments set forth below and that the parties shall be bound by the following:

PART I

DEFINITIONS

A. "Higher education board" refers to each of the following: the Louisiana Board of Regents, the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, the Board of Supervisors of Southern University and Agricultural and Mechanical College and the Board of Trustees for State College and Universities.

B. "Predominantly black institution" refers to each of the following: Grambling State University, Southern University-New Orleans, Southern University-Baton Rouge and Southern University-Shreveport.

C. "Predominantly white institution" refers to each of the following: Louisiana Tech University, University of Southwestern Louisiana, McNeese State University, Nicholls State University, Northeast Louisiana University, Southeastern Louisiana University, Northwestern State University, Louisiana State University-Baton Rouge, the University of New Orleans, Louisiana State University-Shreveport, Louisiana State University-Alexandria, Louisiana State University-Eunice, Paul M. Hebert (LSU) Law Center, Louisiana State University Medical Center (in New Orleans and Shreveport), Delgado Junior College, St. Bernard Community College and Bossier Parish Community College.

D. "Predominantly white professional school" refers to each of the following: Louisiana State University Medical Center (in New Orleans and Shreveport), Paul M. Hebert (LSU) Law Center in Baton Rouge and Louisiana State University School of Veterinary Medicine.

E. "Predominantly black professional school" refers to the Southern University Law School in Baton Rouge.

F. "Proximate institutions" refers to the following groupings of public institutions of higher education: University of New Orleans and Southern University in New Orleans; Louisiana State University and Southern University in

Baton Rouge; Louisiana State University-Shreveport, Southern University in Shreveport and Bossier Parish Community College; and Grambling State University and Louisiana Tech University in Lincoln Parish.

G. "Other-race students" and "other-race faculty" refer to white students and white faculty members with respect to predominantly black institutions, and black students and black faculty members with respect to predominantly white institutions.

PART II

COMMITMENTS OF DEFENDANTS

Section One: Governance

The State of Louisiana is committed to representation on each of the higher education boards without regard to race. The State adopts the goal of increasing the other-race representation on the Louisiana Board of Regents, the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, and the Board of Trustees for State Colleges and Universities so that the composition of the membership of each board approximately reflects the racial composition of the State's population. The State adopts, as an interim six-year goal, the goal of increasing the other-race representation on the Board of Supervisors of Southern University and Agricultural and Mechanical College so that the racial composition of the Southern University Board of Supervisors reflects the racial composition of the State's population inversely. The State shall take affirmative steps to achieve these goals as early as practicable but within a period not to exceed six years.

Section Two: Increased Student Access

A. Equal Access To assure equal access to Louisiana's public higher education institutions for all of the State's citizens, the State adopts the goal that the proportion of black high school graduates throughout the State who enter public institutions of higher education shall be equal to the proportion of white high school graduates throughout the State who enter such institutions. For the purpose of this Consent Decree, the United States and the State have determined that, based upon the best available data, the statewide disparity in college-going rates for black and white high school graduates is approximately 6.5 percent. The State shall annually recalculate the disparity in college-going rates for black and white high school graduates. The State shall implement all programs provided in this

Consent Decree, as well as any other programs which the State may decide to use, in order to eliminate this disparity.

The State also adopts the goal that the proportion of qualified black Louisiana residents who graduate from undergraduate institutions in the state system and enter state graduate or professional schools shall be equal to the proportion of qualified white state residents who graduate from state institutions and enter state graduate and professional schools.

B. Six-Year Institutional Student Goals The public institutions of higher education have established other-race enrollment goals for first-time freshmen and the total number of undergraduate, graduate and professional students covering a six-year period. Table 1 shows the institutional goals for first-time freshman; Table 2 shows the institutional goals for undergraduate students; and Table 3 shows the institutional goals for graduate and professional students.

Interim goals for other-race enrollment at the predominantly black institutions will not be set for the first two years of this Consent Decree in order to enable those institutions to initiate implementation of commitments to enhance the institutions set forth in Section Seven, infra.

Recruitment of other-race students in order to achieve the goals described in this Decree shall be conducted by the constituent institutions of the defendants. None of the activities or programs described in this Decree requires any constituent institution of the defendants to modify its academic standards for graduation in any program.

C. Open Admission The State shall maintain its current open admissions policy for all public higher education institutions for a period of six years from the date of entry of this Consent Decree.

D. Informational Activities and Institutional Student Recruitment

1. Informational Activities. The parties agree that affirmative steps should be taken to inform black and white students of the educational opportunities available at the State's public institutions of higher education, including the State's open admissions policy. Accordingly, the Board of Regents shall prepare and disseminate informational brochures and pamphlets designed to inform all citizens of educational opportunities available at state institutions and to encourage all citizens to attend other-race state institutions. The Board shall prepare and disseminate at least two such brochures. The Board shall prepare a brochure which, inter alia, lists all undergraduate institutions and the under-

graduate programs offered by each such institution. The Board also shall prepare a similar brochure which lists all institutions which offer graduate and professional programs and describes the programs offered at each such institution. Both brochures shall provide the address of each institution and information on how to obtain application forms. Both brochures shall inform students of available financial assistance, contain a clearly stated nondiscrimination policy, and encourage other-race students to apply for admission. Further, both brochures shall be updated (as necessary) and disseminated annually for a period of at least six years.

An appropriate number of copies of the undergraduate brochure shall be sent to all public and private high schools, community colleges and vocational and technical institutions in Louisiana; and an appropriate number of copies of the graduate brochures shall be sent to each public and private four-year institution of higher education in the State. The Board shall send copies of both brochures to the personnel directors of major private and governmental employers within the State and make them available to the public by other appropriate means.

The above procedures will be utilized to inform both black and white Louisiana residents of the educational opportunities available at both the predominantly white and predominantly black institutions.

Additionally, the Board of Regents and the institutions shall seek to air public service advertisements on radio stations which have a large black audience, and the institutions shall advertise in local newspapers. The advertisements shall be run during the regular application period(s) for state institutions for a period of at least six years from the date of entry of this decree, and shall be designed to encourage other-race students to apply for admission to the various public institutions.

2. Student Recruitment. Each institution, both predominantly white and predominantly black, shall develop and submit to the Board of Regents for approval a student recruitment plan designed to attract other-race students. Each institution's plan shall contain specific strategies for recruiting other-race undergraduate, graduate, and professional students, as applicable. Each institution shall submit its student recruiting plan to the Board of Regents within thirty days following the entry of this Consent Decree, and the Board of Regents shall work with each institution to have an approved plan for all institutions within ninety days after the entry of this Consent Decree. The Board of Regents shall

approve each institution's recruiting plan in writing. Each institution shall review its recruiting plan annually for a period of six years to determine the need for revising the plan. An institution's failure to achieve its other-race student goals shall be a basis for determining alternative recruiting strategies for attracting other-race students and revising the institution's recruiting plan.

The following actions shall be taken with respect to student recruitment as part of a statewide recruitment effort:

- (a) Each predominantly white institution shall employ a black and each predominantly black institution shall employ a white who shall have the primary responsibility for recruiting other-race students.
- (b) To assist the institutions in identifying prospective other-race students, the Board of Regents shall obtain from ETS and the American College Testing Program, and provide to each institution each fall, a list of all Louisiana students (by race) still enrolled in high school who took the SAT or ACT and agreed to have their names released.
- (c) Each institution shall send recruitment literature to each high school in its service area and encourage the high school to disseminate the same to all students, with particular emphasis given to reaching other-race students.
- (d) The Board of Regents shall develop and provide to the predominantly white institutions which have graduate and professional programs a list of all black students expected to graduate during that school year from public and private undergraduate institutions in Louisiana, and who agree to have their names released. The list shall provide the following information: name of each student, the student's major field, grade point average, and other relevant information. Each predominantly white institution shall actively seek applications from qualified students whose names appear on the list. As the enhancement of appropriate predominantly black institutions is

accomplished, the Board of Regents shall provide the same service, listing white students, to those institutions.

(e) The Board of Regents shall obtain and provide to all predominantly white institutions a list of all black students enrolled in Louisiana institutions of public higher education who take the Graduate Record Examination (GRE) and who agree to have their names released. Each predominantly white institution shall solicit applications from among qualified students whose names appear on the list. As the enhancement of appropriate predominantly black institutions is accomplished, the Board of Regents shall provide the same service, listing white students, to those institutions.

(f) The Paul M. Hebert Law Center and Southern University Law School shall obtain through the Board of Regents a list of students identified by race enrolled in Louisiana's public and private four-year institutions who have taken the Law School Admission Test (LSAT) and agree to have their names released. A comparable list of students who have taken the Medical College Admission Test (MCAT) and the Dental Admission Test (DAT) shall be supplied to the Louisiana State University Medical Center. The professional schools shall actively seek applications from among qualified other-race students who take the above-named examinations and whose names appear on the appropriate list.

E. Access to High School Students The Board of Regents and the Board of Elementary and Secondary Education have jointly developed, adopted and shall enforce a policy that ensures that no Louisiana public institution of higher education will be denied equal access to public high schools to conduct student recruitment activities. In addition, each governing board shall adopt a policy which will prohibit institutions under its control from recruiting at any public or private high school, community college or any other educational institution that does not allow equal access to all public institutions of higher education for purposes of

recruitment. All public and private high schools shall be informed of the equal access recruitment policy.

Section Three: Student Financial Assistance

In order to ensure that other-race students who are financially unable to attend a college may be afforded, to the extent possible, the opportunity to do so, state funds administered by the Governor's Commission on Services to Education and available to undergraduate and graduate students shall be administered in a manner so as to enable each institution to achieve its other-race enrollment goals.

In addition, the state shall establish a scholarship program to assist those institutions that offer professional programs in medicine, dentistry, and veterinary medicine to increase the level of other-race participation therein. Eligible students will receive a \$5,000 scholarship per year. The program will have the potential of graduating a total of 108 other-race doctors/dentists and 30 other-race doctors of veterinary medicine at a total cost of \$2,760,000. Persons accepted in the sixth year of the program will be guaranteed stipends for the remaining 3 years of the academic program if they remain in good academic standing. Tables 5 and 6 delineate the financial commitment to these programs.

The following shall apply to professional student scholarship programs:

A. The scholarship shall be used for educational purposes only and recipients shall not be precluded from receiving other financial assistance for which they may be eligible.

B. A recipient must remain in good academic standing to continue to participate in the program.

Section Four: Student Attrition and Developmental Education Programs

The State shall take further affirmative steps to reduce any disparity between the proportion of black and white students completing and graduating from Louisiana public institutions of higher education. The State shall take the following actions aimed at reducing the disparity between black and white student attrition rates:

A. The Board of Regents shall adopt the model developmental education program(s) based on the recommendations in the "Report on Developmental Education in Louisiana Public Higher Education" completed in May 1981.

B. Each public institution of higher education shall develop a

developmental education program based on the model and have it ready for implementation no later than the beginning of the 1982-83 school year.

C. Each institution shall provide effective administrative direction for the program, and designate a person responsible for the program.

D. The State shall fund approved developmental education programs at a level to ensure the viable operation of the program and in any event, the State Appropriation Formula value shall be no less than \$65.65 per student credit hour. In addition, the special monies which have been provided to the predominantly black institutions for developmental education purposes shall be maintained either through state or federal initiatives for a period of no less than six years.

E. Each institution shall review its developmental education program annually to ensure the success of the program and take alternative steps where a program proves to be ineffective.

F. The Board of Regents shall have the responsibility of approving and monitoring the developmental education programs at all institutions. This responsibility shall include the collection and analysis of data necessary to determine the effectiveness of institutional efforts to reduce attrition rates of black vis a vis white students. The Board of Regents shall have the authority to recommend specific steps to improve the developmental education program at any institution that fails to successfully reduce the attrition rate of black students.

Section Five: Equal Employment Opportunity

A. The State shall adopt the goal that the proportion of black administrators, faculty, and staff employed at each Louisiana predominantly white public institution of higher education and staff employed by each higher education board shall be equal to the proportion of black individuals with the required credentials in the relevant labor market area. Additionally, the State shall adopt the goal that each predominantly black public institution of higher education shall increase its proportion of white administrators, faculty and staff. The attached Table 4 shows the other-race institutional employment goals, by EEO categories, for all institutions.

B. The employment goals in Table 4 for faculty and administrative positions were based primarily upon the availability of persons with terminal degrees. In the event that an institution does not require a terminal degree for certain faculty or administrative positions, its goals should be modified to reflect the availability of persons possessing the qualifications actually required. In

addition, the employment goals in Table 4 do not take into account the number of qualified black applicants who may be identified through the faculty clearinghouse which will be established nor the number of who will obtain their terminal degrees through the faculty development programs described below. The institutions shall revise their employment goals annually taking into account changes which may occur regarding the availability of qualified blacks for employment at state institutions and at the higher education boards.

C. Each institution shall take affirmative steps to identify prospective other-race applicants and solicit applications from such persons. Any institution which has not already adopted an affirmative action plan pursuant to the requirements of Executive Order 11246 shall adopt an affirmative action plan to identify the specific steps to be taken to achieve its employment goals. Each institution shall review its affirmative action plan annually and make such revisions as may be appropriate to improve its effectiveness. No affirmative action plan shall require an institution to discriminate unlawfully against anyone in order to increase other-race employment.

D. Clearinghouse for Faculty and Professional Staff. As one means of identifying qualified black persons for faculty and staff vacancies which occur at Louisiana's public institutions and on the staffs of higher education boards, the State shall establish and maintain a clearinghouse for faculty and professional staff applicants. The primary purpose of the clearinghouse will be to maintain an extensive file of black applicants interested in being employed at Louisiana's public institutions of higher education and/or on the staffs of any higher education board. The Board of Regents shall establish the clearinghouse and have it in operation within 120 days after the date of entry of this Consent Decree.

In order to build and maintain the application file, the Board of Regents shall take the following steps:

1. Develop a brochure (information sheet) which describes the clearinghouse and how it operates, contains a mailing address for potential users, and encourages minority persons to submit applications.

2. Send copies of the clearinghouse brochure to an appropriate person or higher education board in each state the Board of Regents believes will have a substantial number of potential users of the clearinghouse and request that the brochures be disseminated to higher education institutions that have a substantial minority enrollment in graduate programs.

3. Send copies of the clearinghouse brochures to the twenty-five largest predominantly black four-year colleges and universities and request that the brochures be disseminated to departments and schools within the institutions that have graduate and professional programs.
4. Work with the Southern Regional Education Board to implement the program and obtain additional applications through SREB which operates a similar program.
5. Advertise nationally, detailing the existence of the clearinghouse and encouraging interested persons to submit applications and maintain a current national list of applicants.
6. Work with Louisiana's institutions to disseminate information about the clearinghouse and to identify potential applicants who wish to be on file.
7. Maintain a file of information on black graduate students who are nearing the completion of the masters, doctoral or equivalent degrees at public and private colleges and universities in Louisiana, and disseminate this information at least once a year to all public colleges and universities in Louisiana.
8. Employ at least one professional staff person on a full-time basis who will administer the clearinghouse; if additional support is needed, it will be provided by staff members of the Board of Regents. The responsibilities of the staff person shall include, among other things, maintaining and updating the applicant file, and publishing and disseminating on a quarterly basis a registry of applicants for faculty and board staff positions.
9. Publicize the availability of a toll-free incoming (state-wide) WATS line for the use of institutions and black applicants in Louisiana in adding information to the registry.

The State shall fund the clearinghouse at a level to ensure viable operation and, in any event, at no less than a level of \$50,000 per year for a period of six years.

Each Louisiana public higher education institution and higher education board shall seek applications from qualified persons registered with the clearinghouse for all faculty and/or professional staff vacancies. Prior to filling any faculty or professional staff position, each institution and higher education board shall seek qualified persons registered with the clearinghouse. After the position is filled, the institution or higher education board shall notify the Board of Regents

whether any clearinghouse applicants were interviewed (and if so, how many) and whether a clearinghouse person was hired. The administrator of the clearinghouse shall prepare an annual report specifying the number of applications received by the clearinghouse, the number of requests received from each institution for clearinghouse applicants, the number of offers of employment extended by each institution to clearinghouse applicants and the number of new hires by each institution from the clearinghouse.

E. Board of Regents' Graduate Fellowship Program. The State shall establish a Graduate Fellowship Program designed to increase the pool of other-race faculty qualified to teach at state institutions. The Graduate Fellowship Program is described below:

1. Each state institution will be required to provide documented evidence that efforts have been made to recruit other-race faculty.

2. Each year for a period of six years, ten persons will be selected to participate in the program. The participants will be awarded \$10,000 annual stipends, and each participant will receive a maximum of three years' support. The awards will be made by the Board of Regents on the advice of interinstitutional faculty committees in the various disciplines involved. The faculty committees will consider, at a minimum, each nominee's college level grade point average, Graduate Record Examination score, letter of nomination and recommendation, and commitment to teach at an other-race public institution of higher education in Louisiana.

3. Annually for a period of six years, each predominantly white institution will be required to identify and document a maximum of three fields or disciplines in which its black faculty recruitment efforts have been unsuccessful because of a lack of qualified applicants; and each predominantly black institution will be asked to identify and document a maximum of three fields or disciplines in which its white faculty recruitment efforts have been unsuccessful because of lack of qualified applicants. Each four-year predominantly white institution shall nominate three black persons, and the Southern University System and Grambling State University each shall nominate one white person lacking the terminal degree to compete for one of the ten \$10,000 stipends to support graduate study. The nominees must be chosen from the ranks of advanced graduate students or faculty, must be in a discipline specified by the Board of Regents from among those identified as lacking a qualified other-race applicant pool, and, upon

completion of the terminal degree, must be willing to teach at an institution where he/she would be an other-race faculty member. A three-year teaching commitment will be required. All nominations for participation in the Graduate Fellowship Program must be from the institutions, and individuals shall not be allowed to apply directly to the Board of Regents to participate in the program.

4. Stipends may be used by full-time graduate students at any regionally accredited Louisiana institution offering the doctorate in the appropriate field or at any regionally accredited out-of-state institution offering the appropriate doctoral or advanced degree program.

5. All recipients, including persons accepted into the program in its final year, will be guaranteed stipends for three years if necessary to complete the terminal degree. Persons receiving Regents' Fellowships will be allowed to accept other financial assistance for which they are eligible, so long as such assistance does not necessitate agreements that will hinder progress toward the degree or commitments to teach in an other-race public institution of higher education in Louisiana.

6. Voluntary failure on the part of a recipient to honor the required three-year contractual commitment will result in the necessity to have the recipient repay stipends received in full, plus interest at the prevailing prime rate.

7. The attached Table 7 provides a year-by-year breakdown of the funding of the Board of Regents Graduate Fellowship Program.

F. Southern University and Grambling State University Faculty Development Program. In addition to the Board of Regents' Graduate Fellowship Program, the State recognizes the need to provide advanced educational opportunities for faculty members at Louisiana's predominantly black institutions as one means of enhancing programs at Grambling State and Southern Universities. The purpose of the program will be to allow faculty members at each institution who lack the terminal degree to take paid leaves of absence in order that they may obtain their terminal degrees. The program will be funded for six years as follows: Grambling State University will receive \$70,000 annually and the Southern University System will receive \$230,000 annually. Southern University (including all three campuses), Grambling State University, their higher education boards, and the Board of Regents will work together to develop a detailed plan of the

procedures and criteria to be used in the operation of the faculty development program at each institution.

Section Six: Cooperative Efforts of Proximate Institutions

A. **Development and Coordination of Cooperative Plans** The proximate institutions in the Lincoln Parish, Baton Rouge and New Orleans areas shall develop cooperative plans. Each plan will describe each cooperative endeavor in terms of its participants (students and/or faculty), the exact manner in which each program will be operated, funding needed to operate the program, the institutional official or staff member responsible for the program and the procedure to be used to monitor the program. The institutions shall adopt an administrative structure designed to ensure effective cooperation between the two institutions, and each institution shall designate a person responsible for the cooperative efforts.

B. The cooperative programs between the proximate institutions in each area shall include the following:

1. **Faculty Exchange Program** The institutions shall operate a faculty exchange program each year for a period of six years under which faculty members from each institution will teach courses at the other institution's main campus. Goals for other-race participation in the faculty exchange programs are set forth below. Additionally, each institution shall encourage other faculty members to participate in faculty exchange and to serve as guest lecturers. In seeking to reach its other-race employment goals, an institution shall not be entitled to take into account faculty members participating in the faculty exchange program.
2. **Student Exchange Program** The institutions shall operate a student exchange program each year for a period of six years which program will result in students from each institution taking courses at the campus of a proximate institution. Goals for other-race participation in the student exchange program are set forth below. Additionally, each institution shall encourage other students to participate in student exchange. In seeking to reach other-race enrollment goals, an institution shall be entitled to take into account student participation in stu-

dent exchange programs on the following basis: each nine credit hours taken by other-race students as part of an exchange program shall be counted as if an other-race student had enrolled at the institution for a semester or quarter of coursework, as the case may be.

3. Dual or other Cooperative Degree Programs Within six months after entry of this Decree, the institutions shall seek to identify areas in which they may offer dual degrees or other cooperative degree programs. Goals for the development of dual or other cooperative programs are set forth below.
4. Other Cooperative Efforts The institutions shall continue existing cooperative endeavors and seek to develop other areas in which the institutions may cooperate.

C. Goals for Louisiana Tech and Grambling

1. Other-Race Faculty Exchange Goals

<u>Academic Year</u>	<u>Louisiana Tech Faculty Members at Grambling</u>	<u>Grambling Faculty Members at La. Tech</u>
1982-83	5	3
1983-84	5	3
1984-85	5	4
1985-86	5	5
1986-87	5	5
1987-88	5	5

2. Other-Race Student Exchange Goals

<u>Academic Year</u>	<u>Credit Hours Taken by La. Tech. Students at Grambling</u>	<u>Credit Hours Taken by Grambling Students at La. Tech.</u>
1982-83	200	150
1983-84	300	200
1984-85	400	250
1985-86	500	300
1986-87	500	300
1987-88	500	300

3. Goals for Dual or other Cooperative Degree Programs

4 Programs

D. Goals for Louisiana State University-Baton Rouge and Southern
University-Baton Rouge

1. Other-Race Faculty Exchange Goals

<u>Academic Year</u>	<u>LSU-BR Faculty Members at SU-BR</u>	<u>SU-BR Faculty Members at LSU-BR</u>
1982-83	20	10
1983-84	20	10
1984-85	20	10
1985-86	20	10
1986-87	20	10
1987-88	20	10

2. Other-Race Student Exchange Goals

<u>Academic Year</u>	<u>Credit Hours Taken by LSU-BR Students at SU-BR</u>	<u>Credit Hours Taken by SU-BR Students at LSU-BR</u>
1982-83	600	300
1983-84	750	500
1984-85	900	700
1985-86	1200	900
1986-87	1500	1100
1987-88	1500	1100

3. Goals for Dual or Cooperative Degree Programs

5 Programs

E. Goals for University of New Orleans and Southern University

-New Orleans

1. Other-Race Faculty Exchange Goals

<u>Academic Year</u>	<u>UNO Faculty Members at SUNO</u>	<u>SUNO Faculty Members at UNO</u>
1982-83	5	3
1983-84	5	4
1984-85	5	5
1985-86	5	5
1986-87	5	5
1987-88	5	5

2. Other-Race Student Exchange Goals

<u>Academic Year</u>	<u>Credit Hours Taken by UNO Students at SUNO</u>	<u>Credit Hours Taken by SUNO Students at UNO</u>
1982-83	500	150
1983-84	750	250
1984-85	1000	350
1985-86	1250	450
1986-87	1500	550
1987-88	1500	550

3. Goals for Dual or Cooperative Degree Programs

3 Programs

Section Seven: Enhancement of Predominantly Black Institutions

A. Caddo-Bossier Parish Area

1. Within 30 days of the entry of this Consent Decree, a five-member panel of experts shall be designated. The thrust of the panel's study will be two-year program offerings at predominantly black and predominantly white public institutions in the Caddo-Bossier Parish area, but the panel may review all post-secondary programs in the Caddo-Bossier Parish area as necessary. The panel will use, as part of its study, the Master Plan for Higher Education and other materials made available by the Board of Regents, the higher education governing boards and the Bossier Parish School Board. The panel shall recommend specific measures for the structure of public post-secondary education in the Caddo-Bossier Parish area relative to the allegations in plaintiff's amended complaint. The panel shall confine its study to the geographical area served by public post-secondary education institutions in Caddo and Bossier Parishes. The State of Louisiana, the Southern University System, Bossier Parish Community College, the LSU System and the United States shall each appoint one member of the panel, with the State's appointment being subject to the approval of Bossier Parish Community College, the LSU System and the Southern University System. The State shall provide at least \$40,000 to compensate the experts appointed by the above-named defendants, and the United States shall compensate the expert it appoints.

2. Prior to beginning its study, the panel of experts will afford each party appointing an expert the opportunity to meet with the panel for the purpose of discussing all relevant issues.

3. The experts shall complete their study and make recommendations within six months after having been appointed.

4. Parties shall have 45 days to review the experts' study and to consult with one another in an effort to settle all outstanding issues pertaining to post-secondary education in the Caddo-Bossier Parish area.

5. If agreement among the parties is not reached within 45 days, each party shall have the right to petition the Court to set a hearing on issues still in dispute, and to submit said issues to the Court for resolution.

6. All parties herein agree that the Bossier Parish Community College shall continue its present operation without any action which might interfere with its operation or obstruct its funding, until the study has been

completed and the parties and the Court have resolved all matters regarding this issue. Further, the participation in this Consent Decree by the Bossier Parish School Board and the Bossier Parish Community College is limited solely to the above stated study agreement and to the language and substance in this Section 7A, and they specifically reserve unto themselves all objections, motions, defenses or actions available to them now or which might become available in the future. If the issues under this section are not resolved amicably under the study plan, then the issue of liability and all other legal issues may be reurged in a separate proceeding by any affected party to this proceeding who shall not lose or waive any rights, actions or defenses. Bossier Parish School Board and the Bossier Parish Community College expressly deny any violation by them of the Constitution of the United States, Title VI or any other law, regulation, rule, criterion or Executive Order and do not waive any previously contested issue or issues. The parties to this Decree acknowledge that Bossier Parish School Board and Bossier Parish Community College take the position that they are in the same legal posture as if this Consent Decree were not entered except as provided in this Section 7A.

7. All parties reserve all rights with respect to all issues affecting two year post-secondary education in the Caddo-Bossier area; and except as set forth in this Section 7A, the provisions of this Consent Decree shall not be binding on any party with respect to the issues in this section.

B. Enhancement of Academic Programs The state shall strengthen and enhance the roles of its predominantly black institutions in the State system of public higher education, and increase their capability to attract other-race students, by strengthening existing programs and by locating new academic programs at those institutions. It is agreed that the programs listed below shall be implemented in a timely manner and in accordance with established state policies regarding educational quality. The Board of Regents will waive the one-year notice of intent requirement for said programs and will assist the institutions to assure approval thereof.

The predominantly black institutions shall implement the programs designated below at the earliest practicable date. The parties recognize, however, that these institutions may require more than six years to develop and implement these programs. In that event, the State shall maintain its commitment to develop and fund these programs at the predominantly black institutions.

1. Lincoln Parish The following programs shall be approved by the Board of Regents in accordance with state policy relative to educational quality as modified with respect to the one-year notice of intent requirement and shall be established at Grambling State University:

(a) New Programs

- (1) School of Nursing (four-year B.S. degree)
- (2) Joint baccalaureate degree programs with the Louisiana State University Medical Center shall be established in the fields of medical technology, physical therapy, cytotechnology, occupational therapy, rehabilitation counseling and cardio-pulmonary science.
- (3) Students pursuing the joint allied health programs listed in (a)(2) above may be awarded an Associate of Science (A.S.) degree by Grambling State University upon completion of two years of general education.
- (4) Public Administration (M.P.A.) which will emphasize Political Science.
- (5) Master of Arts in Teaching (M.A.T.) in:
 - Social Science
 - Natural Science
 - Humanities
- (6) Social Work (M.S.W.)
- (7) Criminal Justice (M.S.)
- (8) Developmental Education (M.S., Ed. S., Ed. D.)
- (9) Science Education (M.S.)

(b) New Cooperative Programs

The programs outlined in (1) and (2) below will involve the granting of degrees by Grambling State University with the cooperation of Louisiana Tech:

- (1) Business Administration (M.B.A.) with options in:
 - Informational Systems
 - Administration
 - Computer Science

(2) International Business and Trade (M.S.)

2. Baton Rouge The following programs shall be approved by the Board of Regents in accordance with state policy relative to academic quality as modified with respect to the one-year notice of intent requirement and shall be established at Southern University-Baton Rouge:

- (a) School of Nursing (B.S.)
- (b) Joint baccalaureate degree programs with the Louisiana State University Medical Center shall be established in the fields of medical technology, physical therapy, cytotechnology, occupational therapy, rehabilitation counseling and cardio-pulmonary science.
- (c) Rehabilitation Psychology (B.S., M.S.)
- (d) School of Accountancy (six-year professional degree)
- (e) Professional Accountancy (D.P.A.)
- (f) Special Education (M.Ed., Ed.S., Joint with LSU-BR; Ed. D., Ph.D., Separate at SU-BR)
- (g) Environmental Chemistry (B.S.)
- (h) School of Public Policy and Urban Affairs (M.P.A. in cooperation with LSU-BR with SU-BR granting the new degree with political science emphasis and related existing SU-BR degrees)
- (i) Computer Science (M.S.)
- (j) Center for Small Farm Research

The State agrees to a faculty and student exchange program in nursing between Southern University-Baton Rouge and Southeastern Louisiana University. Two faculty members from each institution shall each teach at least one course at the other institution during each academic year provided that such courses are approved by each institution. Each student enrolled in one of the programs shall enroll in no less than one course offering at the other institution at the junior or senior level, depending on the programs' abilities to absorb the increased enrollment. Since Southeastern students spend their junior year (and part of their senior year) in Baton Rouge, the exchange program shall become effective simultaneously with the acceptance of students to the junior year of the Southern University

program. The State accepts as a goal the achievement of a 25% other-race student presence in each program.

3. New Orleans The following programs shall be approved by the Board of Regents in accordance with state policy relative to academic quality as modified with respect to the one-year notice of intent requirement and shall be established at Southern University-New Orleans:

- (a) School of Social Work (M.S.W.)
- (b) Substance Abuse (B.S.)
- (c) Joint baccalaureate degree programs with the Louisiana State University Medical Center shall be established in the fields of medical technology, physical therapy, cytotechnology, occupational therapy, rehabilitation counseling and cardio-pulmonary science.
- (d) Students pursuing the joint allied health programs listed in 3(c) above may be awarded an Associate of Science (A.S.) degree by SUNO upon completion of two years of general education.
- (e) Print Journalism (B.A.)
- (f) Urban Studies (B.A.)
- (g) Criminal Justice (B.S.)
- (h) Computer Science (A.S.)
- (i) Technology (B.S.) emphasizing engineering, occupational safety and media technologies.
- (j) Transportation (B.S.)

4. The State agrees to fund all of the above new programs at a level to make the programs viable and capable of attracting students of all races to those institutions. Each institution shall prepare a proposal for each new program which will include, among other things, a description of the program or school; the estimated costs of planning (including cost of consultants, where necessary) and implementing the program or school (including salaries for new personnel); and the projected implementation date. The estimate shall also include the costs of special equipment necessary to implement and operate the program as well as necessary new facilities. The institutions shall work with the Board of Regents in determining the cost of each program. The Board of Regents shall

agree to recommend funding to the Legislature, allowing for inflationary increases for programs which will not be implemented immediately.

5. As regards the joint allied health programs referred to above, the State will provide for the employment at each specified institution of an allied health counselor and one support staff. These individuals will be joint appointments of both the LSU Medical Center and the respective predominantly black institutions, paid for through the budget of the LSU Medical Center. They will serve full time on each of the predominantly black campuses, and the counselor may teach one or two courses in the basic sciences.

C. Future Program Considerations Additionally, the following programs will be considered for implementation at the predominantly black institutions.

1. Grambling State University
 - (a) Gerontology (B.S.)
 - (b) Science Education (M.Ed., Ed.D.)
 - (c) Elementary Education (Ed.D., Ph.D.)
 - (d) School of Law (J.D.)
 - (e) Paralegal Studies (A.S.)
2. Southern University-Baton Rouge
 - (a) Radiological Technology (B.S.)
 - (b) Business Administration (M.B.A.) emphasizing labor-management relations
 - (c) Early Childhood Education (B.S.)
 - (d) Agribusiness (M.S.)
 - (e) Labor Management (M.S.)
 - (f) Adaptive Physical Education (M.S.)
3. Southern University-New Orleans
 - (a) Substance Abuse (M.S.)
 - (b) Criminal Justice (M.S.)
 - (c) Nursing (B.S.N.)

The programs listed in paragraph C above will be considered by the Board of Regents for implementation at the specified institution when the following conditions have been met: (1) all programs agreed to in Section 7B of this Consent Decree for that institution have been successfully implemented and (2) institutional and state studies document both sufficient need and potential

quality to justify their implementation at the institutions specified above. Furthermore, the Board of Regents agrees that, if need for an additional state-supported School of Pharmacy is documented in the future, the resulting school will be placed at either Southern University-Baton Rouge or Southern University-New Orleans, as determined by the Board of Supervisors of Southern University. If in the future, the need for an additional publicly supported law school is documented, the new school will be established at Grambling State University.

D. New Role, Scope and Mission Statements. As a result of the programmatic changes at each predominantly black institution, the role, scope and mission statement of each institution (as stated in the Master Plan of 1978) shall be revised and the revised statement shall appear in the next update to the Master Plan. Management Boards and institutions shall participate in formulation of the revised statements. Plaintiff shall be provided with the revised statements at least sixty days prior to their publication in the Master Plan update.

E. Commitments Regarding New Programs and Elimination of Programs.

1. The Board of Regents shall give priority consideration to placing at a predominantly black institution any new law (at Grambling State University), nursing (Southern University in New Orleans) or pharmacy program (in the Southern University System) and any of the programs identified in paragraphs C (1), (2) and (3) above, for which a need is established during the term of this Consent Decree. The Board of Regents will give special consideration to placing new high-demand, high-cost programs at predominantly black institutions.

2. Prior to the approval of any new program at any predominantly white institution, the Board of Regents shall assess the impact of implementing the program on the achievement of other-race enrollment goals at predominantly black institutions. The Board of Regents shall not approve any new program at a proximate predominantly white institution which duplicates a program established at or approved for the proximate predominantly black institution.

3. In its decisions pursuant to any academic program review (baccalaureate, masters, professional or doctoral), the Board of Regents shall act consistent with the objective of enhancing predominantly black institutions. Should the Board of Regents decide to eliminate degree programs pursuant to any

academic program review, it shall do so in a manner that does not disproportionately affect any predominantly black institution.

F. Capital Improvements at Predominantly Black Institutions

1. The State shall improve existing facilities and construct new facilities at its predominantly black institutions such that their physical plants will be comparable to those available at comparable predominantly white institutions. The parties agree that the new programs approved for each of the predominantly black institutions at New Orleans, Baton Rouge and Lincoln Parish will require the construction of one or more new facilities.

- (a) The State shall provide capital outlay funds sufficient to meet the current physical plant needs of Grambling State University and Southern University, as identified in the Board of Regents' current recommendations for the five-year facilities plan as near as practicable.
- (b) The State shall provide through the Board of Regents the amount of \$148,000 for the purpose of conducting a study to determine the nature and extent of continuing deficiencies present in the physical plants of Grambling State University and Southern University, which study shall be completed no later than six months from the date of entry of this Consent Decree. The study shall include a facilities plan identifying capital outlay projects necessary to upgrade the physical plants of Grambling and Southern consistent with their newly defined missions and the goals of attracting other-race students.
- (c) The facilities study shall be overseen by a committee comprised of an expert chosen by the Board of Regents and an expert chosen by the United States of America, who shall approve the charge given to the consultants conducting the study and review and recommend changes if necessary in the

methodology and procedures to be used in conducting the study. The plaintiff will have thirty days to review the study prior to implementation of any recommended action.

2. The Board of Regents shall adjust its five-year capital outlay plan by January 1, 1983, to incorporate the recommendations of the facilities study, assigning the highest priority to correcting deficiencies identified by the study, excepting emergencies, and the State shall provide capital outlay funds consistent therewith. The capital outlay requirements identified in the adjusted five-year capital outlay plan and any new facilities for predominantly black institutions will be funded and constructed as near as practicable in six years from the date of entry of this Decree.

G. Increased Financial Support

1. The Board of Regents shall amend the State Appropriation Formula to include a mechanism by which state appropriations per FTE law student at Southern University-Baton Rouge will be at least at parity with state appropriations per FTE law student at the Paul M. Hebert (LSU) Law Center. Additional funds in the amount of at least \$285,000 per year shall be appropriated to Southern University for a period of six years for enhancement of its Law School.

2. The State shall ensure that Southern University and Grambling State University will receive appropriations reasonably necessary to fund the requirements of this Consent Decree.

(a) The State shall review the State Appropriation Formula, and shall determine whether allocations made during the term of this Consent Decree pursuant to the Formula will be sufficient to fund the operating needs of Southern University and Grambling State University and to otherwise fund the requirements of this Consent Decree.

(b) If, upon review of the Formula, the State determines that the projected allocation pursuant to the Formula will not be sufficient to fund the operating needs of Southern University and Grambling State University or to otherwise fund the requirements of this Consent Decree, the State

shall appropriate funds outside the Formula so as to ensure sufficient funding of those institutions.

- (c) The State shall provide funds through the Board of Regents not in excess of \$200,000 for studies of the financial procedures, management practices, programmatic arrangements, space utilization and maintenance procedures of the predominantly black institutions. During the term of this Decree, the predominantly black institutions and their higher education boards shall continue appropriate procedures to assure effective financial, personnel and facilities management. The Consent Decree Monitoring Committee shall provide technical assistance to the predominantly black institutions and shall monitor their progress in achieving this goal.
- (d) The State shall provide additional funds in the amount of \$1,000,000 per year for six years to be appropriated as follows: (1) \$373,000 appropriated to Grambling State University; (2) \$627,000 appropriated to the Southern University System. These funds are to be utilized for the general enhancement of the institutions, subject to the approval of the appropriate higher education board, the Board of Regents and the Governor or his designee.

Section Eight: Monitoring and Reporting

A. Monitoring

1. A committee, to be known as the Consent Decree Monitoring Committee, shall be established to monitor the compliance of the defendants with the requirements of this Decree.

2. The Consent Decree Monitoring Committee shall consist of nine members. Each higher education board shall appoint two members of the Committee, which representatives may be members of the board or its employees or employees of the institutions under its supervision. The Governor shall appoint one member of the Committee who shall serve as its Chairman.

3. The Consent Decree Monitoring Committee shall be funded through the Board of Regents which shall house the Committee and provide necessary staff, technical and clerical assistance. The Board of Regents shall assign at least one professional staff person to be available to assist the Committee on a full-time basis.

4. Within ninety days of the entry of this Decree, the members of the Consent Decree Monitoring Committee shall be appointed and the Committee convened by its Chairman. The Committee shall establish procedures for effectively monitoring compliance with the requirements of this Decree, for collecting data and filing all reports required thereunder and for making recommendations to assist in the achievement of the goals and objectives thereof.

5. The higher education boards and the institutions under their supervision shall cooperate with the Consent Decree Monitoring Committee in furnishing necessary data and in otherwise carrying out the requirements of this Decree.

B. Reporting On or before August 15 of each year, beginning on August 15, 1982, and annually thereafter throughout the term of this Consent Decree, the Consent Decree Monitoring Committee shall file with this Court and submit to the United States its annual report describing the actions taken by the defendants to fulfill the commitments set forth in this Consent Decree. Each annual report shall contain at least the following two components: a narrative assessment and a statistical report.

1. Narrative Assessment The narrative assessment shall describe in detail the efforts of each higher education board and each institution in the most recent academic year to implement the provisions of this Consent Decree. The narrative assessment shall include, inter alia, the following information:

- (a) A description of the specific actions which have been taken to implement the provisions of the Consent Decree and to otherwise achieve its objectives;
- (b) A description of the results achieved, including quantitative indices where appropriate or required;
- (c) An analysis of the reasons why any steps taken proved inadequate or insufficient; and

- (d) A description of any alternative actions the State, its higher education boards or the institutions might take to achieve progress toward the goals and timetables set forth in the Consent Decree.

2. Statistical Report The statistical report shall include comprehensive data including, inter alia, statistics on student enrollment, faculty and staff employment, academic program inventories, operating and capital outlay budgets and other data which is reasonably necessary in order to enable this Court and the United States to evaluate the progress which has been made in achieving the goals and in implementing the programmatic and financial commitments contained herein.

The defendants shall provide to the United States, at its request and upon reasonable notice, the opportunity to inspect additional documents and other materials containing information which may be necessary from time to time in order to determine the effectiveness of the defendants' efforts to implement the provisions of this Consent Decree.

PART III

EFFECT OF DECREE

A. This Decree resolves all issues in contention between plaintiff and defendants in this lawsuit relating to compliance with and enforcement of the Fourteenth Amendment and Title VI.

B. The defendants' compliance with this Decree, or any modification thereof, as between the parties, shall be deemed compliance with the Fourteenth Amendment and Title VI as to all matters addressed hereunder this Decree.

C. No party waives the right to raise any previously contested issues or any issues addressed in this Decree or in this lawsuit should litigation ensue at the expiration of this Decree or at any time prior thereto. Specifically, the defendants do not waive their contention that the Amended Criteria Specifying Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education, 42 Fed. Reg. 40, 780 (1977), and the Revised Criteria Specifying The Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education, 43 Fed. Reg. 6, 658 (1978), are both statutorily and constitutionally defective; that the plaintiff does not have the right to prescribe, guide, or evaluate curricular, programs, program content, or the institutional location of program or

course offerings, it being the position of the defendants that such decisions are reserved to the defendants by the First Amendment of the Constitution and laws of the United States; that the plaintiff's actions have denied Louisiana its right of constitutional equality and have denied the students, faculty, and administration of the constituent institutions of the defendants due process and equal protection of the law as guaranteed by the Fifth Amendment of the Constitution of the United States. Moreover, by consenting to the provisions of this Decree, the defendants do not concede that numerical assessments of the racial composition of the constituent institutions of the defendants are a constitutionally or statutorily permissible measure of compliance with the Fourteenth Amendment or Title VI, it being the position of the defendants that such numerical assessments are constitutionally and statutorily prohibited or unauthorized. Specification of these issues does not constitute a waiver of the right of the parties to raise any issue whatsoever.

PART IV

JURISDICTION

This Court shall retain jurisdiction of this action to assure the implementation of the provisions of this Decree; to monitor the effect of the actions taken pursuant to this Decree; to insure that the Louisiana system of public higher education is operated on a unitary basis in all respects; and to consider any motions to modify provisions of this Decree or other appropriate pleadings in this case, subject to the provisions of Part V., infra.

PART V

TERM OF DECREE

A. This Decree shall become effective immediately upon the date of its entry by the Court and shall remain in effect until at least December 31, 1987. The Court shall retain jurisdiction over the case until December 31, 1987.

B. If any party, prior to December 31, 1987, has commenced proceedings either to seek compliance with this Decree or to seek other relief necessarily implicating this Decree, this Court shall retain jurisdiction over this action until all issues relating to such proceedings have been resolved.

C. On December 31, 1987, this Decree shall terminate automatically and without further formality unless the plaintiff by motion requests this Court to conduct a hearing for the purpose of determining whether the defendants

have fully implemented all provisions of this Decree and are operating the system of public higher education on a unitary basis.

D. Should this Court determine, at the time of the hearing, that the State of Louisiana and all defendant higher education boards have effectively implemented all provisions of this Decree and are operating the system of public higher education on a unitary basis, the defendants shall be released from the jurisdiction of this Court and this Decree shall be terminated. In such hearing brought upon motion of the plaintiff, the burden of proof shall be upon the plaintiff to prove that the defendants have not fully implemented the provisions of this Decree.

E. Should this Court determine at the time of the hearing that any provision of the Consent Decree has not been effectively implemented or that the defendants are not operating the system of public higher education in a manner consistent with the goals and objectives of this Decree, this Court shall enter such orders as are necessary to provide additional or further relief as is appropriate and shall retain jurisdiction until such implementation has been accomplished.

PART VI

NONADMISSION AND NONDETERMINATION

A. By entering into this Decree, no party admits and the Court has not made any determination that there is or has been a violation of the Constitution of the United States, Title VI, or any other law, regulation, rule, criterion, or Executive order. No findings of any kind have been issued by the Court substantiating any allegations made by any party.

B. Neither the agreement to entry of this Decree nor anything in this Decree shall be construed to be, or shall be admissible in any proceedings as evidence of, an admission by defendants of any violation of the Fourteenth Amendment, Title VI, or any other law, regulation, rule, criterion, or Executive order.

C. Each defendant expressly denies any violation by it of the Constitution of the United States, Title VI, or any other law, regulation, rule, criterion, or Executive order.

PART VII

COMPLIANCE STANDARD

A. The defendants shall make good faith effort to achieve and implement the goals and commitments of this Consent Decree. The goals provided for in this Decree are not to be construed as quotas and therefore the failure to achieve any goal shall not in itself constitute noncompliance with this Decree.

B. The parties recognize that steps which appear to be feasible as of the date of entry of this Decree may be thwarted by factors beyond the control of the defendants. Should such factors cause nonperformance of specific actions or nonattainment of specific numerical goals, and provided that reasonable alternatives to overcome the effects of such external factors have been pursued, the defendants may move this Court to be relieved of the obligation to take such actions or attain such goals, provided, however, that on any such motion, the defendants shall have the burden of proof.

CONSENT DECREE entered into and approved at New Orleans, Louisiana, on this ____ day of _____, 1981.

United States Judge

United States Judge

United States Judge

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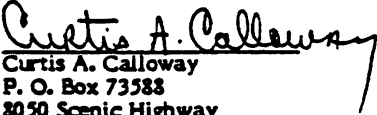

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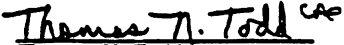
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TABLE 1
SIX YEAR STUDENT ENROLLMENT PROJECTIONS FOR FIRST-TIME
FRESHMEN FOR ALL PREDOMINANTLY WHITE PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(Percent Black)

	Undergraduate Enrollment* '80-81 %B	Projected '82-83 %B	Projected '83-84 %B	Projected '84-85 %B	Projected '85-86 %B	Projected '86-87 %B	Projected '87-88 %B
Delgado	38.6	39.0	39.0	39.0	40.0	40.0	40.0
LA Tech	9.7	10.9	12.1	13.3	14.5	15.7	17.0
McNeese	16.8	17.0	17.2	17.4	17.6	17.8	18.0
Nicholls	12.6	14.3	16.0	17.7	19.3	21.0	22.7
Northeast	25.5	26.0	26.5	27.0	27.5	28.1	28.7
Northwest	22.8	23.7	24.6	25.6	26.6	27.6	28.6
Southeast	11.1	11.5	12.0	12.5	13.0	13.5	14.5
Southwest	21.7	21.7	21.7	21.7	21.7	21.7	21.8
LSU-Alex.	10.2	11.0	11.9	12.7	13.6	14.4	15.3
LSU-Eunice	12.1	13.6	15.1	16.6	18.1	19.6	21.2
LSU-S	6.0	7.1	8.2	9.4	10.6	11.8	13.0
LSU-BR	9.6	11.0	12.4	13.8	15.2	16.6	18.0
U.N.O.	20.9	21.9	22.9	23.9	24.9	25.9	27.0

TABLE 2

**SIX YEAR STUDENT ENROLLMENT PROJECTIONS FOR OVERALL OTHER-RACE
UNDERGRADUATE ENROLLMENT FOR ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Total	Actual %W	'80-81 %B	Projected '82-83 %W %B	Projected '83-84 %W %B	Projected '84-85 %W %B	Projected '85-86 %W %B	Projected '86-87 %W %B	Projected '87-88 %W %B
Delgado		38.6	38.8	39.0	39.3	39.5	39.7	40.0
La Tech		9.1	9.7	10.4	11.0	11.7	12.35	13.0
McNeese		14.1	14.2	14.4	14.5	14.7	14.8	15.0
Nicholls		13.3	14.3	15.3	16.3	17.3	18.9	19.7
Northeast		21.3	21.6	21.9	22.1	22.4	22.7	23.0
Northwest		19.9	20.5	21.2	21.9	22.6	23.3	24.0
Southeast		9.5	9.7	10.0	10.3	10.5	10.7	11.5
Southwest		15.0	15.5	16.1	16.7	17.3	17.9	18.5
LSU-Alex.		10.4	11.0	11.6	12.2	12.8	13.4	14.0
LSU-Eunice		15.7	16.3	16.8	17.4	18.0	18.6	19.2
LSU-S		6.5	7.0	7.6	8.2	8.8	9.4	10.0
LSU-BR		6.0	7.1	8.3	9.4	10.6	11.8	13.0
U.N.O.		15.5	16.5	17.6	18.7	19.8	20.9	22.0
SU-BR								
SU-NO					3.0	6.0	9.0	13.5
SU-S					3.0	6.0	9.0	13.5
Grambling					3.0	6.0	9.0	13.5

TABLE 3

**SIX YEAR STUDENT ENROLLMENT PROJECTIONS FOR
GRADUATE AND PROFESSIONAL PROGRAMS AT
PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

<u>School</u>	<u>Projected 1987-1988 %B</u>
LA Tech.	14.0
McNeese	15.0
Nicholls	17.0
Northeast.	22.9
Northwest	18.8
Southeast.	20.7
Southwest	17.0
LSU-Shreveport	16.0
LSU-Baton Rouge	13.0
U.N.O.	18.5
<u>PROFESSIONAL</u>	
School of Veterinary Medicine*	10.0
School of Dentistry*	8.0
School of Medicine-N.O.	11.0
School of Medicine-S	10.0
Paul M. Hebert (LSU) Law Center	7.5
*Louisiana Residents Only	

As an annual interim goal, each institution will seek to increase its other-race presence by one-sixth of the difference between its actual 1981-1982 enrollment and its projected 1987-1980 enrollment.

OTHER-RACE EMPLOYMENT GOALS BY INSTITUTION, BY EEO CATEGORIES

[illegible]

TABLE 5
BOARD OF REGENTS
OTHER-RACE SCHOLARSHIP PROGRAM
FOR
LSU-BR SCHOOL OF VETERINARY MEDICINE

	Amount	# of Stipends/Graduates
<u>Year 1</u>	\$15,000	3 (1st yr. students)
Total	15,000	
TOTAL TO DATE	15,000	0 graduates
<u>Year 2</u>	15,000	
Total	20,000	3 (2nd yr. students)
TOTAL TO DATE	35,000	4 (1st yr. students)
	50,000	0 graduates
<u>Year 3</u>	15,000	
Total	20,000	3 (3rd yr. students)
TOTAL TO DATE	25,000	4 (2nd yr. students)
	60,000	5 (1st yr. students)
	110,000	0 graduates
<u>Year 4</u>	15,000	
Total	20,000	3 (4th yr. students)
TOTAL TO DATE	25,000	4 (3rd yr. students)
	30,000	5 (2nd yr. students)
	90,000	6 (1st yr. students)
	200,000	3 graduates
<u>Year 5</u>	20,000	
Total	25,000	4 (4th yr. students)
TOTAL TO DATE	30,000	5 (3rd yr. students)
	30,000	6 (2nd yr. students)
	105,000	6 (1st yr. students)
	305,000	7 graduates
<u>Year 6</u>	25,000	
Total	30,000	5 (4th yr. students)
TOTAL TO DATE	30,000	6 (3rd yr. students)
	30,000	6 (2nd yr. students)
	115,000	6 (1st yr. students)
	420,000	12 graduates
<u>Year 7</u>	30,000	
Total	30,000	6 (4th yr. students)
TOTAL TO DATE	30,000	6 (3rd yr. students)
	90,000	6 (2nd yr. students)
	510,000	18 graduates
<u>Year 8</u>	30,000	
Total	30,000	6 (4th yr. students)
TOTAL TO DATE	60,000	6 (3rd yr. students)
	570,000	24 graduates
<u>Year 9</u>	30,000	
Total	30,000	6 (4th yr. students)
TOTAL TO DATE	600,000	30 graduates
TOTAL Cost of Program		600,000
TOTAL # of Graduates		30

TABLE 6
BOARD OF REGENTS
OTHER RACE SCHOLARSHIP PROGRAM
FOR
LSU MEDICAL CENTER

	<u>Amount</u>	<u># of Stipends/Residents</u>
<u>Year 1</u>	90,000	
<u>Total</u>	90,000	18 (1st year students)
TOTAL TO DATE	90,000	0 residents
<u>Year 2</u>	90,000	
<u>Total</u>	90,000	18 (2nd year students)
<u>TOTAL TO DATE</u>	180,000	18 (1st year students)
	270,000	0 residents
<u>Year 3</u>	90,000	
<u>Total</u>	90,000	18 (3rd year students)
<u>TOTAL TO DATE</u>	90,000	18 (2nd year students)
	90,000	18 (1st year students)
	270,000	
	540,000	0 residents
<u>Year 4</u>	90,000	
<u>Total</u>	90,000	18 (4th year students)
<u>TOTAL TO DATE</u>	90,000	18 (3rd year students)
	90,000	18 (2nd year students)
	90,000	18 (1st year students)
	360,000	
	900,000	18 residents
<u>Year 5</u>	90,000	
<u>Total</u>	90,000	18 (4th year students)
<u>TOTAL TO DATE</u>	90,000	18 (3rd year students)
	90,000	18 (2nd year students)
	90,000	18 (1st year students)
	360,000	
	1,260,000	36 residents
<u>Year 6</u>	90,000	
<u>Total</u>	90,000	18 (4th year students)
<u>TOTAL TO DATE</u>	90,000	18 (3rd year students)
	90,000	18 (2nd year students)
	90,000	18 (1st year students)
	360,000	
	1,620,000	54 residents
<u>Year 7</u>	90,000	
<u>Total</u>	90,000	18 (4th year students)
<u>TOTAL TO DATE</u>	90,000	18 (3rd year students)
	90,000	18 (2nd year students)
	270,000	
	1,890,000	72 residents
<u>Year 8</u>	90,000	
<u>Total</u>	90,000	18 (4th year students)
<u>TOTAL TO DATE</u>	180,000	18 (3rd year students)
	2,070,000	90 residents
<u>Year 9</u>	90,000	
<u>Total</u>	90,000	18 (4th year students)
<u>TOTAL TO DATE</u>	90,000	108 residents
	2,160,000	

TOTAL COST OF PROGRAM

\$2,160,000

TOTAL NUMBER OF RESIDENTS

108

TABLE 7

ANNUAL FUNDING FOR THE BOARD OF REGENTS
GRADUATE FELLOWSHIP PROGRAM

<u>YEAR</u>	<u>\$AMOUNT</u>	<u># OF STIPENDS/GRADUATES</u>
<u>Year 1</u>		
	\$ 10,000 Admin.	0
	100,000	10 (1st year students)
Total	110,000	
TOTAL TO DATE	\$ 110,000	0 graduates.
<u>Year 2</u>		
	10,000 Admin.	0
	100,000	10 (2nd year students)
	100,000	10 (1st year students)
Total	210,000	
TOTAL TO DATE	\$ 320,000	0 graduates
<u>Year 3</u>		
	10,000 Admin.	0
	100,000	10 (3rd year students)
	100,000	10 (2nd year students)
	100,000	10 (1st year students)
Total	310,000	
TOTAL TO DATE	\$ 630,000	10 graduates
<u>Year 4</u>		
	10,000 Admin.	0
	100,000	10 (3rd year students)
	100,000	10 (2nd year students)
	100,000	10 (1st year students)
Total	310,000	
TOTAL TO DATE	\$ 940,000	20 graduates
<u>Year 5</u>		
	10,000 Admin.	0
	100,000	10 (3rd year graduates)
	100,000	10 (2nd year students)
	100,000	10 (1st year students)
Total	310,000	
TOTAL TO DATE	\$1,250,000	30 graduates
<u>Year 6</u>		
	10,000 Admin.	0
	100,000	10 (3rd year students)
	100,000	10 (2nd year students)
	100,000	10 (1st year students)
Total	310,000	
TOTAL TO DATE	\$1,560,000	40 graduates
<u>Year 7</u>		
	10,000 Admin.	0
	100,000	10 (3rd year students)
	100,000	10 (2nd year students)
Total	210,000	
TOTAL TO DATE	\$1,770,000	50 graduates
<u>Year 8</u>		
	10,000 Admin.	0
	100,000	10 (3rd year students)
Total	110,000	
TOTAL TO DATE	\$1,880,000	50 graduates
<u>Cost of Total Program</u>		<u>Total # of Graduates</u>
\$1,880,000		50

**UNITED STATES DISTRICT COURT
EASTERN DISTRICT OF LOUISIANA**

UNITED STATES OF AMERICA	*	CIVIL ACTION
versus	*	
	*	NO. 80-3300
	*	
STATE OF LOUISIANA, ET AL	*	SECTION "A"

ADDENDUM TO CONSENT DECREE

Introduction

When a Consent Decree was entered in this case on September 8, 1981, there remained unresolved issues affecting postsecondary education in the Caddo-Bossier area. It was agreed that a five-member panel of experts would be appointed to study and make specific recommendations for the structure of public postsecondary education in the Caddo-Bossier area within seven months of the entry of the Consent Decree. The parties were allowed 45 days from the completion of the experts' study to review it and either settle all outstanding issues or, at the option of any party, petition the Court for resolution of the issues still in dispute.

On March 15, 1982, the appointed panel of experts submitted its report on and recommendations for postsecondary education in the Caddo-Bossier area (attached as Exhibit "A"), triggering negotiations among the parties. Agreement has been reached on all outstanding issues, as set forth herein. The parties waive the entry of findings of fact and conclusions of law, and each party agrees to bear its own costs.

After reviewing the terms of this Addendum to the Consent Decree, the Court has determined that it is consistent with the objectives of the Fourteenth Amendment and Title VI, and that its entry will further the orderly resolution of this case. It is the specific understanding of the parties and of this Court that neither this Addendum to the Consent Decree nor defendants' consent hereto constitutes an admission by defendants or an adjudication by the Court of any violation of law by defendants.

THEREFORE, IT IS ORDERED, ADJUDGED AND DECREED that the defendants State of Louisiana, et al., shall implement in good faith the commitments set forth below and that the parties shall be bound by the following:

Section One: Caddo-Bossier Area

A. Enhancement of Southern University Shreveport/Bossier City (SUSBO)

1. In keeping with the recommendations of the Caddo-Bossier Panel of Experts, the parties hereto resolve the issues addressed by the Panel on this basis:

- (a) State Commitment: The State, in accordance with The Master Plan for Higher Education in Louisiana, agrees to make SUSBO a comprehensive community college, consistent with an institutional plan to be adopted by the Southern University Board of Supervisors. The State further agrees to provide the funding and support necessary to ensure attainment of this objective.
- (b) New Positions: In 1982 and in each year for the duration of this Addendum, the State shall provide sufficient funds for the employment of a vice-chancellor for planning and development and a director of community services and continuing education, each of whom shall possess the credentials stipulated by the Caddo-Bossier Panel and whose duties shall include those proposed by the Panel, as well as any other duties outlined by the Southern University Board of Supervisors.
- (c) Assisting Agency: The State shall provide to the Division of Administration no less than \$450,000 for the employment of an assisting agency for a three-year period with an annual appropriation of no less than \$150,000. The Southern University Board of Supervisors and The Board of Regents shall select an assisting agency, subject to the approval of the United States and the Bossier Parish School Board, to be nominated to the Division of Administration, which may employ the agency or instruct the parties to select and nominate an alternate agency. The selected agency shall have at least the following qualifications: a professional staff having special experience in working with community colleges and in designing for community colleges comprehensive plans consistent with the terms of this Addendum; and a demonstrated capacity for completing the required

work within the time allowed. Any disapproval of the selected agency by the United States or the Bossier Parish School Board shall be based upon reasonable grounds. Any disapproval of the nominated agency by the Division of Administration shall be based upon reasonable grounds and a statement of such grounds shall be submitted to the parties at the time of the notice of disapproval. Any one of these parties who wishes to contest the selection or disapproval of same shall have recourse to the Court. The assisting agency will be housed at SUSBO, and its contract, to be drafted by the Division of Administration, shall extend through August 15, 1985. To expedite the employment of the assisting agency, the State agrees that the contract with the agency shall not be bound by the provisions of La. R.S. 39:1481 et seq. The assisting agency shall:

- 1) Prepare a six-year institutional plan consistent with the State Master Plan for the development of SUSBO into a comprehensive community college. In preparing this plan the assisting agency shall undertake such manpower studies and needs analyses as may be necessary. The plan shall be submitted to the Southern University Board of Supervisors for study and appropriate action, then submitted to the Board of Regents, the Bossier Parish School Board and the United States for comment by October 15, 1983, and re-submitted to the Southern University Board of Supervisors and the Board of Regents for approval by December 15, 1983.
- 2) Provide such technical and administrative assistance to SUSBO as may be necessary to accomplish the goal of SUSBO's becoming a fully viable, comprehensive community college, including the establishment of a modern information management system for SUSBO.
- 3) Make recommendations for new programs at SUSBO at the community college level to address the educational

needs of the Caddo-Bossier area. In addressing such needs, the assisting agency shall be guided by the report of the Caddo-Bossier Panel and the provisions of this Addendum.

As part of the institutional development plan, the assisting agency shall recommend and assist in the preparation and implementation of no fewer than twelve exclusive new programs at SUSBO on a timetable to be developed by the agency. In making its programmatic recommendations the assisting agency shall consider, but not be limited to, the following programs already proposed by SUSBO and the following one- and two-year programs in the allied health, data processing, and engineering technology clusters, as recommended by the Caddo-Bossier Panel:

Programs already proposed by SUSBO:

- A.A. in Legal Assistant
- A.S. in Small Business
- A.S. in Early Childhood
- A.A. in Day Care Administration
- A.S. in Data Processing
- A.S. in Computer Science
- A.S. in Drafting and Design Technology
- A.A.S. in Electronic Technology
- A.S. in Physician's Assistant
- Certificate in Emergency Medical Technician
- Certificate in Nursing Assistant

Program clusters recommended by the Caddo-Bossier Panel:

Allied Health Programs-Options

- Occupational Therapy Assisting
- Physical Therapy Assisting
- Respiratory Therapy Technician
- Surgical Assisting
- Emergency Medical Technician
- Dental Assisting
- Dental Laboratory Assistant
- Medical Records Technician

Computer Science and Data Processing - Options

Data Processing Operators
Key Punching
Data Processing Programmers
Data Systems Analyst
Computer Systems Technician

Engineering Technology - Options

Scientific Instrumentation Technician
Engineering Laboratory Technician
Electronic Technology
Civil Engineering Technician

The State commits itself to SUSBO's offering a comprehensive community college curriculum. The State further commits itself to implementing no fewer than twelve exclusive new programs at SUSBO under the terms of this Addendum. The programs recommended by the agency and SUSBO, after approval by the Southern University Board of Supervisors, shall be approved by the Board of Regents in accordance with the State policy relative to academic quality as modified with respect to the 90-day notice of intent requirement.

- 4) The State agrees to fund new programs at SUSBO at a level to make the programs viable and capable of attracting students of all races. The institution shall prepare a proposal for each new program which will include, among other things, a description of the program, the estimated cost of implementing the program (including salaries for new personnel), and the projected implementation date. The proposal shall also include an estimate of the cost of equipment recommended by the assisting agency, the cost of any additional facilities required by the program as well as the cost of operating any such additional facilities. SUSBO shall work with the Board of Regents in determining the cost of each program.

- 5) Recommend such capital improvements as it deems appropriate for the successful implementation of the institutional plan for SUSBO. Its recommendations shall include appropriate new construction, renovations to existing structures, and for each program a list of necessary new equipment.

Recognizing the needs as expressed by the Caddo-Bossier Panel and to encourage other-race presence at SUSBO, the assisting agency, as part of SUSBO's institutional plan, shall recommend off-campus locations in the Shreveport area and identify geographic areas for off-campus instruction by SUSBO. Such programs shall be in concert with or in addition to approved programs offered on its campus and shall be in addition to any SUSBO offerings at BPCC. The state commits itself to the same implementation for these off-campus programs as provided in Section One A1(c)(4) above, and such programs shall be approved by the Board of Regents in accordance with the State policy relative to academic quality as modified with respect to the 90-day notice of intent requirement. It is agreed that SUSBO will establish a permanent presence at a site or sites other than its campus for the purpose of offering academic programs, and to achieve this commitment the State commits itself to secure, by purchase, donation or other title, or by long-term leasing arrangement, at least one renovated building for such off-campus offerings.

The Board of Regents shall adjust its five-year Capital Outlay Plan by January 1, 1984 to include the recommendations of the assisting agency as part of its highest priority as identified in Part II, Section F.2 of the Consent

Decree. As near as practicable, the Capital Outlay recommendations of the assisting agency, including any new and renovated facilities, will be funded and constructed during the term of this Addendum.

- 6) The assisting agency shall submit a quarterly written report to the Southern University Board of Supervisors briefly outlining the agency's progress to date and a summary of any problems or obstacles it foresees in carrying out its responsibilities. A copy of the report shall be forward simultaneously to the Bossier Parish School Board, the Board of Regents, the CDMC, and the United States. Nothing herein shall preclude more frequent reports to the Southern University Board of Supervisors as such reports are deemed necessary.
- (d) For the duration of this Addendum, program proposals submitted after August 15, 1985, without having been reviewed and recommended by the assisting agency, shall include estimated planning costs, including costs of consultants, where necessary, and estimated cost of special equipment and facilities needed to implement and operate the program. The Board of Regents' approval of these programs shall be based on State policy relative to academic program review.
- (e) The Board of Regents shall agree to recommend appropriate funding to the Legislature, allowing for inflationary increases for programs which will not be implemented immediately. To the extent that SUSBO has not completed during the term of this Addendum the implementation of approved programs as described in Section One A 1 (c) (3) or A 1 (d), above, the State shall maintain its commitment to develop and fund these programs.
- (f) External Support: SUSBO agrees, to the extent possible, to reorient its grant under the federal Aid to Institutions Program (formerly Aid to Institutions with Developing Programs, Title III)

to assist the State in meeting the goal of SUSBO's becoming a comprehensive community college.

B. Bossier Parish Community College

I. During the term of this Addendum the programmatic offerings at BPCC shall be as follows:

- (a) Programs in operation at BPCC as of September 8, 1981, shall not be affected by this Addendum.
- (b) The Bossier Parish School Board, the Board of Elementary and Secondary Education and the Board of Regents, subject to state policy, shall approve BPCC's adoption of two new programs: Certificate in Operating Room Technology and Associate of Occupational Studies in Data Processing. The Certificate in Operating Room Technology shall be a program wherein SUSBO may accept the credits awarded by BPCC in the clinical phase of the program from students who enroll in an appropriate coordinated curriculum at SUSBO. The assisting agency shall give priority to making operative appropriate programs for this purpose by fall, 1983. The LSU Medical Center shall work with the institutions and the assisting agency to assure coordination of curricula such that the Certificate in Operating Room Technology will provide a basis for an appropriate associate of science degree at SUSBO. The Associate in Occupational Studies in Data Processing shall be offered in cooperation with SUSBO in accordance with Section One C, infra. These programs may be developed without triggering the provisions of Part II, Section Seven E.1 and 2 of the Consent Decree.
- (c) BPCC may participate with SUSBO in joint or cooperative associate degree programs as provided in Section One C, infra. For the duration of this Addendum, BPCC shall continue to offer only certificate and associate degree programs in occupational studies.

2. For the duration of this Addendum, any new programs proposed by BPCC shall be subject to the approval of the Bossier Parish School Board, the Board of Elementary and Secondary Education, and the Board of Regents. Except as provided in Paragraph 1(b) above, any new programs proposed by BPCC during the life of this Addendum shall be subject to the provisions of Part II, Section Seven E of the Consent Decree, shall not adversely affect the other-race presence at SUSBO, and shall not be programs which according to the Master Plan, this Addendum, or SUSBO's six-year institutional plan are within SUSBO's mission to offer.

3. With the exception of programs provided for in Section One B 1(b) above, which programs shall be cooperatively offered with SUSBO, BPCC shall not propose any exclusive certificate or associate degree program during the three-year period following the entry of this Addendum.

4. During the term of this Addendum, if BPCC prepares any plan or proposal for the development or implementation in academic year 1988-89 of new programs, BPCC shall submit a copy of the plan or proposal to the United States, all defendant boards and the CDMC at the same time as it is first sent to the Board of Elementary and Secondary Education or any other authoritative board. Each such submission shall include, at a minimum, the name, the HEGIS classification and a complete description of each program in question. The Board of Elementary and Secondary Education and any other authoritative board except the Board of Regents shall respond to any such plan or proposal from BPCC no later than September 1, 1987, and shall send a copy of the response to the United States, to all defendant boards and to the CDMC at the same time as the response is provided to BPCC. Any proposal which has not been approved by the Board of Regents on or before October 1, 1987 shall be presumed to have been rejected. With regard to any proposal approved by the Board of Regents, on or before October 1, 1987 the Board of Regents shall forward to the United States, with copies to all defendant boards, a full report detailing compliance with the standards for new programs set forth in Section One(B)(1)(c), supra and Section One(B)(2), above.

Any proposal not submitted by BPCC in accordance with this procedure before July 15, 1987 may not be submitted for approval until after July 31, 1988. Furthermore, BPCC shall take no steps to publicize or implement any program

unless and until the program has been approved by each authoritative board. Programs which are expressly or presumptively rejected by the Board of Regents must be resubmitted to the Bossier Parish School Board, the Board of Elementary and Secondary Education and any other authoritative board for approval before they may be publicized or implemented, but may not be resubmitted before July 31, 1988.

5. By the fall of 1984 and for the duration of this Addendum, BPCC shall adjust its present tuition structure to a point equal to the present tuition and fee schedule at SUSBO, in accordance with the following schedule:

	<u>1-3 hours</u>	<u>4-6 hours</u>	<u>7-9 hours</u>	<u>10-11 hours</u>	<u>12 or more hours</u>
1982-1983	\$30	\$40	\$50	\$66	\$75
1983-1984	\$46	\$65	\$85	\$103	\$135
1984-1988	\$62	\$90	\$120	\$140	\$197

For the duration of this Addendum, BPCC shall receive through the State Minimum Foundation Program the funding which that formula yields, but in any event no less than the amount of funds it received during the 1981-82 fiscal year (\$1.1 million).

6. For the duration of this Addendum, the defendants agree not to interfere with BPCC's efforts to obtain accreditation.

C. Objectives for Cooperative Programs

In order to increase the other-race presence on their respective campuses, SUSBO and BPCC, in concert with the assisting agency, shall by the fall of 1983 establish a common academic calendar and a cross-registration program. SUSBO and BPCC shall further cooperate in student exchange, faculty exchange, in joint faculty appointments, in the establishment of joint or dual certificate and degree programs and in coordinated curriculum planning. To this end, the assisting agency shall:

1. Assist SUSBO and BPCC in implementing, insofar as feasible, a common data information system to facilitate cooperative planning, information exchange procedures and reporting;

2. Develop for implementation in fall, 1984 a SUSBO-BPCC inter-institutional cooperative program which shall have the following components:

- (a) Other-Race Faculty Exchange: Each institution adopts the goal that, by 1984 25 percent of the white fulltime faculty at BPCC shall teach at least one course each academic year at SUSBO and an equal number of black fulltime faculty at SUSBO shall teach at least one course each academic year at BPCC.
- (b) Other-Race Student Exchange: Each institution adopts the goal that, by fall, 1984 20 percent of BPCC's white fulltime students shall take at least one course each academic year at SUSBO's campus, and an equal number of SUSBO's black fulltime students shall take at least one course each academic year at BPCC.
- (c) Dual or Other Cooperative Programs: During each academic year, SUSBO and BPCC shall operate no fewer than three dual or other cooperative programs. Upon approval of both institutions, no more than two additional cooperative programs may be developed. These programs shall be identified, planned and implemented by the institutions in concert with the assisting agency. The institutions and the assisting agency shall make all reasonable efforts to identify cooperative programs in which at least 25 percent of the course work will be offered by the supporting institution, with no more than 75 percent of the course work being offered by the lead institution. The Associate in Occupational Studies Degree in Data Processing identified in Section One B.1 (b), above, and all other cooperative programs shall be subject to the provision that the supporting institution offer at least 25 percent of the course work leading to the degree. SUSBO and BPCC shall be permitted to use each other's facilities for instructional and related purposes by mutual agreement and in implementing duly adopted recommendations of the assisting agency. Where a cooperative program leads to

an Associate of Arts or an Associate of Science degree, SUSBO shall be the degree-awarding institution. Where a cooperative program leads to an Associate Degree in Occupational Studies, BPCC will be the degree-awarding institution.

D. Six-Year Enrollment and Employment Goals of BPCC and SUSBO

1. Enrollment Goals BPCC adopts the goal of increasing other-race enrollment to reflect the racial composition of Bossier Parish, and SUSBO adopts the goal of increasing other-race enrollment in step with the other predominantly black institutions according to the following schedule:

	Actual '81-'82		Projected '85-'86		Projected '86-'87		Projected Fall '87	
	%W	%B	%W	%B	%W	%B	%W	%B
BPCC		9.0		11.7		14.3		17.0
SUSBO				6.0		9.0		13.5

2. Employment Goals BPCC and SUSBO adopt the goal that the proportion of other-race administrators, faculty and staff shall be increased. More specifically, BPCC adopts the goal that the proportion of black administrators, faculty, and staff members shall be equal to the proportion of black individuals with the required credentials in the relevant labor market area.

3. In seeking to reach their other-race enrollment goals, BPCC and SUSBO shall be entitled to take into account student participation in exchange programs on the following basis: each six credit hours taken by other-race students as part of an exchange or cooperative program shall be counted as if an other-race student had enrolled at the institution for a semester of course work. In seeking to reach their other-race employment goals, an institution shall not be entitled to take into account faculty members participating in the faculty exchange program.

4. BPCC shall take advantage of the services available through the Black Faculty and Professional Staff Clearinghouse.

E. LSU-Shreveport (LSUS) Effective at the end of the spring semester of 1982, LSUS shall terminate its associate degree programs in general studies, office administration, and criminal justice and shall accept no new students to these programs. Students currently enrolled shall be permitted to complete their

respective programs. LSUS and other public institutions of higher education offering instruction in the Shreveport area shall not propose to offer in Shreveport any one- or two-year programs that would be in competition with programs offered by or proposed for SUSBO and/or BPCC.

F. LSU Medical Center The LSU Medical Center, and particularly the LSU Hospital and the LSU School of Allied Health Professions, shall assist and support SUSBO and BPCC with their allied health programs. More particularly, the Medical Center shall lend its support to SUSBO and BPCC in implementing needed one- and two-year programs in the allied health cluster. The assisting agency shall consult with the appropriate officials of the Medical Center with regard to any allied health programs that may be proposed or developed by SUSBO or BPCC, or both.

G. Shreveport-Bossier Vocational-Technical Institute SUSBO and the Shreveport-Bossier Vocational-Technical Institute, in concert with the assisting agency, shall seek to establish career ladder linkages as proposed by the Caddo-Bossier Panel. As reasonable and appropriate, the Shreveport-Bossier Vocational Technical Institute shall make available to SUSBO the Institute's facilities for instructional and related purposes.

H. Inter-Institutional Council The institutions named in this Section, SUSBO, BPCC, LSUS, the LSU Medical Center, and the Shreveport-Bossier Vocational-Technical Institute, along with the Northwestern State University College of Nursing, shall form the membership of the Inter-institutional Education Council proposed by the Panel of Experts for the Caddo-Bossier area. The Dean of the School of Allied Health Professions at the LSU Medical Center and the Dean of the Northwestern State University College of Nursing or their designees shall represent their respective institutions on the Council, with other members to be represented by the institutions' chief executive officers or their designees. The Council shall strive to effect improved communication, cooperative planning, and coordination of joint educational and training programs offered by member institutions in the Caddo-Bossier area. The Chancellor of LSUS shall convene the Council no later than February 1, 1983, and the Council may invite the participation or membership of other local institutions of higher education.

I. The Board of Regents shall review all freshman and sophomore program offerings in the Caddo-Bossier area by state institutions outside the area to assure that there is no unnecessary duplication of programs with the offerings of SUSBO and that there is no impact on the realization of SUSBO's mission.

J. Monitoring and Reporting For the duration of this Addendum, the CDMC shall monitor and shall report to the Court and the United States regarding compliance with this Addendum as provided in Part II, Section Eight of the Consent Decree. The CDMC shall remain operative for the purpose of supervising the implementation of this Addendum until its termination. In the final report to be submitted on or before August 15, 1987, the CDMC and BPCC shall both submit to the United States Justice Department and all defendants a list of any new programs which BPCC may have requested for implementation in academic year 1988-89 pursuant to Section One B 4, above. Whenever the Board of Elementary and Secondary Education or any other authoritative Board responds to any such plan or proposal from BPCC it shall send a copy of the response to the United States and to the Southern University Board of Supervisors, at the same time as the response is provided to BPCC.

Section Two: Provisions of the Consent Decree Adopted

A. Parts III, IV, V, VI and VII of the Consent Decree are hereby adopted as provisions of this Addendum, and shall have the same force and effect as if set forth herein.

B. The requirements of Parts IV and V(C) and (D) of the Consent Decree shall apply to BPCC, the Bossier Parish School, the Board of Elementary and Secondary Education and any other authoritative board in the same manner as the requirements apply to each defendant higher education board and the institutions it governs.

C. Those provisions of the Consent Decree not expressly referenced or adopted in Section One or Two of this Addendum shall be inapplicable to this Addendum.

ADDENDUM TO THE CONSENT DECREE entered into and approved at
New Orleans, Louisiana on this ____ day of _____, 1982.

UNITED STATES JUDGE

UNITED STATES JUDGE

UNITED STATES JUDGE

Respectfully submitted:

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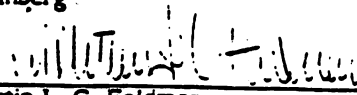
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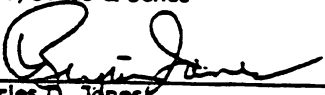
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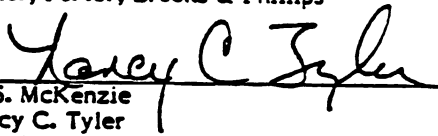
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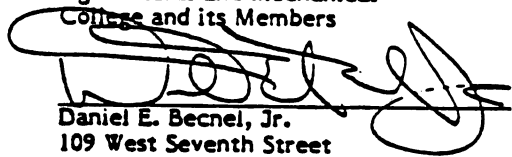
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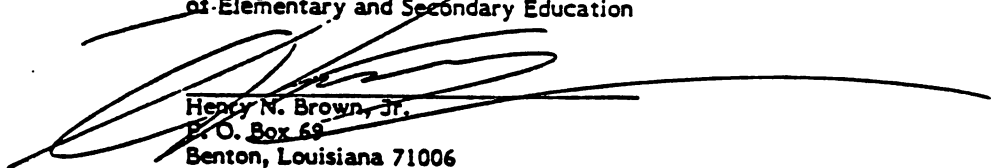
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- A. Grambling State University (GSU) shall serve as a member of the Inter-Institutional Council established in Section One H of this Addendum.
- B. In considering programs for implementation at SUSBO, the Board of Regents, the Southern University Board of Supervisors and the assisting agency shall consider the impact of the proposed programs on GSU, and GSU shall be given reasonable notice and a reasonable opportunity to comment.

APPENDIX

UNITED STATES DISTRICT COURT
EASTERN DISTRICT OF LOUISIANA

UNITED STATES OF AMERICA	*	CIVIL ACTION
VERSUS	*	NO. 80-3300
STATE OF LOUISIANA, ET AL.	*	SEC. "A"

AMENDMENT TO ADDENDUM TO CONSENT DECREE

Inasmuch as the delayed entry of the Addendum to Consent Decree ("Addendum") on September 3, 1982 prevented hiring of an assisting agency on August 15, 1982 as contemplated by the Addendum, the parties hereto have agreed to a revised timetable for compliance with the Addendum without altering any of their substantive commitments.

THEREFORE, IT IS ORDERED, ADJUDGED AND DECREED that the defendants, State of Louisiana, et al., shall implement in good faith the commitments set forth below and that the parties shall be bound by the following:

- I. Section One (A)(1)(c) (as amended): The assisting agency shall be employed no later than September 1, 1983 and its contract shall extend three calendar years from the date of employment.
- II. Section One (A)(1)(c)(i) (as amended): The six-year institutional plan for the development of SUSBO shall be submitted to the Southern University Board of Supervisors for study and appropriate action no later than September 1, 1984, then submitted to the Board of Regents for comment by October 1, 1984, and re-submitted to the Southern University Board of Supervisors and the Board of Regents for approval by November 1, 1984.
- III. Section One (A)(1)(c)(v) (as amended): The Board of Regents shall adjust its five-year Capital Outlay Plan by November 1, 1984 to include the recommendations of the assisting agency as part of its highest priority as identified in Part II, Section F.2 of the Consent Decree.

- IV. Section One (A)(1)(d) (as amended): For the duration of this Addendum, program proposals submitted after the discharge of the assisting agency, without having been reviewed and recommended by it, shall include estimated planning costs, including costs of consultants, where necessary, and estimated cost of special equipment and facilities needed to implement and operate the program.
- V. Section One (B)(1)(b) (as amended): The assisting agency shall give priority to making operative appropriate programs for the purpose stated in the Addendum by Spring, 1984.
- VI. Section One (C) (as amended): In order to increase the other-race presence on their respective campuses, SUSBO and BPCC, in concert with the assisting agency, shall by the Spring of 1984 establish a common academic calendar and a cross-registration program.
- VII. Section One (C)(2) (as amended): The assisting agency shall develop for implementation in Spring, 1985 a SUSBO-BPCC interinstitutional cooperative program with those components listed in the Addendum.
- VIII. Nothing herein shall be construed to alter any provision of the Addendum not specifically addressed by this Amendment. Those provisions not specifically amended, including portions of sections and paragraphs wherein a revision has been made, shall remain in full force and effect. Most particularly, the commitment of the defendants to comply with the general provisions of the Addendum during its established term remains unaffected by the timetable revisions set forth herein.

AMENDMENT TO ADDENDUM TO CONSENT DECREE entered into and approved at New Orleans, Louisiana on this _____ day of _____, 1983.

JOHN MINOR WISDOM,
United States Circuit Judge

CHARLES SCHATZ, JR.,
United States District Judge

VERONICA D. WICKER,
United States District Judge

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Attorney for Defendant Bossier

Parish School Board

IT IS SO ORDERED:

Veronica D. Wicker

VERONICA D. WICKER,

United States District Judge

John Minor Wisdom

JOHN MINOR WISDOM,

United States Circuit Judge

CHARLES SCHATZ, JR.,

United States District Judge

This public document was published at a cost of \$19.19 per copy by the Board of Regents, 161 Riverside Mall, Baton Rouge, Louisiana 70801, for the purpose of fulfilling the constitutional mandate that the Board "...formulate and make timely revision of a master plan for higher education." The document was published under authority of special exception by the Division of Administration. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

INTRODUCTION

On April 26, 1984, the Board of Regents adopted *Excellence in the Eighties: The Master Plan for Higher Education in Louisiana*.

This plan, the second such plan developed by the Board, is offered in response to the constitutional mandate that the Regents "... formulate and make timely revision of a master plan for higher education." In developing this document, the Board received advice from a master plan advisory committee representative of the three higher education management boards, the institutions under the control of those boards, all independent institutions of higher education in Louisiana, and the Board of Elementary and Secondary Education. When the draft plan was fully developed, the Regents held public hearings in New Orleans, Baton Rouge, and Shreveport. At these hearings, testimony was given by representatives of public and private institutions, boards of higher education, and concerned citizens. All advice and testimony received was given careful consideration by the Regents prior to final adoption of *Excellence in the Eighties*.

There are several critical issues facing higher education in Louisiana during the coming years. These issues are fully addressed in the planning document and are summarized below.

PRINCIPLES OF PLANNING

In shouldering its responsibilities to plan for higher education, the Board of Regents is guided by the following principles:

1. Planning should not be viewed as a means to preserve the past but as a process to conform to or alter the future. Decisions made in the present will in some measure determine the future.
2. Support for higher education is Louisiana's best investment. A higher education system which produces graduates equipped to lead productive lives is the most worthwhile contribution to the future that can be made.
3. Since the future well-being of Louisiana depends, in a large measure, on an educated citizenry, the state cannot afford mediocrity in its educational system.
4. Higher education provides the means to utilize the ever-increasing amount of available information in meeting the changing needs of the state.
5. While not every citizen will choose to participate in higher education, opportunities must be available for those individuals who desire to do so.

6. An effective, responsive system of higher education benefits all citizens and extends its influence throughout the entire state, the region, and the nation.

7. In addition to the recognized functions of providing instruction, research, and public service, higher education must assume the responsibility of providing students with the information and intellectual climate which will enable them to make ethical decisions and to lead productive lives, a climate designed to produce a well-rounded individual, one who has learned to place a value on knowledge, intelligence, and rational thought.

Guided by these principles, the Board of Regents developed the master plan to ensure (1) that the quality of higher education programs and services is enhanced, (2) that the higher education system is assured of the flexibility necessary to respond to the changing needs of society, and (3) that the needs of Louisiana's citizens for higher education programs and services are better met in the future than they have been in the past.

GOALS AND ASSUMPTIONS

Although the characteristics and patterns of higher education change, the goals remain constant. The development of the individual's intellect and character, the pursuit of wisdom through the discovery and advancement of knowledge, and the overall improvement of the quality of life remain the overriding goals of higher education.

Eight specific goals of Louisiana's higher education system are listed below.

1. **Access**—It is a goal of Louisiana's higher education system to maintain and enhance the access of all of its citizens to publicly supported institutions of higher education without regard to race, age, sex, physical condition, religion, socio-economic status, or ethnic background.
2. **Opportunity**—It is a goal of Louisiana's higher education system to provide sufficient opportunities for higher education to assure that Louisiana's citizens are not denied the right to pursue their individual social, economic, and educational goals to the extent of their abilities and motivations.
3. **Quality**—It is a goal of Louisiana's higher education system to protect the essential freedoms and provide the support necessary to assure educational experiences of the highest caliber at all levels in order to attain excellence in Louisiana's total system of higher education.

4. **Diversity**—It is a goal of Louisiana's higher education system to provide and support higher education programs and services sufficient to meet the diversified needs of all the state's citizens as well as the diversified needs of the state.

5. **Financial Support**—It is a goal of Louisiana's higher education system to seek the optimal financial support for Louisiana's institutions of higher learning and to ensure that such support is equitably distributed and effectively utilized for the benefit of all citizens.

6. **Responsiveness**—It is a goal of Louisiana's higher education system to ensure that Louisiana's institutions of higher learning are responsive, within the limits of their role and scope, to the needs of the citizens of the state and their government.

7. **Cooperation**—It is a goal of Louisiana's higher education system to strive for cooperation among the individual institutions and the public and independent sectors of higher education and to participate in efforts toward regional cooperation in order to assure the most efficient and effective use of the resources of the state, the southern region, and the nation.

8. **Responsibility**—It is a goal of each component of Louisiana's public system of higher education to continue to perform the functions assigned by the people of the state through the constitution and the acts of the legislature in a responsible manner.

In addition to defining the goals we strive to meet, we must attempt to identify those social, political, and economic factors that are expected to be in force during the planning period. These assumptions are important because they in part determine the issues to be addressed.

Among the assumptions which the Board of Regents deems appropriate for planning in the '80s are the following:

1. The number of high school graduates in Louisiana will decline annually for the next five years, thus decreasing the potential number of 18-24 year olds enrolling in Louisiana's institutions of higher education.
2. The size, composition, and distribution of the population served by higher education will change.
3. Services required by the new student population will differ from those required in the past.
4. Competition for limited resources will increase as public priorities change.
5. The desirability of cooperation among institutions will increase.

6. The use of innovative delivery systems to provide higher education will continue to grow.

7. The national emphasis on technology and education will challenge and benefit our colleges and universities.

8. The gradual increase in the academic requirements for graduation from high school will begin to decrease the need for developmental education programs in higher education.

9. State level oversight of institutions of higher learning will continue to increase.

THE NEED FOR DIFFERENTIATION

If all the varied demands on our institutions of higher education are to be met adequately, the institutions must be different one from another. No single institution can meet the varied needs of the citizens and the state for instruction, research, and public service. In an effort to assure that the necessary variety is maintained, the Regents developed, in cooperation with the institutions, a unique statement of role, scope, and mission for each institution in the public sector of higher education. These statements, while general in nature, provide a framework for future development such that two-year, four-year, and post-baccalaureate educational opportunities are available in proper balance to meet the needs of the state and its citizens. Support for LSU as the state's only comprehensive university is especially critical if we are to attain excellence in our higher education system. LSU faces national competition for outstanding faculty and students as well as research grants. State support has placed LSU at a competitive disadvantage with similar institutions in the south, to say nothing of the nation. The unique role which LSU plays in our system requires significant increases in state support, especially for research. LSU's success in achieving national eminence as a research university will accrue to the benefit of the state, the entire system of higher education, and business and industry either located in Louisiana or considering locating here.

STUDENT PREPAREDNESS

If we are to achieve excellence in higher education in the eighties, it is imperative that all responsible parties continue to stress the necessity for the college-bound student to pursue a rigorous high school curriculum. Both the Board of Regents and the Board of Elementary and Secondary Education have taken action to impress on parents and students the strong relationship between a rigorous high school curriculum and success in college. Only through a heightened awareness of this relationship and a positive response to this awareness can we hope to turn the dollars and the energies our institutions of higher education expend on remedial instruction away from that level and toward the level of instruction appropriate to the role of higher education.

PURSUIT OF EXCELLENCE

The Board of Regents has conducted reviews of existing academic programs since 1975 when constitutional authority to do so was granted by the voters of the state. These reviews have resulted in a variety of actions by the board including termination of programs, maintenance and strengthening of programs, and commendation of programs. The Board intends to continue the program reviews and articulate these reviews even more closely with policies and procedures pertaining to long-range planning and finance. The Regents also plan to launch reviews in the near future which focus on general education within the baccalaureate degree and computerization in higher education, topics which are critical and timely.

FINANCING HIGHER EDUCATION

The Board continues to recommend strongly that the *State Appropriation Formula* be funded at 100 percent. In 1984-85, approximately 75 million additional dollars would be required to achieve this goal. Adequate financial support for the higher education enterprise is essential to achieve excellence, and full funding of the formula is the first step toward the necessary support. Recognizing that support of

higher education is a shared responsibility, the Regents continues to call also for greater student support through increased tuition and fees. Several funding mechanisms designed to promote quality are also recommended in the plan. These mechanisms include a quality enhancement carry-over fund, support for the Louisiana endowment trust fund for eminent scholars, and greater institutional flexibility in the distribution of across-the-board salary increases. While it is often noted that financial support does not ensure excellence, it is equally true that a lack of adequate financial support ensures mediocrity at best.

EXPANDING OPPORTUNITY

In September, 1981, a consent decree was filed in settlement of a long-standing lawsuit brought against the state by the U.S. Department of Justice. The decree represents a plan designed to expand educational opportunity for all citizens through enhancement of the state's predominantly black institutions and closer cooperation between the proximate predominantly white and predominantly black institutions. The master plan was developed with a full understanding of the state's obligations under the consent decree. The suggestions, recommendations, and observations contained in the plan are designed to complement and supplement the opportunities provided by the decree to improve the state's higher education system in terms of both access and quality.

THE INDEPENDENT SECTOR

The Board of Regents continues to support public assistance to the independent sector of higher education. Such assistance serves the public good by complementing the offerings of public institutions and providing alternative educational opportunities to the citizenry. In addition to recommending public assistance to the independent sector, the Board encourages cooperative endeavors between public and independent institutions. The benefits of cooperative efforts are numerous: cost effectiveness can be improved; academic programs can be enhanced; cultural opportunities can be expanded; and the resources of both the public and independent sectors of higher education can be better utilized.

Excellence in the Eighties: The Master Plan for Higher Education in Louisiana addresses many topics not covered in this executive summary, and we urge you to read the document in its entirety. Additional topics that are addressed include facilities; research; partnerships for progress and economic development; and the future planning agenda. The Regents commends this plan to you for your careful consideration and respectfully requests your support for its implementation.

Louisiana Board of Regents

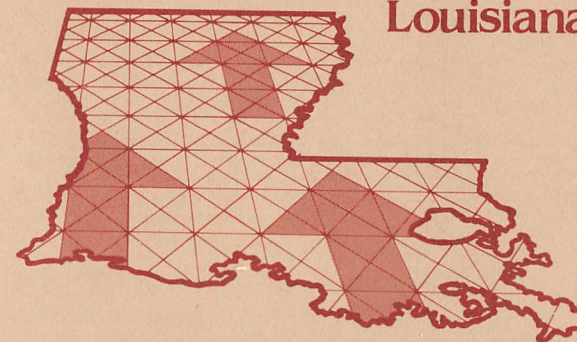
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EXCELLENCE IN THE '80s

The Master Plan for Higher Education in Louisiana



BOARD OF REGENTS
State of Louisiana

April 1984

EXECUTIVE SUMMARY