BOARD OF SUPERVISORS
FOR THE UNIVERSITY OF LOUISIANA SYSTEM
NOTICE OF MEETING AND AGENDA
10:00 a.m., Tuesday, October 22, 2013**
Room 100, “Louisiana Purchase Room”
Claiborne Conference Center
1201 North Third Street
Baton Rouge, Louisiana

A. Call to Order
B. Roll Call
C. Invocation
D. Ratification of actions taken at August 19, 2013 Executive Committee Meeting, and approval of August 20, 2013 Board Meeting Minutes and September 10, 2013 Special Meeting Minutes.

E. REPORT OF ACADEMIC AND STUDENT AFFAIRS COMMITTEE

1. McNeese State University’s request to eliminate the Associate of Science degree program in Nursing (ASN) effective Fall 2014.

2. Northwestern State University’s request for approval to reorganize the College of Nursing and Allied Health and change the name to College of Nursing and School of Allied Health.

3. Northwestern State University’s request for approval of a Letter of Intent for a Bachelor of Applied Science and Technology degree program.

4. Northwestern State University’s request for approval of a Proposal for a Doctor of Nursing Practice (DNP) degree program.

** Executive Session, pursuant to R.S. 42:6.1, may be required.
Persons wishing to make public comment on any item on the agenda should complete a Public Comment Card and register with the Assistant to the Board.
5. **Southeastern Louisiana University**’s request for approval to award an Honorary Doctor of Humanities degree to Ms. Robin Roberts at the Fall Commencement Exercises.

6. **University of Louisiana at Lafayette**’s request for approval to award an Honorary Doctor of Francophone Studies degree to Mr. François Delattre at the Fall Commencement Exercises.

7. **University of Louisiana at Lafayette**’s request for approval of a Proposal for a Master of Science degree program in Systems Technology.

8. **University of Louisiana at Lafayette**’s request for approval to establish an Institute for Materials Research and Innovation.

9. **University of Louisiana at Monroe**’s request for approval of the 2013-18 Strategic Plan.

10. **University of Louisiana at Monroe**’s request for approval of the Agreement on Dual Degree Program between Hanbat National University and the University of Louisiana at Monroe.

11. **University of Louisiana at Monroe**’s request for approval to award an Honorary Doctor of Humane Letters degree to Mr. Tex Kilpatrick at the Fall Commencement Exercises.

12. **University of Louisiana at Monroe**’s request for approval to award an Honorary Doctor of Humane Letters degree to Mr. George Luffey at the Fall Commencement Exercises.

13. **University of Louisiana at Monroe**’s request for approval to award an Honorary Doctor of Humane Letters degree to Mr. John McCarley at the Fall Commencement Exercises.

14. **University of New Orleans**’ request for approval to award an Honorary Doctor of Humane Letters degree to Mr. Pres Kabacoff at the Fall Commencement Exercises.

15. **University of New Orleans**’ request for approval of a Letter of Intent for a Master of Science degree program in Transportation.

16. **University of Louisiana System**’s proposed revision to *Board Rules, Chapter II. Students, Section VIII. Baccalaureate Degrees Requirements, A. Categories of Requirements, I. General Education.*

17. Other Business
F. REPORT OF ATHLETIC COMMITTEE

1. Louisiana Tech University’s request for approval of a contract with Mr. Tommy H. McClelland II, Director of Athletics, effective August 1, 2013.

2. Louisiana Tech University’s request for approval of a contract with Mr. Jeff Parks, Men’s Golf Head Coach, effective July 1, 2013.

3. Northwestern State University’s request for approval of a contract with Ms. Stephanie Hernesman, Co-Head Women’s Volleyball Coach, effective March 1, 2013.

4. Northwestern State University’s request for approval of a contract with Mr. Scott Stoehr, Co-Head Women’s Basketball Coach, effective May 1, 2013.

5. University of Louisiana at Monroe’s request for approval of a contract with Mr. Walt Williams, Men’s Head Golf Coach, effective August 25, 2013.

6. University of New Orleans’ request for approval of a contract with Mr. Ronald Maestri, Head Baseball Coach, effective July 8, 2013.

7. University of Louisiana System’s report of significant athletic activities for the period of August 5 to October 6, 2013.

8. Other Business

G. REPORT OF AUDIT COMMITTEE

1. University of Louisiana System’s request for acceptance of Fiscal Year 2012-13 Financial and Compliance and Federal Award Programs Representation Letters for:
   
a. McNeese State University
b. University of Louisiana at Monroe
c. University of Louisiana System

2. University of Louisiana System’s report on internal and external audits submitted for the period of August 7 to October 6, 2013.

3. Other Business

H. REPORT OF FACILITIES PLANNING COMMITTEE

1. Nicholls State University’s request for approval to enter into a Lease Agreement with the Nicholls State University Foundation, Inc. to enclose the baseball batting practice facility at Didier Field.
2. **Nicholls State University**’s request for approval to accept donation of 1.199 acres of land from Acadia Agricultural Holdings, L.L.C.

3. **University of Louisiana at Lafayette**’s request for approval to demolish four buildings to allow for expansion of campus parking.

4. **University of New Orleans**’ request for approval of a lease with The Jefferson Chamber Foundation Academy.

5. **University of New Orleans**’ request for approval to rename the south area of the University Center Dining Hall from “The Deck” to the “Louise Arnolie Deck.”

6. Other Business

I. **REPORT OF FINANCE COMMITTEE**

1. **Grambling State University**’s request for approval of a resolution amending a resolution adopted on August 20, 2013, titled: “A resolution providing for the issuance of not exceeding $7,500,000 of Revenue Bonds for the benefit of Grambling State University, approving the form of a Supplemental Trust Indenture, approving the form and authorizing the execution and delivery of a Capital Project Loan Agreement; authorizing the execution of other documents in connection therewith; authorizing the officers and trustees of the System to do all things necessary to effectuate this resolution; and providing for other matters in connection with the foregoing.”

2. **Louisiana Tech University**’s request for approval of an Affiliation Agreement between Louisiana Tech University and Louisiana Tech Alumni Association, Inc.

3. **Louisiana Tech University**’s request for approval of an Affiliation Agreement between Louisiana Tech University and Louisiana Tech University Foundation, Inc., as well as the related Funds Management Agreement between Louisiana Tech University and the Louisiana Tech University Foundation, Inc.

4. **Nicholls State University**’s request for approval to combine (1) Contractors Educational Trust Fund Endowed Professorship in Manufacturing Technology; (2) Contractors Licensing Board Endowed Professorship in Manufacturing Technology; and (3) The Contractors Educational Trust Fund Endowed Professorship in Geomatics/Surveying into The Contractors Educational Trust Fund Super Endowed Professorship in Geomatics/Surveying.

5. **University of New Orleans**’ request for approval of a new policy, AP-RE-04.1, relating to authorizing contracts between the university and a member of the faculty, research staff, or coaching staff, or a company in which the employee has an interest under specified circumstances.
6. **University of Louisiana System's** discussion of Fiscal Year 2012-13 fourth quarter financial reports and ongoing assurances.

7. **University of Louisiana System's** report on the year end financial status of alternatively financed projects for the fiscal year ended June 30, 2013.

8. Other Business

**J. REPORT OF PERSONNEL COMMITTEE**

1. **Northwestern State University's** request for approval to appoint Dr. Dana Clawson as Interim Dean of the College of Nursing and Allied Health effective September 3, 2013.

2. **Southeastern Louisiana University's** request for approval to appoint Mr. Christopher “Jay” Artigues as Director of Athletics effective October 14, 2013.

3. Other Business

**K. SYSTEM PRESIDENT’S BUSINESS**

1. Personnel Actions

2. System President’s Report

3. Other Business

**L. BOARD CHAIR’S BUSINESS**

1. Board Chair’s Report

2. Appointment of Nominating Committee for 2014 Board Officers

3. Introduction of Proposed Consent Agenda Meeting Format, Committee Restructuring, and Associated **Board Rule** Changes.

4. Other Business

**M. Other Business**

**N. Adjournment**
Item E.1. McNeese State University’s request to eliminate the Associate of Science degree program in Nursing (ASN) effective Fall 2014.

EXECUTIVE SUMMARY

McNeese State University seeks approval to discontinue its Associate of Science degree program in Nursing in response to the Louisiana Legislature LAGRAD Act of 2010, which has directed four-year universities to eliminate associate degree programs. McNeese has collaborated with Sowela Technical Community College (STCC) to develop a coordinated plan to ensure nursing education at multiple degree levels available in Southwest Louisiana. The intent of the plan is to provide a seamless transition for students to pursue the ASN degree in the southwest region of the state. The effective date of this proposed change is August 2014.

Students who enter McNeese during the 2013-2014 academic year can declare the ASN as their major and will have the opportunity to complete the degree within the published program length. Effective with the 2014-2015 academic year, the program will no longer be an option for students entering McNeese; however, a teach-out plan for enrolled students will be initiated at that time. Students who are out of sequence will be advised on an individual basis to either transition to STCC or consider enrollment in the BS degree in Nursing at McNeese.

If approved, students will be advised to enroll in the four-year program. Current majors will be allowed to graduate with a two-year diploma, if desired. The common set of courses shared by both programs will continue to be available. The elimination of the ASN degree program will not result in any loss of faculty.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request to eliminate the Associate of Science degree program in Nursing (ASN) effective Fall 2014.
October 2, 2013

Dr. Sandra K. Woodley, President
University of Louisiana System
1201 North Third Street
Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

Enclosed are (5) copies of McNeese State University’s request to eliminate the Associate of Science in Nursing (ASN) Program effective fall 2014 semester.

Please place this item on the ULS Board of Supervisors’ agenda for consideration and approval at the October 22, 2013 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
September 24, 2013

Dr. Sandra Woodley, President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Woodley:

In response to the Louisiana Legislature LAGRAD Act of 2010 directing the elimination of associate degree programs at four-year universities, McNeese State University (MSU) is requesting approval for closure of its Associate of Science in Nursing (ASN) Program effective with the fall 2014 semester. McNeese has collaborated with Sowela Technical Community College (STCC) to develop a coordinated plan to ensure nursing education at multiple degree levels will be available in Southwest Louisiana. The intent of the plan is to continue to provide students with an opportunity to pursue the ASN degree in the southwest region of the State without interruption.

The enclosed attachment titled Timeline for Closure of the MSU ASN Program and Initiation of STCC ASN Program reflects a joint effort between the two institutions and details the transition plan. Students who enter McNeese during the 2013-2014 academic year can declare the ASN as their major and will have the opportunity to complete the degree within the published program length. Effective with the 2014-2015 academic year, the program will no longer be an option for students entering McNeese; however a teach-out plan for enrolled students will be initiated at that time. This plan is based on the assumption that STCC will have received regional accreditation by SACS/COC, as well as all required approvals to offer the ASN program. Students who are out of sequence will be advised on an individual basis to either transition between the two institutions or consider enrollment in the MSU Bachelor of Science Degree in Nursing.

We are excited about the opportunity to partner with STCC on future articulation plans for students in SWLA. A strong partnership has developed between the MSU and STCC Nursing Programs and concurrent and completer articulation agreements are in progress. We look forward to a continuing close collaboration between our institutions to provide higher education opportunities in the Southwest Louisiana region.

Sincerely,

Philip Williams
President

Attachment
## McNeese State University (MSU) and Sowela Technical Community College (STCC)

### Timeline for Closure of MSU Associate of Science in Nursing Program and Initiation of Sowela Technical Community College Associate of Science in Nursing Program

**September 24, 2013**

<table>
<thead>
<tr>
<th>MSU Catalog</th>
<th>Explanation</th>
<th>MSU Clinical Nursing Acceptance/Enrollment</th>
<th>Explanation</th>
<th>MSU Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td></td>
<td>Spring 2014: 40 Students</td>
<td></td>
<td>Fall 2015</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Final published ASN program in catalog; Inform MSU ASN students via formal letter of decision to terminate program</td>
<td>Spring 2015: 40 students</td>
<td>Admit Final class for clinicals</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Remove ASN from Catalog; Refer incoming students to the BSN program or assist with transfer to STCC.</td>
<td>Spring 2016: 20 Students</td>
<td>Acceptance of a cohort Spring 2016 will be contingent on a minimum enrollment of 10</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STCC Catalog</th>
<th>Clinical Nursing Acceptance</th>
<th>STCC Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>*Fall 2016 30 Students</td>
<td>MSU Transferring students/partner with MSU to serve students</td>
</tr>
<tr>
<td>2016-2017</td>
<td>*Fall 2017 30 Students</td>
<td></td>
</tr>
</tbody>
</table>

*Possible joint acceptance into clinicals, MSU and STCC co-teach class

**NOTE:** This timeline assumes that Sowela Technical Community College will have received institutional approval to offer the Associate of Science in Nursing program from the Louisiana Community and Technical College System, Louisiana State Board of Regents, Southern Association of Colleges and Schools, and the Louisiana State Board of Nursing.
Item E.2. Northwestern State University’s request for approval to reorganize the College of Nursing and Allied Health and change the name to College of Nursing and School of Allied Health.

EXECUTIVE SUMMARY

Northwestern State University would like to reorganize the College of Nursing and Allied Health to the College of Nursing and School of Allied Health. The reorganization will also call for two title changes: the Director of Allied Health will become the Director of the School of Allied Health, and the Department Head of Nursing will be changed to Senior Director of the College of Nursing. The Director of the School of Allied Health and Senior Director of the College of Nursing will report to the Dean of the College of Nursing and School of Allied Health, and they will handle all daily managerial decisions for their respective areas.

The proposed reorganization will increase campus efficiencies and effectiveness. Reduction in workforce is not anticipated as a result of these actions.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University’s request for approval to reorganize the College of Nursing and Allied Health and change the name to College of Nursing and School of Allied Health.
October 1, 2013

Dr. Sandra Woodley, President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Re: College of Nursing and Allied Health Name Change and Organizational Chart

Dear Dr. Woodley:

On behalf of the administration of the College of Nursing and Allied Health, I am proposing that the following changes be included as an agenda item for the October 2013 Board Meeting:

- Rename the College of Nursing and Allied Health to the College of Nursing and School of Allied Health.
- The title Director of Allied Health will become the Director of the School of Allied Health, and the title Department Head of Nursing will be changed to Senior Director of the College of Nursing. The Director of the School of Allied Health and Senior Director of the College of Nursing will report to the Dean of the College of Nursing and School of Allied Health, but they will handle all timekeeping and daily managerial decisions for their areas.

Thank you for your consideration of this request.

Sincerely,

Randall J. Webb
President

RJW/pc

Enclosure
Item E.3. Northwestern State University’s request for approval of a Letter of Intent for a Bachelor of Applied Science and Technology degree program.

EXECUTIVE SUMMARY

Northwestern State University requests approval of a Letter of Intent for a Bachelor of Applied Science and Technology (BAST) degree program. The proposed 60-hour degree program is being created to assist Louisiana residents in completing a four-year degree after they have attended a Louisiana Community and Technical College System institution. This degree will serve working adults who need to obtain a degree to progress in the workforce. Courses will be offered online in 8- and 16-week formats in order to better serve working adults.

Staff members from the Louisiana Department of Economic Development have indicated a need for this degree. The Louisiana Workforce Commission projects major growth in the Northwest Region in industries that have a high demand for workers with skills covered in the BAST programs such as primary metal manufacturing, pipeline transportation, merchant wholesalers, building material and garden supply stores, administrative and support services, and waste management and remediation service.

Students who completed associate degree programs will be the target market. The University anticipates that the demand for this program will be high. Enrollment is estimated to commence with fifteen students and grow to 60 students by the end of year 5. Completers are estimated at 40 in year 3 and 60 by the end of year 5.

Because the courses for this program are currently offered, little additional expense will be required. If additional concentrations are developed, more faculty may be necessary, but at present, there is no expectation that additional adjunct faculty will be needed to assist with the implementation of this degree. Based on projected enrollments, by year three or year four, it may be necessary to add an adjunct faculty member. Any additional costs for this program would be offset by tuition revenue.

The proposed program will have a direct positive impact on Louisiana. The BAST program would allow working adults to easily complete a degree program that directly relates to their field of work. While improving their quality of life, these individuals will promote economic development for the state.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University’s Letter of Intent for a Bachelor of Applied Science and Technology degree program.
October 1, 2013

Dr. Sandra Woodley, President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Re: Letter of Intent: Bachelor of Applied Science and Technology

Dear Dr. Woodley:

Northwestern State University is requesting this item be placed on the agenda for approval at the October 2013 Board Meeting:

Northwestern is seeking approval of the enclosed Letter of Intent: Bachelor of Applied Science and Technology in the College of Arts, Letters and Graduate Studies.

Thank you for your consideration of this request.

Sincerely,

Randall J. Webb
President

RJW/pc

Enclosure
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

<table>
<thead>
<tr>
<th>Campus: Northwestern State University</th>
<th>Program: Title, CIP, Degree/Certificate Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor of Applied Science and Technology, CIP 301501</td>
</tr>
</tbody>
</table>

Institutional Contact Person & Access Info (if clarification is needed):
Dr. Lisa Abney, Provost and VPASA, Caspari Hall
310 Sam Sibley Drive, Suite 211
Natchitoches, LA 71497
Voice: 318.357.5361
Fax: 318.357.4517
abney@nsula.edu

1. Program Objectives and Content
Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

The Bachelor of Applied Science and Technology (BAST) is a degree created to assist Louisiana residents in completing a four-year degree after they have attended an LCTCS college or other community college. These degree will serve working adults who need to obtain a degree to progress in the workforce. Essentially, this degree is a sixty hour program beyond an Associate’s level degree. The BAST requires the completion of 21 hours of upper-level core courses which include Ethics in the Workplace; Technical Composition; Business, Educational, and Professional Speaking; Psychology in Business and Industry; Multimedia Communication and Presentation; Marketing, and Management. Along with the upper-level core, students will complete 39 hours of upper-level coursework in the one of the following concentration areas: Human Resource Management, Public Safety Management, Natural Resource Management, and Industrial Technology/Manufacturing with appropriate electives. These courses are regularly offered via electronic learning, so students will be able to attend class without having to travel to Natchitoches.

2. Need
Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/ demand data appropriate to the discipline and degree level, etc.

For several years, Northwestern administrators have been working closely with the LCTCS administrators at both the system and campus levels, and they have indicated the need for a Bachelor of Applied Science degree program which would help many of their students complete four-year degrees. In 2011, Northwestern implemented the Bachelor of Applied Science in Allied Health degree—the only BAS in the State. The new BAST would allow the State’s residents who are working adults to easily complete a degree which relates directly to their field of work. Additionally, staff members from the Louisiana Department of Economic Development have indicated a need for this degree and will share input into its development as have leaders from business and industry in the State.

Attached are the 2020 high demand occupations as well as the 2014 short term projections which support the need for the BAST. The primary ones which connect to this degree are the engineering managers, electrical engineers, industrial engineers as well as industrial production managers.

Also, through a survey conducted by the Central Louisiana Chamber of Commerce, employers responding to the survey identified the following “hard” and “soft” skills needed in the current and future workforce:

- [ ] computer skills
- [ ] safety
- [ ] engineering
- [ ] math & measurements
- [ ] interpersonal skills / communications
- [ ] industrial machine operations

The Louisiana Workforce Commission projects major growth in the Northwest Region in the following industries, all of which experience demand for workers with skills covered in the BAST programs. These programs would provide opportunities for advancement to current employees in these sectors as well as a chance for other workers to gain entry to high-growth
3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state’s adult population or foster innovation through research.

This program is a priority for the Institution because it further assists the University in fulfillment of its mission and it increases educational attainment of the state’s adult population. Northwestern’s mission statement directly focuses upon the preparation of its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region. In the past, Northwestern has developed a vital and growing electronic education program which offers 47 programs completely on-line. Additional programs are available in the hybrid environment. Many of Northwestern’s programs cater to working adult students; we offer courses in 8 week and 16 week formats in order to be better able to serve these students’ needs.

4. Students

Summarize student interest/demand for the proposed program.

Students who have completed the Associate degree from the LCTCS will be the target market for this program. We expect that demand for this program will be higher than these conservative estimates may indicate.

The first few years of the program are expected to have low enrollment while the program grows and gains recognition. It is expected that it will take some time to recruit students to the program. Therefore, an initial enrollment of 15 students is a realistic goal. Initial marketing efforts will begin at Bossier Parish Community College, Louisiana Delta Community College, South Louisiana Community College, Delgado Community College, and Northshore Technical College as Northwestern has agreements in place with these campuses.

After there has been adequate advertisement and recruiting efforts for the program, it is expected that there will be an increased interest and therefore increased enrollment. Therefore, it is realistic to expect that by year five, an enrollment of 70 to 75 students is obtainable. While the program is growing, the Northwestern State University BAST program will guarantee matriculation for students, regardless of the number of students enrolled. Table 1 demonstrates the expected enrollment and graduation rate for the first five years of the program.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Growth 2010-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary metal manufacturing</td>
<td>177.8%</td>
</tr>
<tr>
<td>Transportation equipment manufacturing</td>
<td>68.8%</td>
</tr>
<tr>
<td>Pipeline transportation</td>
<td>50.0%</td>
</tr>
<tr>
<td>Merchant wholesalers, nondurable goods</td>
<td>32.7%</td>
</tr>
<tr>
<td>Building material and garden supply stores</td>
<td>32.6%</td>
</tr>
<tr>
<td>Furniture and related product manufacturing</td>
<td>29.5%</td>
</tr>
<tr>
<td>Professional and technical services</td>
<td>26.0%</td>
</tr>
<tr>
<td>Administrative and support services</td>
<td>25.6%</td>
</tr>
<tr>
<td>Merchant wholesalers, durable goods</td>
<td>24.2%</td>
</tr>
<tr>
<td>Waste management and remediation service</td>
<td>20.9%</td>
</tr>
<tr>
<td>Management of companies and enterprises</td>
<td>20.1%</td>
</tr>
<tr>
<td>ISPs, search portals, and data processing</td>
<td>20.0%</td>
</tr>
<tr>
<td>Mining, except oil and gas</td>
<td>19.2%</td>
</tr>
</tbody>
</table>

Table 1: Estimated Enrollment/Graduation Rate for First Five Years

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Enrollments</td>
<td>15</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>Continuing Enrollments</td>
<td>0</td>
<td>15</td>
<td>45</td>
<td>65</td>
<td>70-75</td>
</tr>
<tr>
<td>Graduated</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>
5. Cost

Estimate costs for the projected program for the first five years. Indicate amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

Because the courses for this program are currently offered, little additional expense will be required. If additional concentrations are developed, new faculty may need to be added, but at present, there is no expectation that additional adjunct faculty will be needed to assist with the implementation of this degree. However, based on projected enrollments, it may be necessary to add an adjunct faculty member by year 3 or 4. An adjunct faculty member to teach one course is approximately $2,500/course. It is projected that an adjunct faculty member would be needed for approximately 3 courses/calendar year.

Table 2 outlines the proposed budget for the BAST program at Northwestern State University. The annual cost of the BAST program is expected to range from $1,500 in the first year to $9,000 in year four. As demonstrated in Table 2, the projected revenue far exceeds the cost of the program.

<table>
<thead>
<tr>
<th>Table 2: Budget of Additional New Expenses for the BAST Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Expenditures</td>
</tr>
<tr>
<td>Adjunct Faculty¹</td>
</tr>
<tr>
<td>Program marketing</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>Sources of Revenue</td>
</tr>
<tr>
<td>Tuition/Fees²</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

¹Adjunct faculty based on projected enrollment
²Based on # of projected students x online undergraduate tuition and fees for 12 hours (estimate of average # of hours/semester) x 3 semesters (calendar year). No adjustment for rising tuition and fees—based on Fall 2013 tuition and mandatory attendance fees.

CERTIFICATION:

__________________________
Chief Academic Officer

__________________________
Chancellor/President

__________________________
Management Board
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2013

Item E.4. Northwestern State University’s request for approval of a Proposal for a Doctor of Nursing Practice (DNP) degree program.

EXECUTIVE SUMMARY

Northwestern State University proposes to offer a Doctor of Nursing Practice (DNP) degree program in the College of Nursing and Allied Health. The proposed DNP program is a practice-doctorate rather than research-focused, doctoral nursing degree and is designed to prepare nurses educationally for careers as advanced practice registered nurses (APRNs). The DNP is envisioned by advanced practice nursing educators and administrators as the entry level educational preparation for APRNs by the year 2015. (The related Letter of Intent was approved by the Board of Supervisors on December 3, 2012 and by the Board of Regents on January 23, 2013.)

According to the American Association of Colleges and Nursing, the majority of DNP programs have focused on a phased-in approach that begins with the entry of masters prepared advanced practice registered nurses into the DNP program. Northwestern proposes to offer two options for entry into the DNP program: 1) Phase One: post-masters/post-research doctorate entry for individuals with advanced practice nursing education and certification, and 2) Phase Two: post-baccalaureate entry for individuals with a baccalaureate nursing degree. Because students in the first phase will already hold advanced practice nursing certification, during the first two program years extensive clinical supervision of students will not be required. Beginning in year three, however, expanded clinical supervision of students will be necessary and will be addressed by current graduate nursing faculty.

As recommended by the Board of Regents, the University is seeking to collaborate with the University of Louisiana at Lafayette, Southeastern Louisiana University, Southern University and A&M College, and Louisiana State University Health Sciences Center New Orleans to form an Inter-institutional Collaborative Agreement to Offer the Doctor of Nursing Practice degree (ICC). Northwestern has agreed to participate in all aspects of the ICC as directed by the systems’ boards. Northwestern has made the necessary course adjustments to place the University in a position to participate in the ICC upon program implementation. Additionally, Northwestern has agreed to share program resources with the current ICC universities.

There is a need for DNP programs at both national and state levels. In 2010, the Institute of Medicine (IOM), in the *Future of Nursing: Leading Change, Advancing Health*, emphasized the importance of nurse education in healthcare reformation and called for nurses to obtain
higher levels of education. Further, the IOM recommended that the number of nurses with a doctorate be doubled by 2020. Northwestern is well suited to offer the DNP degree. Its graduate nursing program has been the only graduate nursing program in Louisiana to be ranked among the top 100 programs in the nation by *U.S. News and World Report* (2011). The University’s graduate nursing program annually provides Louisiana citizens with over 40 APRNs who are prepared to deliver desperately needed primary healthcare services. Currently, there are five DNP programs offered in Louisiana (Loyola University, University of Louisiana at Lafayette, Southeastern Louisiana University, Southern University, and Louisiana State University Health Sciences Center). Information provided by the Louisiana State Board of Nursing indicates, however, that APRNs in north and central Louisiana continue to leave for out-of-state DNP programs. Northwestern’s proposed DNP program would, therefore, be appropriate and beneficial both because of the University’s location and its track record as the largest single university producer of nurse practitioners in Louisiana.

Northwestern conducted several surveys to evaluate BSN and nurse practitioner graduates’ interest in pursuing the DNP. Based on survey results, the University projects that 20 students will enroll in each of the first five years. It is also projected that 20 students will graduate in years 2, 3 and 4 while 50 will graduate in years 5 and 6. Based on survey results, the University projects that 20 students will enroll in each of the first 3 years and 50 students will enroll in years 4 and 5. It is also projected that 20 students will graduate in years 2, 3, and 4 while 50 will graduate in years 5 and 6.

The DNP will not affect the present administrative structure of the institution. The proposed DNP program will be a part of the College of Nursing and Allied Health. The program will be administered by the Coordinator of Graduate Studies and Research in Nursing. Existing facilities and library holdings will be sufficient to deliver the program initially. However, one additional faculty member will be required to begin the DNP program and a second doctoral prepared faculty will be needed the second year.

Equipment costs are projected at $5,000 in each of the first two years and $1,000 in each of the following three years. Supplies are expected at $1,500 for each of the first five years. Although graduate assistants are expected to cost $10,000 per year, the University is committed to providing adequate funding to provide assistantships for interested students. Tuition generated for the first five years of program implementation is expected to be $1,414,640. Within a short period of time, the program will be cost-effective for the university.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of the Louisiana System hereby approves Northwestern State University’s request for approval of a Proposal for a Doctor of Nursing Practice (DNP) degree program.
October 1, 2013

Dr. Sandra Woodley, President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Re: Proposal: Doctor of Nursing Practice

Dear Dr. Woodley:

Northwestern State University is requesting this item be placed on the agenda for approval at the October 2013 Board Meeting:

Northwestern is seeking approval of the enclosed Proposal: Doctor of Nursing Practice in the College of Nursing and Allied Health.

Thank you for your consideration of this request.

Sincerely,

Randall J. Webb
President

RJW/pc

Enclosure
Date: September 23, 2013

To: Dr. Richard S. Hansen, Interim Provost and Vice President for Academic and Student Affairs
   Bea Baldwin, Vice President for Research and Performance Assessment

From: Dr. Lisa Abney, Provost and Vice President for Academic and Student Affairs
      Dr. Dana Clawson, Interim Dean of the College of Nursing

Re: Revised Doctor of Nursing Practice Proposal

Attached is the Doctor of Nursing Practice proposal with the requested revisions from the Louisiana Board of Regents and Consultant Dr. Carolyn Williams. The consultant’s recommendations including course descriptions, dnp crosswalk and congruency tables have been incorporated in the revised proposal.

We appreciate your ongoing support of this endeavor.

CC: Dr. Steve Horton, Associate Provost and Dean of Arts, Letters, Graduate Studies, and Research
LOUISIANA BOARD OF REGENTS
GUIDELINES: REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM
SUBMIT FIVE (5) COPIES AND ONE (1) DISK (WORDPERFECT OR WORD)

Name of Institution Submitting Proposal Northwestern State University

Specific Degree to be Awarded Upon Completion Doctor of Nursing Practice

CIP Taxonomy (From Program Classification Structure) 51.3818

Date to be Initiated Fall, 2014

Name of Department or Academic Subdivision Responsible for the Program College of Nursing

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program: Dr. Dana Clawson, Associate Professor, Interim Dean College of Nursing and Allied Health & Coordinator of Graduate Studies and Research in Nursing

Date Approved by Governing Board ________________________________

Date Received by Louisiana Board of Regents __________________________

Academic Affairs Committee Review ________________________________

Board Action (Nature of Action)** ________________________________

Date of Board Action _________________________________________

- Information requested in these guidelines which has already been provided in the related Letter of Intent need not be presented again, unless the data given in the letter of intent has changed in the interim period between submittal of the letter and submittal of the full proposal.

** Prior to final action by the Board of Regents, no institution shall initiate or publicize a new program.
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Part 1: Description

a. Give title, degree/certificate, description, and objectives of the proposed program.

Title: Doctor of Nursing Practice (DNP)

Program Description:

Northwestern State University College of Nursing and Allied Health’s DNP program will prepare advanced practice registered nurses (APRNs) at the highest level of nursing practice to become clinical exemplars, clinical scholars, and innovative nurse leaders noted for achieving outstanding patient care outcomes, shaping health management systems, and influencing global health policy. Preparation of the APRN will be achieved by offering courses primarily through asynchronous education via internet, in addition to synchronous distance education via compressed video, and faculty-facilitated clinical learning experiences.

The DNP is a practice-doctorate and thus students will be expected to assimilate and implement the most current, evidence-based, clinical practice guidelines and research in treating clients in diverse healthcare settings. Students will receive clinical education at practice sites within their respective geographic regions creating advanced practice nursing positions within the local community and increasing the number of primary care providers available for rural and underserved areas in Louisiana. The proposed program will meet the standards and guidelines set forth by appropriate accreditation and certification boards.

Northwestern State University College of Nursing and Allied Health (NSUCONAH) will utilize a phased-in approach to initiate the DNP program. Phase One of NSU’s DNP implementation will begin with post master’s education being available for advanced practice registered nurses in the Fall semester of 2014. Phase Two will provide an entry point for post-baccalaureate students into the DNP program. The anticipated goal of the DNP program will be to initiate Phase Two within three years of Phase One’s initiation. Phase One of NSU’s DNP program will allow many of the 3,297 APRNs currently seeking a DNP program out of state to obtain the DNP in Louisiana. By the Fall semester of 2017, the DNP program plans to initiate Phase Two of the program and begin admission of post-baccalaureate students.

Program Purpose:

The Doctor of Nursing Practice (DNP) program is a practice-focused, rather than research-focused, doctoral nursing degree, designed to educationally prepare nurses for careers as advanced practice registered nurses (APRNs). APRNs include nurse practitioners, certified nurse midwives, certified registered nurse anesthetists, and clinical nurse specialists. The DNP is envisioned by advanced practice nursing educators and administrators as the entry level educational preparation for APRNs by the year 2015 (AACN, 2004). The DNP offered at NSUCONAH will provide a specialized plan of study to prepare certified advanced practice registered nurses to meet the challenges of an increasingly complex healthcare delivery system. The program will provide a learning environment with both didactic and clinical components for the development of advanced nursing practice knowledge and skills that include advanced
clinical competencies, evidenced-based practice, and scientific inquiry. The theoretical, ethical, and scientific underpinnings of the program will prepare the DNP student to provide clinical and educational leadership at the highest level of practice in a variety of healthcare settings.

Program Goals: The DNP program offered at Northwestern State University College of Nursing will:

I. Provide APRNs with expertise, specialized competencies, and advanced knowledge required for evidence-based nursing practice and mastery in an area of specialization within the larger domain of nursing.

II. Prepare APRNs to influence, design, direct and implement change in healthcare practice, education, and policy through the development of collaborative alliances to improve healthcare outcomes and decrease morbidity and mortality in vulnerable populations.

III. Develop APRNs who contribute to nursing’s body of knowledge through professional development and scholarly inquiry into practice, processes, or outcomes which affect morbidity and mortality in vulnerable populations.

Program Objectives (Student Learning Outcomes): Graduates of the DNP Program will:

- Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences as the foundation for the highest level of nursing practice. (Program Goal I; DNP Essentials I and VIII)
- Critically analyze health care delivery models based on contemporary nursing science and organizational and systems perspectives to eliminate health disparities and promote patient safety and excellence in practice. (Program Goal II; DNP Essentials II, IV, V, VI, VII, VII)
- Systematically appraise existing literature, outcomes of practice, practice patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes. (Program Goals I, II, III; DNP Essentials I-VIII)
- Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives, and programs of care that support practice decisions. (Program Goals I, II, III; DNP Essentials I-VIII).
- Advocate for health care policy which addresses social justice and equity in all health care settings. (Program Goal II; DNP Essentials II, V-VIII).
- Employ consultative and leadership skills to function on inter-and intra-professional multidisciplinary teams that work collaboratively to improve vulnerable populations’ health outcomes. (Program Goals I, II, and III; DNP Essentials I-VIII).
- Synthesize data relevant to clinical prevention and health promotion for individuals, aggregates, and populations to guide implementation of the highest level of nursing practice. (Program Goals I, II, and III; DNP Essentials I-VIII).
- Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing. (Program Goals I, II, and III; DNP Essentials I-VIII).

Degree: The degree contemplated for this program is a Doctor of Nursing Practice (DNP)
b. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Indicate any special requirements (internship, comprehensive examination, thesis, etc.)

**FIGURE 1. PHASE ONE: PROPOSED MSN (APRN) TO DNP PROGRAM PLAN**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester One</th>
<th>Cr. Hr</th>
<th>Semester Two</th>
<th>Cr. Hr</th>
<th>Semester Three</th>
<th>Cr. Hr</th>
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<tr>
<td></td>
<td>*NURG 7000 Scientific Underpinnings for Practice (knowledge development and mid-range theories)</td>
<td>3</td>
<td>*NURG 7002 Clinical Scholarship (includes translation of research, analytical methods for EBP, and informatics) (clinical hours)</td>
<td>3</td>
<td>*NURG 7004 Organizational Theory and Systems Leadership (includes inter/intra professional collaboration)</td>
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<td></td>
<td>*NURG 7001 Clinical Prevention and Population Health (risk reduction and population health outcomes)</td>
<td>3</td>
<td>*NURG 7003 Bio-Statistics</td>
<td>3</td>
<td>*NURG 7005 Information Systems Technology (to improve and transform health care)</td>
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<td>*NURG 7011 DNP Scholarly Project Practicum II</td>
<td>3</td>
<td>*NURG 7012 DNP Scholarly Project Practicum III</td>
<td>3</td>
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<tr>
<td></td>
<td>*NURG 7006 Epidemiology</td>
<td>3</td>
<td>*NURG 7007 Healthcare Policy: Analysis, Advocacy, and Transformation (includes social justice and ethics)</td>
<td>3</td>
<td>*NURG 7009 Global Healthcare Advocacy and Transformation</td>
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<td>Sem. Total</td>
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</table>

Total Program Credit Hours: 38. Total Program Clinical Hours: Students will be given credit for graduate practicum hours earned in their respective APRN MSN program. DNP students are required to complete a “...1,000 clinical hour minimum upon degree completion” (AACN, 2006). Courses highlighted in Purple are the courses that will articulate in the Inter-Institutional Collaborative Agreement between Louisiana’s Collaborating Universities. Each academic credit hour for the practicum courses equals 60 direct clinical practice hours.
### FIGURE 2. PHASE TWO: PROPOSED BACCALAUREATE TO DNP PROGRAM PLAN OF STUDY

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Cr. Hr</th>
<th>Semester 2</th>
<th>Cr. Hr</th>
<th>Semester 3</th>
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<td>Theoretical Foundations for the DNP</td>
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<td>Advanced Clinical Assessment</td>
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<td>NP II</td>
<td>3</td>
<td>NP III</td>
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<tr>
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<td>Role of the NP in Clinical Practice</td>
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<tr>
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<td>3</td>
<td>NP IV</td>
<td>3</td>
<td>* NURG 7002 Clinical Scholarship</td>
<td>3</td>
<td>* NURG 70034 Organizational Theory and Systems Leadership</td>
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<td></td>
<td>* ^ NURG 7001 Clinical Prevention and Population Health</td>
<td>3</td>
<td>* NURG 7003 Biostatistics II</td>
<td>3</td>
<td>* NURG 7005 Information Systems Technology</td>
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<tr>
<td></td>
<td>Role of the NP in Business</td>
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<td>* NURG 7008 Genetics</td>
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<td>* NURG 7010 DNP Scholarly Project Practicum 1</td>
<td>3</td>
<td>* NURG 7011 DNP Scholarly Project Practicum 2</td>
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<td>* NURG 7012 DNP Scholarly Project Practicum III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>* NURG 7006 Epidemiology</td>
<td>3</td>
<td>* * NURG 7007 Healthcare Policy: Analysis, Advocacy, and Transformation</td>
<td>3</td>
<td>* NURG 7009 Global Healthcare Advocacy and Transformation</td>
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<td>Sem. Tot</td>
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Total Program Credit Hours: 84
Total Program Clinical Hours: Minimum of 1000 clinical hours. * indicates new course. ^ indicates course in intercollegiate consortium
c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options or other manners of sharing/extending resources and access.

Program Offering:

Phase One of the DNP program will prepare current advanced practice registered nurses at the doctor of nursing practice level to become clinical exemplars, clinical scholars, and innovative nursing leaders who will shape the future of health management systems and influence global health policy. Phase One will be achieved by offering an asynchronous online program with courses primarily offered via the internet in addition to a few hybrid courses utilizing a combination of both internet and synchronous distance education courses. All courses will be designed to meet the program goals and objectives and will take into consideration that students who enroll in phase one of the program will already be skilled advanced practice registered nurses who are pursuing a doctorate degree to become future nurse leaders in Louisiana and the nation. The use of online asynchronous education for students registering for phase one of the DNP program will allow the students to continue to work in their current advanced practice registered nursing positions while pursuing the practice doctorate.

Phase One of the DNP program will require students to complete 38 credit hours and a total of 1000 post-baccalaureate clinical hours. Currently there is not a maximum number of clinical hours that can be accepted to meet the recommendations by AACN (2006) that “for post-master’s DNP programs, each institution is responsible for assessing how many relevant graduate clinical hours an enrollee enters with, and how many additional hours are required for the student to achieve the 1,000 clinical hour minimum upon degree completion” (CCNE, 2012, p. 1). Phase One of the DNP program will also require students to complete a capstone project involving translational research that will impact the current healthcare system, healthcare delivery, or delivery of quality patient care.

Phase Two of the DNP program will prepare baccalaureate nursing students to become clinical experts in specialized areas of advance nursing practice. Phase Two will deliver didactic courses through asynchronous online courses as well as synchronous distance education courses. All courses will be designed to meet program goals and objectives as well as the certification requirements for the respective APRN roles. Offering online asynchronous education for students who are currently registered nurses allows students to continue to work in their current registered nursing positions while pursuing the DNP on a part time basis. Phase Two of the DNP program will require students to complete 84 post baccalaureate credit hours and a minimum of 1000 post baccalaureate clinical practice hours. The post-baccalaureate DNP student will also complete a capstone project involving translational research’s effect on the current healthcare system, healthcare delivery, or the quality of patient care.

During the first two program years of Phase One extensive clinical supervision of students will not be required, because the DNP students will already hold advanced practice licensure, achieved through master or doctoral educational preparation and national
certification. However, beginning in year three or the beginning of Phase Two when post-BSN students are admitted, expanded clinical supervision of students will be addressed as these students will only be licensed at the registered nurse level without any advanced clinical practice experiences.

The DNP curriculum for both Phase One and Phase Two of the program focuses heavily on innovative advanced nursing practice that is grounded in evidence based and translational research. All of the courses in Phase One and Phase two of the DNP program are new courses. Figure three provides a schematic of both entry options into NSUCONAH’s proposed DNP program. As depicted in Figure 3, Phase One promotes entry of master prepared APRNs or research-doctorate prepared APRNs into the DNP program; while Phase Two promotes entry of baccalaureate prepared RNs into the DNP program.

Figure 3: Entry Options for Students Enrolling in DNP Program

Collaboration of NSU With Other Louisiana Universities Offering the DNP in the Inter-Institutional Collaborative Agreement

As recommended by the Board of Regents, NSU actively requested conversations with Deans from the University of Louisiana Lafayette (ULL), Southeastern Louisiana University (SLU), Southern University and A&M College (SUBR), and Louisiana State University Health Sciences Center (LSUHSC) New Orleans. Conversations were held with
the Deans from all universities involved in the *Inter-institutional Collaborative Agreement to Offer the Doctor of Nursing Practice degree* (ICC). All conversations were timely, helpful and collegial. NSU has agreed to participate in all aspects of the ICC as directed by the systems board. Conversations with the ICC universities resulted in NSU re-structuring three core course descriptions, objectives, and content to better articulate with the three core courses which have been agreed on between the universities already involved in the ICC. A document prepared by NSU which clearly delineates NSU’s contributions to the ICC as well as the three core courses which will mutually articulate is provided in Appendix A.

Additionally, NSU has agreed to share program resources such as faculty involvement in students’ capstone projects, faculty development activities, information regarding best teaching-learning modalities and program direction with the current ICC universities. Specifics of resource sharing are provided in the letters of support received from ULL, LSUHSC New Orleans, and Southeastern Louisiana University (SLU) (Appendices B, C and D).

In summary, NSU agreed to participate in the existing components of the ICC. NSU President’s Letter of Support for the DNP can be found in Appendix E. NSU further agreed with the overall goals of the agreement and constructed three core courses, similar to those agreed upon by the ICC participating universities, which would allow for nine or more DNP credit hours to be mutually inter-institutionally transferred. Further, NSU agreed to share educational/faculty resources by providing students the ability to choose a qualified faculty “…from any program site to service on committees such as research projects, and other assignments, with approval at each institution by appropriate administrators. (Inter-Institutional Collaborative Agreement to Offer the Doctor of Nursing Practice Degree, p. 2)” The overall intent of NSU’s participation in the ICC is to aid in the articulation of courses and to improve the educational opportunities of north and central Louisiana students. The unique contribution of NSU to the ICC is to provide a much needed opportunity for two calendar year APRN to DNP articulation to residents of north and central Louisiana who are typically adult learners that desire to learn in a university located within fifty miles of their home; and baccalaureate and masters prepared learners who desire to remain loyal to their undergraduate or graduate parent institution. Lastly, NSU will use due diligence in promoting the expeditious transfer of credit hours between universities as is currently done in NSU’s MSN program.

d. **Furnish documentation of the approval of the proposed program by the institution’s Governing Board.**

NSU’s Letter of Intent for the DNP has been approved by Board of Supervisors for University of Louisiana System and the Louisiana Board of Regents. Once the DNP draft proposal is approved by the Board of Supervisors for University of Louisiana System and the Louisiana Board of Regents, external reviewers will be asked to review the draft proposal. Once the external reviewers’, Board of Regents and Board of Supervisors suggestions for proposal modification are integrated, and the Board of Supervisors and
Board of Regents have approved the final draft of the proposal, the SACSCOC approval process will occur. The SACSOC application template has been obtained and the application for a substantive change and offering the DNP are being completed. NSU plans to submit the proposal to SACSCOC by the October deadline, when Board approval of the final proposal is received (Appendix F).

NSU believes the SACS approval process will take no less than 12 months to complete. Since Northwestern is not approved by SACS to award the doctoral degree, that request must be made by the institution and then approved by SACS. Typically, following submission of the required proposal for re-designation of our level, SACS will schedule an on-site evaluation of the facilities (in this case the Shreveport campus) where the doctoral program will be primarily offered. Following, the Commission on Colleges will vote on the re-designation, which is typically done at its December meeting. It is NSU’s intent to begin offering Phase One of the DNP by the Fall, 2014 semester.

Part 2: Need

a. Describe how the proposed program fits within the institutions’ existing role, scope and mission. Has the proposed program, or a similar one, been offered at the institution previously? (give reasons for the termination of the earlier program.)

University’s Mission
Northwestern State University’s DNP program contributes to the mission of the University and College of Nursing. In part, the mission of Northwestern State University is to “… prepare its students to become productive members of society and promote economic development and improvements in the quality of life of the citizens in its region” (Northwestern State University’s University Catalog 2012-2013, p.8). The proposed program, being a practice doctorate, does fit with the institutions’ existing mission; however NSU is working with SACSCOC to make a substantive change to offer the practice doctorate. This change will include an expansion of the university’s mission.

As graduates of the DNP program, advanced practice registered nurses educated at the highest practice-degree level will be equipped to provide quality primary healthcare services to Louisiana citizens and/or provide clinical nursing education to Louisiana’s nursing students. By providing advanced nursing education to DNP students, many career paths, including that of clinical educator or primary care provider will be opened to the students. Therefore, the DNP program will improve the quality of life of the DNP students and Louisiana citizens. Further, the DNP graduates will substantially, positively, impact Louisiana’s economics.

College of Nursing’s Mission
A key component of NSU’s CONAH is to improve the health of Louisiana citizens through excellence in “accessible undergraduate, graduate, and continuing education programs that are designed to assist individuals in achieving their professional goals as responsible and contributing members of their profession and of society” (Northwestern State University, University Catalog 2012-2013, p.104). Likewise, the DNP program is designed to meet this
mission by providing DNP students with the skills, knowledge, and professional behaviors needed to become future clinical nursing educators, primary care providers, and advanced practice nursing leaders at state, national, and global levels. However, once the University’s mission is adapted with the SACSCOC substantive change process, the college of nursing will also re-evaluate its mission statement to be inclusive of the DNP and to be congruent with the University’s mission.

Graduates of the DNP program will impact the profession of nursing by influencing healthcare policy, implementing evidence based research, and impacting social and economic disparities in the allocation of healthcare resources. Serving the medically disenfranchised/underserved citizens of Louisiana has and will continue to be the primary contribution of the advanced practice registered nurse. Access to a DNP program offered at NSUCON will decrease the number of nurses who are interested in pursuing graduate nursing education outside the region or outside the state.

The DNP degree has not been previously offered at Northwestern State University.

b. **List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.**

In Louisiana, as of October 2012, there are five DNP program currently admitting students into DNP programs. Loyola, a private university, began admissions into the post-MSN to DNP program in 2008 and is now admitting into the post-BSN to DNP program. In addition, four of the seven public, state-supported higher education institutions approved to offer graduate nursing education are admitting students into DNP programs. The four state-supported institutions, all located along the Interstate-10 corridor in Louisiana received Board of Regents approval within the last two years for DNP programs. The four Louisiana state-supported higher education institutions offering the DNP are (a) University Louisiana at Lafayette (ULL), (b) Southeastern Louisiana University (SLU), (c) Southern University Baton Rouge (SUBR), and (d) LSUHSC New Orleans.

c. **If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.**

There are five main reasons Louisiana needs an additional DNP program, and why the program should be offered by NSU.

1. Louisiana currently has ten master degree nursing programs providing APRN education across the state at either maximum enrollment or with healthy enrollments. The DNP has been endorsed by the American Association of Colleges of Nursing (AACN) as the desired educational entry point for APRN practice by 2015. A challenge will be presented when the enrollment from the ten Louisiana master degree programs educating APRNs is funneled to only five universities offering APRN DNP education. NSU believes that when students seeking the DNP cannot find a Louisiana university able to admit them due to
limited faculty, fiscal, and physical resources, the students will seek out of state DNP programs.

Supporting Evidence: Although the DNP is not currently mandated as the entry point for APRN practice; the target goal for transition from the master degree to the doctor of nursing practice degree for entry into APRN practice by the American Association of Colleges of Nursing (AACN) is 2015. AACN (2004) is the national education body representing 85% of nationally accredited graduate nursing programs. This position of transition from masters to doctorate degree as entry to practice for APRNs was re-affirmed by AACN in 2010. With less than two years to prepare for the transition, Louisiana is definitely in need of quality DNP programs.

Further evidence is the national growth of DNP programs and DNP enrollment. Nationally DNP programs have grown from 20 in 2006 to 217 in 2012; and DNP enrollments have grown from 862 in 2006 to 11,500 in 2012 (AACN, 2012). Louisiana will experience the same growth in state wide DNP programs and enrollment as 2015 approaches. Once the DNP is the mandated APRN degree, the growth in Louisiana DNP programs will be exponential.

The last piece of evidence supporting future program growth is the Institute of Medicine’s (IOM) recommendation that the number of nurses prepared at the doctorate level be doubled by 2020 (IOM, 2011). Additionally, seven of the major nurse practitioner organizations: American Academy of Nurse Practitioners (AANP), American College of Nurse Practitioners (ACNP), Association of Faculties of Pediatric Nurse Practitioner (AFPNP), National Conference of Gerontological Nurse Practitioners (NCGNP), National Organization of Nurse Practitioner Faculty (NONPF), Nurse Practitioners in Women’s Health (NPWH), and the National Association of Pediatric Nurse Practitioners (NPNP) have publically issued a joint statement endorsing DNP degree development (Nurse Practitioner Roundtable, 2008). The expectation that the DNP degree become the entry level degree for APRN practice is the major impetus for needed DNP program development in Louisiana.

2. The second reason Louisiana needs an additional DNP program, and specifically why the needed DNP program should be offered by NSU is the national recognition of NSU’s APRN master degree program. NSU’s master degree program was the first graduate nursing program offered in the state. The strength, resources, reputation, and accolades of NSUCON’s current graduate nursing program will provide a solid foundation for the establishment of the practice doctorate program.

Supporting Evidence: NSU has been the largest single university producer of NPs in Louisiana for the past five years (Louisiana State Board of Nursing Report, 2011). Further evidence is that in 2011, NSU’s graduate nursing program was recognized by US News and World Report as a top 100 national
graduate nursing program; the only Louisiana program ranked in the top 100 schools. NSU has a rich history of producing quality APRN graduates and will continue to do so in the DNP program. Additional evidence supporting a DNP program at NSU is that a recent study that identified demographic markers for higher education’s online students showed that 75 percent of online students are influenced by the institution’s reputation and 65 percent of online students are influenced by the institution’s recognition in their field (Aslanian & Clinefelter, 2012).

3. The third reason Louisiana needs an additional DNP program, and why the program should be offered by NSU is the increasing number of Louisiana APRNs seeking out-of-state DNP programs. Many of the APRNs seeking out-of-state DNP programs are from northern Louisiana. Further, students have continued to seek out-of-state programs after the southern Louisiana universities began offering the DNP.

Supporting Evidence: Evidence that APRN students are seeking the DNP at out of state universities was provided in October, 2012 through a copied email given to NSU’s graduate nursing director. The email stated that the University of Southern Alabama had received over 315 DNP applications and only accepted 186. Of those, 126 were BSN to DNP, 17 were post masters certificate DNP students obtaining a second specialty, and 42 were traditional post masters to DNP students. Many of those applicants, including the person sending the email, were NSU’s graduates who have been waiting five years for NSU to offer the DNP and are now pursuing out of state doctorate education (intrapersonal communication, October 25, 2012 @ 1:57 DRoe, 2012).

Further evidence of north and central Louisiana’s APRNs exodus to out-of-state programs was received from the Louisiana State Board of Nursing’s report at the Fall meeting of the Louisiana Council of Administrators in Nursing Education (LaCANE). The report stated from May to October, 2012 over 200 APRNs had pursued the DNP at out-of-state universities; and the majority of the APRN students were from the northern area of Louisiana.

4. The fourth reason Louisiana needs an additional DNP program and why the program should be offered by NSU is that NSU’s past APRN graduates (adult learners) and NSU’s baccalaureate graduates tend to attend institutions in their geographic region where they live and work.

Supporting Evidence: Online students desire a local and personal education experience. A study conducted by Aslanian and Clinefelter (2012) reported that about 80 percent of online student live within 100 miles of an institution, and 50 percent of online students live within 50 miles. Currently, the closest DNP programs are located 200 to 250 miles from the Nursing Education Center in Shreveport, Louisiana. Further anecdotal evidence supporting this premise is the continuous inquiries by current APRNs and baccalaureate nursing students as to when NSU will
begin to offer the DNP. Many NSU APRN alumni have insisted they be put on a waiting list to get into NSU’s DNP program. At national DNP meetings, local deans of nursing meetings, Louisiana Nurses Association of Nurse Practitioner Meetings, and Louisiana State Nurses Association district meetings, the two top questions asked by NSU APRN alumni and NSU baccalaureate alumni are: “Why is NSU not offering the DNP yet?” and, “When is NSU going to offer the DNP.”

5. The fifth and final reason Louisiana needs an additional DNP program and why the program should be offered by NSU is that NSU is more than willing to participate with universities involved in the inter-institutional collaborative agreement to ensure Louisiana nursing students seeking the DNP degree graduate from a Louisiana university. Why this need? As stated in greater detail in the following needs sections of the proposal, Louisiana is in desperate need of primary care providers; especially in the rural, medically underserved parishes.

Supporting Evidence: Evidence of NSU’s willingness to work with other inter-institutional collaborative nursing schools includes conversations and letters of support from the inter-institutional collaborating universities’ deans. These letters of support state how NSU and the ICC universities are willing to work together with the mutual transference of nine core credit hours and the sharing of faculty resources. (Appendices B, C, D).

Evidence supporting the need for primary care providers in the US and in the largely rural areas of Louisiana includes predictions that Louisiana will need to produce 88% more primary care providers (346 primary care providers) annually for the next five years to avoid a shortage of primary care providers (Pierce & Tanner, 2008). APRNs are one answer to the lack of rural primary health care providers both at the national and state level (Institute of Medicine, 2001, 2011). NSU is poised to meet the current and growing need of primary healthcare providers, especially for those patients in the rural and medically underserved areas of north and central Louisiana. NSU is willing to work with other Louisiana universities to produce quality, primary care providers for Louisiana citizens.

Having summarized the top five reasons why Louisiana needs an additional DNP program, the following section of the proposal elaborates on those reasons and describes additional needs related to critical education and workforce.
Critical Education Need:

The primary need for NSU’s DNP program is to sustain post-masters and post-baccalaureate educational preparation of advanced practice registered nurses in Louisiana. Specifically, national education bodies of graduate nursing education recommend entry level into advanced practice nursing to begin at the practice-doctorate level by 2015 (AACN, 2004). NSU’s Master of Science in Nursing program annually provides citizens of Louisiana with over 40 APRNs, who deliver desperately needed primary healthcare services. Of those NPs who have completed their educational preparation at NSU, approximately 93% continue to practice in the state of Louisiana.

The call to increase the educational preparation of APRNs was stimulated by reports from the Institute of Medicine (IOM, 2001, 2003, 2011) which stated the current structuring of the US healthcare system did not, as a whole, make the best use of its resources. The aging population and increased client demand for new services, technologies, and drugs have been cited by the IOM as contributing to both the increase in healthcare expenditures and to the waste of health care resources. The IOM (2001, 2011) recommended that “…all healthcare organizations and professional groups actively work to promote healthcare that is safe, effective, client-centered, timely, efficient, and equitable” (p. 6). Finally, in 2011 the IOM recommended that the proportion of nurses with a baccalaureate degree be increased 80% and the number of nurses with a doctorate be doubled by 2020. The national trend to increase the number of baccalaureate prepared nurses will significantly increase the number of potential enrollees in DNP programs.

In addition, the National Academy of Science (NAS, 2005) when investigating the future research workforce for healthcare professions, recommended the profession of nursing promote the development of two educational paths for advanced nursing education: the research-focused doctorate and the practice-focused doctorate. The NAS specifically called for nursing to develop a non-research clinical/practice doctorate to prepare expert practitioners for a variety of advanced practice roles.

In light of IOM and National Academy of Science recommendations (2005), the AACN Task Force on the Practice Doctorate in Nursing was developed and began investigating current advanced practice nursing master’s degree programs. The AACN Task Force on the Practice Doctorate in Nursing (2006b) cited the following two major concerns with current masters preparation of advanced practice nurses: (a) advanced practice nursing master degree programs require credit loads in excess of master degrees in other professions, and (b) the increased need for additional educational preparation to meet the healthcare needs of clients in an increasingly complex and ever-changing health care environment.

Examples of educational content needed, but not offered, in current master’s degree preparation of APRN programs include: (a) aggregate data management, (b) translational science, (c) cost analysis and outcome analysis of care, (d) identification of evidence based research gaps, and (e) formulation of system interventions and monitoring. In 2010, the IOM also emphasized the importance of nurse education in healthcare reformation and called for nurses to be educated at higher levels of education and “education should include
seamless transition into higher degree programs—...to master’s, PhD and doctor of nursing practice (DNP) degrees” (p.2).

Therefore, the major challenges facing healthcare in the United States include the growing burden of chronic disease, failure to provide appropriate care, fragmented care, and inadequate coordination of care delivery, unaffordable health insurance, and inefficient care. These challenges have stimulated national leaders in health care to examine health care education programs, including nursing. Recommendations and mandates have been issued by graduate nursing education organizations for “…advanced practice registered nurses to be prepared at the practice doctorate level by the year 2015...” (AACN, 2006b, p.3). The practice-oriented doctorate in nursing, or DNP, will prepare nursing graduates to serve in practice leadership roles in a wide variety of settings, will promote the provision of appropriate, safe, evidence-based, effective, cost-efficient health care, and will provide expert clinical nursing education.

In view of the rapid transition in graduate education for APRNs at the national level, NSUCONAH must respond to the changing educational needs of healthcare providers and the initiatives suggested by the Institute of Medicine (IOM, 2001), National Academy of Science (2005), the American Academy of Colleges of Nursing (AACN, 2004, 2006a, 2006b, 2008b), National League for Nursing (NLN, 2007), and National Organization of Nurse Practitioner Faculty (NONPF, 2006) by offering the recommended educational preparation for APRNs at the practice-doctorate level.

The ability for NSUCONAH’s master prepared APRN alumni, NSUCONAH’s baccalaureate prepared registered nursing alumni, and northern and central Louisiana’s residents to obtain a DNP degree in their “hometown” would prevent the mass exodus of northern and central Louisiana APRNs to out-of-state DNP online nursing programs in Alabama, Texas, and Tennessee. When students leave Louisiana to attend out of state universities offering the DNP, Louisiana citizens risk the loss of future advanced practice registered nurses as primary care providers in the Louisiana health care workforce. In the long term, the loss of APRN will represent a major economic loss.

In summary, implementation of NSUCONAH’s DNP program will increase retention of APRNs who reside in northern and central Louisiana by providing the option of obtaining local, quality, DNP education equal to or exceeding DNP education offered at other national colleges of nursing. In addition to the critical educational mandate by graduate nursing education organizations, the following needs have been identified as reasons why NSU should offer the practice-doctorate for APRNs: (a) community needs, (b) manpower-workforce needs, and (c) economic impact. Each of the identified categories of need will be briefly discussed.
Community Need

NSUCONAH’s Master of Science in Nursing program annually produces over 40 APRNs prepared as Nurse Practitioners, who are qualified to deliver desperately needed primary healthcare services. Of those NPs who have completed their educational preparation at NSU, approximately 93% sought employment and continue to practice in the state of Louisiana. The following data demonstrate Louisiana’s need for advanced practice registered nurses. Data gathered from several current sources, cite preventable and/or largely manageable health conditions as the underlying cause of Louisiana’s poor state of health. APRNs are highly qualified to provide accessible, quality and cost effective healthcare to manage these conditions.

In the United Health Foundation’s, State Health Rankings for 2011, Louisiana continues to be ranked 49th, the second least healthy state in the nation. Moreover, Louisiana ranked 50th in the combined measures of risk factors (determinate rank) and 48th in outcomes rank, indicating that the relative health of the population will remain low unless immediate measures to improve the access to primary healthcare are taken. According to the report, Louisiana’s greatest healthcare deficiencies include low birth-weight infant births (47th); cancer related deaths, infant mortality, infectious disease, occupational fatalities, premature deaths and preventable hospitalizations (47th and 48th); cardiovascular deaths (45th); and, diabetes (41st). Notable contributing factors include children in poverty (49th); obesity (42nd); high school graduation rates (48th); income disparity and median household income (both 47th); physical activity (47th), smoking (44th), and teen birth rate (42nd). The report also points to some racial disparity indicators as reflected in the following statements: “In Louisiana obesity is more prevalent among non-Hispanic blacks at 39.5% than non-Hispanic whites at 28.4% and Hispanics at 29.3%. Diabetes also varies by race and ethnicity in Louisiana: 13.4% of non-Hispanic blacks have diabetes compared to 9.4% of non-Hispanic whites and 9.5% of Hispanics.” Notable, and of great significance, is the finding that Louisiana ranks 23rd in primary care physicians, indicating a great need for primary care providers in the state. Advanced practice registered nurses can fill this large gap in the deficiencies of primary care providers in Louisiana.


Louisiana also continues to have large percentages of its population living in Health Professional Shortage Areas (HPSAs). Published by the Health Resources and Services Administration (HRSA) on June 29, 2012, twenty-seven of sixty-four (42%) parishes were designated as “whole county” primary care shortage areas. In addition, 19 parishes were designated “low-income,” indicating another large segment of the state’s population that may not be able to afford or seek healthcare. The State Health Rankings (2011) also reflect that 765,800 of Louisiana’s citizens (16%) and 10% of Louisiana’s children are uninsured. Twenty percent of Louisiana’s populous are Medicaid beneficiaries and 15 percent of its citizens are Medicare beneficiaries. These data indicate a great future need for qualified primary care providers, such as APRNs. In addition to the shortage of primary-care physicians, other health care occupations identified by the National Center for Health Workforce Analysis as posing a general supply problem in the state were physician assistants, nurse practitioners, certified nurse midwives, registered nurses, dentists, dental hygienists, dental assistants, psychologists, and social workers.
Manpower-Workforce Need

Primary Care Provider Shortage. Much like the current shortage of nurse educators and nurses, there is a growing shortage of primary care providers in the United States. Since 1965, nurse practitioners have filled many gaps in the provision of primary health care. In fact, the initial vision for the role of the nurse practitioner was to provide healthcare services to underserved patients. The lack of primary care providers has grown as the physician shortage has increased. Published in the Wall Street Journal on April 12, 2010, in an article relating to the future shortage of physicians, the following statements were made: “...the nation could face a shortage of as many as 150,000 doctors in the next 15 years, according to the Association of American Medical Colleges... The greatest demand will be for primary-care physicians. These general practitioners, internists, family physicians and pediatricians will have a larger role under the new law, coordinating care for each patient. The U.S. has 352,908 primary-care doctors now and the medical college association estimates that 450,000 more will be need by 2020.”

A predicted estimated physician shortage of 124,400 is anticipated by the year 2025 (Dill & Salsberg, 2008). Physician shortages, the decreasing number of physicians choosing primary care practices over more lucrative specialty practices, population growth, aging population, and a population with increasing long term care needs are all cited as factors contributing to the lack of primary care providers, especially to the medically underserved patients (Dill & Salsberg, 2008).

According to the Kaiser Family State Health Facts (August 2012) Louisiana has 124 primary care physicians per 100,000 citizens, compared with the national average of 271 per 100,000. http://www.statehealthfacts.org Unfortunately, Louisiana has not and will not avoid the impact of a lack of primary care providers for the medically underserved. In a recent study investigating the current and projected healthcare workforce needed to provide healthcare for the medically disenfranchised citizens of Louisiana, Louisiana will need to produce 88% more primary care providers (346 primary care providers) annually for the next five years to avoid a shortage of primary care providers (Pierce & Tanner, 2008).

The critical shortage of primary care providers, compounded by a growing patient population with long term care needs, has stimulated the need for nurse practitioners to respond to the increasing need for primary care providers. In fact, the number of nurse practitioners has grown exponentially in the United States in the past five years. The total number of nurse practitioners in the United States reached an all-time high of 147,295 in 2008 (Pearson, 2009). In Louisiana, there was an 84% increase in nurse practitioner enrollment and 75% increase in nurse practitioner graduates from 2006-2009 (LSBN, 2009). Hopefully, Louisiana will recognize the pressing need to continue to produce advanced practice registered nurses, and specifically nurse practitioners through DNP programs thus increasing the number of primary care providers available to a medically underserved state.
Currently the ratio of primary care providers (family practice, general practice, internal medicine, OB/GYN, and Pediatric physicians) to population across the state is 1:1.017.3. For parishes in the northern part of the state the average ratio of primary care providers to population is 1:1,475.4. This ratio is even greater in the vast segment of rural and underserved parishes across the northern and central part of the state. For example in Jackson parish the ratio of primary care providers to population is 1:3,055.6. The Louisiana Health Report Card reported that Louisiana ranks 7th in the nation for lack of access to primary care services with 21.6% of the population in Louisiana having limited or no access to primary care services. Neighboring states such as Arkansas rank 31st in the nation for lack of access with 10% of the population having limited access; Texas ranks 22nd in the nation for lack of access with 12.7% of the population having limited access; and Mississippi ranks 1st in the nation for lack of access with 30.1% having limited access. Without this program the area will progressively fall progressively behind in meeting the primary care service needs in the region and throughout Louisiana.

With the anticipated entry into practice requirement at the doctorate level 2015, the need for a DNP program to serve north and central Louisiana students, who hold regional loyalty, is compelling.

*Nurse and Nurse Educator Shortage.* The US Department of Health and Human Services (2004), supply and demand statistics predicted national shortages of registered nurses of 17% in 2010, 27% in 2015 and 36% in 2020. This shortage is directly related to aging and retiring nursing faculty (AACN, 2008). In addition, over 25% of nurse educators planned to leave the educational arena due to overwork (NLN, 2007). The AACN (2008) states there were over 40,000 qualified applicants turned away annually from baccalaureate and graduate nursing programs primarily due to shortages of nursing faculty from 2005-2007. From 2006-2007 the AACN (2007) reported that over 3,000 qualified applicants were turned away from master’s degree programs and 299 qualified applicants were turned away from doctoral programs, primarily due to the shortage of nursing faculty.

Because the DNP is a practice-oriented doctorate, the program is likely to increase the number of practice doctorate prepared nurses and thus increase the number of undergraduate clinical nurse educators. In fact, 55% of DNP students surveyed listed clinical nursing education as their intended career goal; making DNP graduates a viable alternative to relieving the nursing faculty shortage in undergraduate nursing programs and thus the nursing shortage (Loomis, Willard & Cohen, 2007).

In a more recent study investigating the current and projected workforce needed to provide healthcare for the medically disenfranchised citizens of Louisiana, by the year 2013 Louisiana will need to produce 12% more registered nurses (256 registered nurses) annually for the next five years (Pierce & Tanner, 2008). Furthermore, the authors discuss that although the percentage increase in nurses needed on an annual basis appears small, consideration must be given to the Louisiana State Board of Nursing’s requirement that the ratio of nursing faculty to students be 1:10 when students are being supervised in the clinical setting. In addition, the Louisiana State Board of Nursing stipulates faculty
supervising undergraduate nursing students in the clinical setting must be minimally educationally prepared at the master degree level.

The State Board of Nursing’s requirements, which protect the citizens of Louisiana, can be interpreted as follows: for every ten students receiving clinical education, one qualified, masters or doctorate prepared nursing faculty member, must be present. Hence, Louisiana will need an additional 30 qualified faculty by 2013 to produce the 256 registered nurse graduates needed to provide care for the medically disenfranchised residents of Louisiana (Pierce & Tanner, 2008). The DNP students graduating from NSU will not only provide a large pool of nurse practitioners to alleviate some of the burden of the primary care provider shortage in Louisiana, but will also provide a large pool of candidates who are qualified to provide clinical nursing education to undergraduate nursing students. The increase in qualified undergraduate nursing faculty will foster increased admissions of qualified undergraduate nursing students into Louisiana’s undergraduate nursing education programs.

Economic Impact

Although the Nurse Practitioner concentration was initiated at NSU in 1983, data from January 2000 was used to examine the current economic impact of NSU’s MSN program. Since January, 2000 the Master of Science in Nursing program at NSU has produced 262 graduates of which 204 were prepared as Advanced Practice Registered Nurses (APRNs). Of these 204 APRNs, 185 APRNs or 86% sought and secured initial employment in Louisiana.

Those master’s prepared graduates sought employment in healthcare and academic agencies in Louisiana as nurse practitioners, educators and administrators. Given a conservative estimated minimal entry level annual salaries of $84,614 for nurse practitioners and $60,000 for nurse educators and administrators, the cumulative initial economic impact would equate to 14.5 million dollars. DNP graduates will assume even higher levels of responsibility within the healthcare workforce and will grow in demand, thereby increasing the future compensation levels and contributions to Louisiana’s economy.

d. If a graduate program is requested, indicate: State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.

National

The Institute of Medicine Report on the Future of Nursing: Leading Change, Advancing Health recommends that the number of nurses with a doctorate by doubled by 2020 (IOM Report, 2011). In addition, The Southern Association of Colleges and Schools (SACS, 2010), require that 25% or more of nursing courses in the baccalaureate curriculum be taught by faculty members with a terminal degree. This requirement has critical significance for the 13 baccalaureate nursing programs in Louisiana. In 2011, 16% of the faculty members teaching in pre-licensure programs were prepared at the doctoral level (LSBN 2011 Annual Report). Therefore, Louisiana needs a 9% increase in the number of
doctoral prepared nursing faculty, immediately. To add to this already overwhelming need, there has been a 33% increase in overall nursing faculty attrition since 2010. Again, the need to provide a quality, accessible DNP program in north Louisiana to educate its constituents is compelling.

Nationally, 192 DNP programs are currently enrolling students at nursing programs; and an additional 100 DNP programs are in the planning stages. From 2010 to 2011, the number of students enrolled in DNP programs increased from 7,034 to 9,094. During that same period, the number of DNP graduates increased from 1,282 to 1,595. AACN’s Fall 2011 survey demonstrated that enrollment in master’s and doctoral degree nursing programs continue to increase; however the rate of increase in MSN programs has slowed from 2010 to 2011; as the rate of increase in DNP programs has steadily increased. A strong factor related to the national slowing of MSN enrollment is students’ decisions to pursue the DNP rather than the MSN as the entry level degree into APRN practice; and, the subsequent national increase in DNP enrollment.

The strength and resources provided by NSUCONAH’s graduate nursing program, currently ranked the top graduate nursing program in Louisiana and the only graduate nursing program in Louisiana to be ranked in the top 100 graduate nursing programs in the nation, will provide a solid foundation for the establishment of a clinical doctorate program such as the DNP. Further, NSUCONAH’s graduate nursing program has an excellent academic track record in regards to graduate outcomes on national certification examinations and post program employment.

In the fall of 2007, when initially gathering data to first submit NSU’s letter of intent, NSU’s graduate nursing program conducted a needs assessment for the proposed DNP program. Nurse Practitioner alumni of NSU’s MSN program were surveyed to determine interest in Northwestern State University beginning a DNP program. Of the 411 NSU MSN alumni surveyed 37% (n=150) responded. Of the respondents, 75% were interested in pursuing the DNP at NSU. This strong response confirms the need for and interest in a DNP program from past MSN graduates who would enter Phase One of the DNP program at NSU.

Further, a survey was performed to evaluate past NSU baccalaureate of nursing graduates’ interest in pursuing the graduate nursing education at NSU. Of the 711 baccalaureate nursing graduates from NSUCONAH from 2005-2012, 552 (78%) were interested in pursuing graduate education at NSU. This potential student pool provides undeniable support for Phase Two of the DNP program at NSU.

**Regional/State**

Currently, Louisiana has 26 pre-RN licensure programs (LSBN, 2011). In 2011, 4,705 qualified applicants applied to these 26 pre-RN licensure programs. Of the 4,705 qualified applicants, 3,252 were admitted (69%). Although the number of applicants is large, this number is a decrease of 4% from 2010 which is largely attributed to a lack of funding, and a lack of qualified faculty available to teach.
Likewise, a large number of applicants are requesting admission into Louisiana’s MSN programs. There are seven graduate nursing programs in Louisiana offering APRN programs. Six of the seven programs offer the nurse practitioner concentration. From 2006-2011, there has been a 68% increase in the number of students enrolled in NP programs in Louisiana. NSUCONAH’s MSN program demonstrated a 54% increase in nurse practitioner enrollment from 2006-2011.

NSUCONAH’s MSN program enrolled 23% (n=165) of the total 707 nurse practitioner students in Louisiana in during the period of 2006-2011; more than any other single university in Louisiana. Although these data support baccalaureate students interest in pursuing advanced practice education, it should be noted that overall, Louisiana had a 10% decrease in students enrolled in APRN programs from 2007-2011 (LSBN, 2011). This trend reflects the national trend of APRN students slowly decreasing enrollment in MSN programs. Interestingly, as national MSN enrollment is decreasing, national DNP enrollment is increasing. However, Louisiana does not have any current data to describe the increase in DNP enrollment, as MSN enrollment begins to decline.

NSUCONAH’s MSN program produced 56 APRN graduates in 2011; the largest number of NP graduates of any Louisiana university. Again, NSUCONAH’s MSN program produced 231 nurse practitioner graduates from 2006-2011, the largest number of NP graduates in Louisiana from any single university.

The graduates of Louisiana’s baccalaureate and master’s degree programs, especially the graduates of the four university programs in northern and central Louisiana (NSU, ULM, GSU, LSUA), will provide a wealth of potential students for NSU’s DNP program. Additionally, because the majority of coursework will be offered via internet, the potential student pool will likely extend into all parts of Louisiana, East-Texas, Southern Arkansas and Western Mississippi.

Noteworthy is the fact that NSUCONAH’s graduate APRNs who have sought employment in Louisiana have been readily employed. In fact, NSUCONAH receives a continuous flow of recruitment brochures and telephone inquiries from healthcare employers for APRN graduates. Additionally, NSUCONAH has received two to four inquiries a month from undergraduate and graduate alumni over the past four years regarding the status of NSUCONAH’s starting date for the DNP program. These alumni are also considering enrollment in out of state universities that offer the DNP. The choice to attend an out of state university is due to their unfamiliarity with the southern Louisiana’s schools or, students’ unwillingness to enroll in an unfamiliar program and/or other Louisiana universities outside of their areas of residence. All of these facts indicate there are large numbers of undergraduate and graduate nurses in Louisiana who are pursuing higher education and are candidates for the DNP program at NSUCONAH.

Northwestern State University’s MSN program has been ranked in the top 100 graduate nursing programs in the nation by US News and World Report (2011). No other Louisiana graduate nursing program ranked within this category. This ranking provides undisputable testimony to the quality and excellence of graduate nursing education at NSU. Further, the
MSN program has produced more nurse practitioners graduates than any single MSN program in Louisiana over the past five years (LSBN, 2011). The DNP program would be initiated and conducted in the same high quality manner as the current MSN program. NSU will continue to be a leader in the nursing profession by providing registered nurses an opportunity to advance their education to meet the healthcare system’s increasing demand for individuals with advanced skills and knowledge.

e. Are there possibilities for cooperative programs?

Yes. As recommended by the Board of Regents, NSU actively requested conversations with Deans from the University of Louisiana Lafayette (ULL), Southeastern Louisiana University (SLU), Southern University and A&M College (SUBR), and Louisiana State University Health Sciences Center (LSUHSC) New Orleans. Conversations were held with the Deans from all universities involved in the Inter-institutional Collaborative Agreement to Offer the Doctor of Nursing Practice degree (ICC). All conversations were timely, helpful and collegial. NSU has agreed to participate in the ICC as directed by the systems board. Conversations with the ICC universities resulted in NSU re-structuring three core course descriptions, objectives, and content to better articulate with the three core courses which have been agreed on between the universities already involved in the ICC.

Additionally, NSU has agreed to share program resources such as faculty involvement in students’ capstone projects, faculty development activities, information regarding best teaching-learning modalities and program direction with the current ICC universities. The ICC Deans of Nursing from ULL, LSUHSC New Orleans and SLU, have written letters of support for NSU’s obtaining a DNP. Although Southern University Baton Rouge’s Dean of Nursing agreed to a letter of support, NSU had not received the letter at the time of the proposal’s submission.

In summary, NSU agreed to participate in the existing components of the ICC. NSU further agreed with the overall goals of the agreement and constructed three core courses, similar to those agreed upon by the ICC participating universities, which would allow for nine or more DNP credit hours to be mutually inter-institutionally transferred. Further, NSU agreed to share educational/faculty resources by providing students the ability to choose a qualified faculty “…from any program site to service on committees such as research projects, and other assignments, with approval at each institution by appropriate administrators. (Inter-Institutional Collaborative Agreement to Offer the Doctor of Nursing Practice Degree, p. 2)” The overall intent of NSU’s participation in the ICC is to aid in the articulation of courses and to improve the educational opportunities of north and central Louisiana students. The unique contribution of NSU to the ICC is to provide a much needed opportunity for two calendar year APRN to DNP articulation to residents of north and central Louisiana who are typically adult learners that desire to learn in a university located within fifty miles of their home; and baccalaureate and masters prepared learners who desire to remain loyal to their undergraduate or graduate parent institution. Lastly, NSU will use due diligence in promoting the expeditious transfer of credit hours between universities as is currently done in NSU’s MSN program.
Further, Northwestern will be in the unique position of being able to mentor other universities interested in establishing this type of program in northern and central Louisiana. NSUCONAH has worked diligently to develop sound educational adult learning methods, excellent faculty resources, high quality preceptor resources, and numerous, diverse, clinical learning environment affiliation agreements for graduate nursing students in north and central Louisiana. The faculty and preceptors within the north and central Louisiana clinical learning environments are all familiar with the standards and quality of NSUCONAH’s master’s program. Therefore, NSU expects full cooperation from these clinical learning affiliates in continuing to provide excellent clinical learning experiences for DNP students.

f. **If this program is approved, will its approval result in the termination or phasing out of existing programs? That is, could this program be considered a replacement program?**

If the DNP program is approved, it will not result in the termination or phasing out of existing programs. The MSN program will continue to enroll students interested in becoming masters prepared educators, administrators, and clinical nurse leaders. However, the MSN program plans to begin admission of baccalaureate prepared students into the master’s program who are interested in advanced practice roles in Phase Two of the DNP program’s initiation. Baccalaureate prepared students interested in becoming advanced practice registered nurses will be encouraged to enroll in the DNP program when Phase Two is initiated. When national certification educational requirements change, post-baccalaureate students will be mandated to enroll in DNP programs.

g. **Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary education in Louisiana: 2011**

The proposed DNP program will meet the ninth guiding principle of the Board of Regents Master Plan “Graduate and professional programs must be of superior quality, strategically placed, and be made more available through the use of educational technology.” (Board of Regents, August 24, 2011). Specifically, the proposed DNP program will be of the same superior quality as the current MSN program offered at NSUCONAH which has merited national ranking (US News and World Report, 2011). Further, the current MSN program was the only graduate nursing program in Louisiana to receive that distinction. With the award of a USDA, Rural Utilities Service Distance Learning grant in 1993, nursing was the stimulus to the development of NSU’s vast compressed video network across northwest and central Louisiana. From that point, instructional technology at NSU, including nursing, has had expansive growth and reaches a large number of students via compressed video, teleconferencing, and internet methodologies. As a point of interest, the College of Nursing was the first in the State to offer an entire program, the RN to BSN program, online. Subsequently, all NSU nursing programs have progressively added offerings utilizing a wide range of distance teaching technologies. These technologies will also be employed in the delivery of DNP course offerings. NSU’s vast experience with educational technology and current ability to deliver courses via asynchronous compressed video as well as through the internet enables the current MSN program to provide quality education to
baccalaureate prepared nursing students throughout Louisiana. For example, compressed video courses for the current graduate nursing program are delivered from Shreveport as far south as Alexandria, as far east as Ferriday, and as far west as Leesville. In addition, all advanced practice core MSN courses, MSN nurse practitioner role courses, and all clinical family, pediatric, and women’s health nurse practitioner courses are currently offered via internet and supplemented by the occasional synchronous distance learning classroom experience.

Part 3: Students

a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

NSUCONAH will initially offer DNP courses to licensed, certified APRNs. Estimated enrollment for the DNP program is in part based on enrollment and graduation data of graduate students whose clinical concentrations were Nurse Practitioner {Women’s Health Nurse Practitioners (WHNPs); Pediatric Nurse Practitioners (PNPs); Acute Care Nurse Practitioners (ACNPs); and Family Nurse Practitioners (FNPs)} from NSUCONAH for the years 2003 through 2011 (see Table 1).

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrolled</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>107</td>
<td>126</td>
<td>172</td>
<td>194</td>
<td>178</td>
<td>165</td>
<td>942</td>
</tr>
<tr>
<td><strong>Graduated</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>30</td>
<td>31</td>
<td>43</td>
<td>49</td>
<td>56</td>
<td>231</td>
</tr>
</tbody>
</table>

The majority of NSUCONAH’s graduates from the current MSN program, who are qualified, upon graduation, to take certification examinations and apply for licensure in Louisiana as advanced practice registered nurses (APRNs) are natives of Louisiana (see Table 2).

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Region 6 Parishes</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>19</td>
<td>11</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>**Region 7 Parishes</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>11</td>
<td>15</td>
<td>6</td>
<td>14</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
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<td>------</td>
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<td>------</td>
</tr>
<tr>
<td>Region 8 Parishes</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Totals</td>
<td>12</td>
<td>21</td>
<td>23</td>
<td>22</td>
<td>23</td>
<td>30</td>
<td>42</td>
<td>50</td>
<td>56</td>
</tr>
</tbody>
</table>

* Parishes included in Region 6: Avoyelles, Catahoula, Concordia, Grant, LaSalle, Rapides, Vernon, and Winn Parishes.
**Parishes included in Region 7: Bienville, Bossier, Caddo, Claiborne, DeSoto, Natchitoches, Red River, Sabine, and Webster Parishes.
***Parishes included in Region 8: East Carroll, Franklin, Caldwell, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union, and West Carroll.
****Other Countries, States & Parishes: Acadia Parish; Allen Parish; Australia; Calcasieu Parish; East Baton Rouge Parish; Evangeline Parish; Florida; Iberia Parish; Illinois; Jennings Parish; Lafayette Parish; Lafourche Parish; Livingston Parish; Maryland; New York; North Carolina; Pennsylvania; St. Landry; St. Tammany; Texas; and, Vermillion Parish.

Additional estimations of enrollment in the DNP program can be based on potential incoming DNP students. Potential DNP students include all baccalaureate prepared registered nurses (BSRNs), masters prepared registered nurses (MSRNs) and advanced practice registered nurses (NPs, CNMs, CNSs) in Louisiana and specifically from regions six, seven, and eight in Louisiana (See Table 3).

**Table 3: Numbers of BSRNs, MSRNs and APRNs in Louisiana 2011 (LSBN, 2011)**

<table>
<thead>
<tr>
<th>REGIONS</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRNs</td>
<td>1138</td>
</tr>
<tr>
<td>(Baccalaureate Prepared Registered Nurses in LA)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2560</td>
</tr>
<tr>
<td>8</td>
<td>1538</td>
</tr>
<tr>
<td>TOTAL BSRNs</td>
<td>5,236</td>
</tr>
<tr>
<td>REGIONS 6,7,8</td>
<td>5,236</td>
</tr>
<tr>
<td>MSNs</td>
<td>266</td>
</tr>
<tr>
<td>(Masters Prepared Registered Nurses in LA)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>535</td>
</tr>
<tr>
<td>8</td>
<td>390</td>
</tr>
<tr>
<td>TOTAL MSRNs</td>
<td>1,191</td>
</tr>
<tr>
<td>REGIONS 6,7,8</td>
<td>1,191</td>
</tr>
<tr>
<td>APRNs</td>
<td>246</td>
</tr>
<tr>
<td>(Advanced Practice Registered Nurses in LA)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>422</td>
</tr>
<tr>
<td>8</td>
<td>337</td>
</tr>
<tr>
<td>TOTAL APRNs</td>
<td>1,005</td>
</tr>
<tr>
<td>REGIONS 6,7,8</td>
<td>1,005</td>
</tr>
</tbody>
</table>

Louisiana State Board of Nursing Annual Report (2011)

Based on this information, Phase One of NSUCONAH’s DNP program has a potential applicant pool of over 1,000 APRNs in Regions 6, 7, and 8. Phase Two of NSUCONAH’s DNP program has a potential applicant pool of over 5,236 students from Regions 6, 7, and 8.
Additionally, although NSUCONAH’s DNP program mainly plans to attract applicants from Regions 6, 7, and 8, it is conceivable that Phase Two of the program will also attract applicants from the total pool of baccalaureate of nursing science graduates. The numbers of baccalaureate graduates in Louisiana are presented in Table 4.

Table 4: Baccalaureate of Nursing Science Graduates in Louisiana 2004-2011

<table>
<thead>
<tr>
<th>Louisiana BSN Graduates</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>966</td>
<td>1,138</td>
<td>1,157</td>
<td>1,284</td>
<td>1,167</td>
<td></td>
<td>5,712</td>
</tr>
</tbody>
</table>

In addition to graduation and employment data, NSUCONAH performed several surveys to assess interest and need for the DNP program. The first survey was administered to NSU College of Nursing’s Bachelor of Nursing Science graduates for the years 2005-2012. Of the 711 baccalaureate graduates from NSU College of Nursing from 2005 to 2012, 552 (78%) were interested in graduate education. The survey results are presented in Table 5.

Table 5: Survey of Baccalaureate Graduates from NSU College of Nursing Interested in Graduate Education 2005-2012*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>82% (n=99)</td>
<td>77% (n=83)</td>
<td>85% (n=94)</td>
<td>72% (n=77)</td>
<td>87% (n=61)</td>
<td>70% (n=66)</td>
<td>72% (n=72)</td>
<td>78% (n=552)</td>
<td></td>
</tr>
</tbody>
</table>

*Data incomplete/missing for 2010

A second survey was administered by NSUCONAH to evaluate NSU College of Nursing’s nurse practitioner graduates’ (alumni) interest in pursuing the DNP. Of the 411 surveys mailed to nurse practitioner graduates of NSU College of Nursing from 1994 to 2007, 150 (37%) were returned. Of the 150 nurse practitioners survey respondents, 113 (75%) were interested in pursuing the DNP. The results are presented in Table 6.

Table 6: Survey of NSU Nurse Practitioner Graduates from 1994-2007 Interested in Pursuing the Doctorate of Nursing Practice (N=411).

<table>
<thead>
<tr>
<th>Response Rate</th>
<th>Interested in DNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>37% (150/411)</td>
<td>75% (113/150)</td>
</tr>
</tbody>
</table>

Having synthesized the above data, estimated enrollment in NSU’s DNP program was calculated for the first five years. The results of these calculations are presented in Table 7.
Table 7: Estimated Graduation/Enrollment in DNP Program for First Five Years

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled Post-MSN</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Enrolled Post-BSN</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Graduated (Total)</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Students will be admitted to the DNP program in the Fall semester of each academic year. Due to the recommended educational requirements for all Nurse Practitioners in the United States being a DNP by the year 2015 (AACN, 2004) the enrollment projections presented in Table 7 are realistic.

b. **Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.**

In light of the fact that the didactic portion of the DNP program will primarily be offered via asynchronous internet courses, the actual pool of post-master’s advance practice nurses interested in the DNP program is projected to be larger than the projections based on Louisiana graduates due to the enrollment of out-of-state students, particularly from Texas, Arkansas, and Mississippi. In addition to having a quality education, the two attractive aspects of graduate education are costs of the education and location in respect to residence or previously attended educational institutions, regional loyalty. Thus, the students from north and central Louisiana (Regions 6, 7, and 8) will tend to remain at a cost effective, familiar educational institution offering a quality DNP program and the program will have an adequate number of students enrolled.

c. **What preparation will be necessary for students to enter the program?**

Entry into the Phase One of the program will require an unrestricted, unencumbered APRN nursing license, graduation from nationally accredited masters nursing program, a graduate level statistics course, and an acceptable Graduate Readiness Exam (GRE) score. Entry into Phase Two of the program will require an unrestricted, unencumbered registered nursing license, graduation from a nationally accredited baccalaureate program, an acceptable undergraduate GPA, and an acceptable graduate readiness exam score.

d. **Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years’ enrollments in existing programs by level, and number of degrees granted.**

The proposed DNP program is not an expansion of an existing program, but rather Phase One will build on the graduate Master of Nursing Science program. Phase
two will build on the undergraduate Bachelor of Nursing Science program at NSUCONAH. Tables 8 and 9 show the number of baccalaureate and masters nursing student enrollment and degrees granted at NSU for the last five years.

Table 8: Generic Baccalaureate and Master Nursing Student Enrollment

<table>
<thead>
<tr>
<th>Major</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate Nursing</td>
<td>1045</td>
<td>925</td>
<td>1050</td>
<td>976</td>
<td>1166</td>
<td>1188</td>
</tr>
<tr>
<td>Masters Nursing</td>
<td>146</td>
<td>186</td>
<td>204</td>
<td>199</td>
<td>195</td>
<td>187</td>
</tr>
</tbody>
</table>

Table 9: Baccalaureate and Master Nursing Student Degrees Granted

<table>
<thead>
<tr>
<th>Major</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate Nursing</td>
<td>142</td>
<td>76</td>
<td>107</td>
<td>110</td>
<td>119</td>
<td>86</td>
</tr>
<tr>
<td>Masters Nursing</td>
<td>28</td>
<td>39</td>
<td>46</td>
<td>55</td>
<td>58</td>
<td>51</td>
</tr>
</tbody>
</table>

e. **If a graduate program is requested, indicate sources of financial support for students.**

Doctoral nursing students enrolled in the DNP program have access to the same graduate student grants and loans available to students enrolled at Northwestern State University’s graduate nursing program. The Advanced Education Nurse Traineeship (AENT) will also be available for qualified and interested students. NSU has received AENT grants for many years to provide stipend support to graduate nursing students. In 2012, NSUCONAH’s graduate nursing program was granted over 322,000 dollars in stipend support for graduate nursing students. While enrolled in the DNP, many students will continue working as registered nurses and receive employers’ financial support. Healthcare institutions often offer tuition reimbursement and flexible scheduling for nurses who are interested in pursuing additional education. Lastly, for 2012-2016, NSUCONAH has received significant stipend and faculty support to increase the number of primary care graduate nursing students in central Louisiana.

The National Health Service Corp (NHSC), a division of HRSA, has stipend and loan repayment programs available for students in nurse practitioner programs of study. Students who are approved to receive financial support from NHSC will either be provided with a scholarship and monthly stipend while enrolled in the program or with a loan repayment program upon program completion. The stipulation for participation in the NHSC program is a 2-4 year commitment to serve in a health professions shortage area (HPSA) following program completion.

Graduate assistants will be awarded at an expected to cost $10,000 each year. The University’s Dean of Graduate Studies and Research has committed to providing assistantships for interested students. Although most students are not projected to participate in an assistantship program due to their current employment as advanced practice registered nurses (APRNs) while enrolled in the program; if a student is interested, the assistantship will be available.
Initially the curriculum for the post masters APRN will be designed for part time status. Therefore, the APRN can remain actively employed and still complete the DNP program. Many nursing employers also offer reimbursement for educational expenses, primarily tuition and fees, as long as the nurse remains employed post-education. When the DNP is offered to the post baccalaureate student in years three to five of the course offerings, the curriculum will be designed for either full time or part time enrollment. Thus graduate students will have employment options and finance options, based on their individual economic situations.

**Part 4: Faculty**

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: his name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

NSU’s DNP Program will initially offer DNP courses to certified advanced practice registered nurses, primarily prepared at the master’s degree level, actively practicing or teaching in the state of Louisiana. Faculty prepared at the practice doctorate level, DNP’s and faculty prepared at the research doctorate level, who are also advanced practice registered nurses will teach the clinical components of the DNP program.

Currently, NSUCONAH’s graduate nursing program consists of six research-doctorate prepared faculty members of whom three members are also advanced practice registered nurses and two DNP faculty members. Two additional MSN faculty members are currently enrolled in DNP programs and are expected to graduate in 2014. These faculty members will teach enrolled DNP students the clinical components as well as the core educational components of the program. Current NSU faculty members who will teach in the DNP program are presented in Table 10.

**Faculty Practice**
The current advanced practice faculty who will be qualified to teach in the DNP program at NSU (n=6) are all (100%) engaged in active faculty practice. In fact, all of the advanced practice faculty members at NSU have been deemed exceptional nurse practitioners in the private practice setting. Graduate faculty members are encouraged to work one day per week to maintain faculty practice. All graduate faculty who are advanced practice registered nurses utilize the allowable faculty practice hours to maintain current licensure and certification and to remain abreast of current knowledge/practice standards applicable to advanced nursing practice.

**Faculty Scholarship and Leadership**
Current faculty members anticipated to teach in the DNP program have accolades such as: (1) numerous publications in international, national and regional journals, book reviews
and chapter editors, (2) an American Association of Colleges of Nursing Leadership for Academic Nursing Fellows Award, (3) An outstanding Doctoral Nursing Student Award, (4) four Commission on Collegiate Nursing Education Site Evaluators, (5) Regional representative for the state nurse practitioner nurses association, (6) Aesclepius Award for Outstanding service and Leadership in the Medical Community, (7) Volunteer of the Year Award from Louisiana State Nurses Foundation, (8) Nightingale Hall of Fame Inductee from Louisiana State Nurses Foundation, and a (9) Sigma Theta Tau Maternal Child Health Leadership Academy Awardee.

The consultant expressed concern that the university had recently purchased a SPSS license and thus made an assumption that faculty “have had very little experience in doing data analyses” (Williams Consultation Report, 2013, p. 3.). This assumption is incorrect. The current MSN faculty members who are anticipated to teach in the DNP program have long been using SPSS software to run statistical analyses of personal and student scholarly activities. Faculty have engaged in two to four student research projects each semester in which they frequently use SPSS software for data analysis. NSU’s graduate nursing faculty have used SPSS for over 30 years. The mention of the recent purchase of the software for the university was just a reference to a university license that was purchased so that faculty would have the ability to download the software on their individual university computers; and not have to share limited computers which contained the SPSS software. Faculty will conduct Capstone projects with DNP students using SPSS and other software to perform appropriate data analysis.

**Need For Content Experts**
Current NSU faculty expected to teach in the DNP program are qualified to teach the majority of courses offered in phases one and two of the DNP program; however, if there is content needed to be taught in courses such as organizational theory, biostatistics, or epidemiology content experts will be contracted as adjunct faculty to augment the quality of the academic offerings doctor of nursing practice level.

**Faculty Development**
The consultants recommendations related to needed faculty development activities have been initiated to focus on clinical scholarship and leadership in the practice area as well as development of ideas for capstone project development and revisions of the current BSN to DNP curriculum. Funding increases to the proposed budget to cover these activities have been made. For example, a team from the University of South Alabama’s DNP program is scheduled to meet with NSU’s graduate faculty on October 1st and 2nd to provide faculty development related to capstone project development for the DNP and implementation of phases one and two of the DNP program. These activities will encompass strategies for the successful implementation of phases one and two of the DNP program and for enhancing clinical scholarship and research.
b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings. The clinical sequence of Phase One of the DNP program consists of six semesters. Students will be accepted on a competitive basis. The DNP program will admit DNP students into both Phase One and Phase Two once per year. There are 10 didactic courses in phase one and three clinical courses. In Phase Two there are 23 didactic courses and seven clinical courses. Didactic courses have a faculty to student ratio between 1 to 15 and 1 to 20. Clinical courses have a faculty to student ratio of 1 to 6-8.

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

The current MSN faculty will contribute to the MSN and DNP programs. There will be a need to hire two additional doctorate prepared advanced practice registered nurse faculty member at least six months before initiation of the DNP program. One of those positions is currently posted and an additional position is to be posted by the end of the Fall, 2013 semester. After reviewing the recommendations of the program consultant, NSU recognizes the need to also allocate funding for specific content experts to aid with content delivery in courses which current faculty may lack expertise. After year two, unless enrollment is greater than expected, the program will have a faculty cadre sufficient to conduct the program efficiently. The university will employ these faculty members using existing funds. The DNP program will also utilize qualified adjunct faculty for supervision and instruction of students in clinical courses. The consultant also recommended that clinical resources and partnerships, which enable faculty to have clinical experiences, be addressed in the proposal; therefore a discussion of current and anticipated clinical partnerships will be addressed here and under resources.

Clinical Partnerships

Currently NSUCONAH has over sixty clinical affiliation agreements throughout Louisiana, which are utilized by advanced practice registered nursing students to gain access to various clinical educational settings. Offering the DNP program primarily through online and distance learning modalities, clinical affiliations throughout the state of Louisiana who have reputations as being excellent clinical learning environments, will continue to be developed and offered to DNP students. It is anticipated that in addition to the current clinical affiliations used by master of science nursing students, there will be an exponential increase in the clinical affiliation sites used by the DNP students.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

After reading the consultant’s recommendations, NSUCONAH plans to actively recruit two additional certified advanced practice registered nurse faculty members who are DNP
prepared prior to initiation of the DNP program. Further, the university will evaluate current faculty from other colleges as being content experts in teaching biostatistics and genetics. Additionally, two non-faculty, nationally recognized content experts will be contracted to provide content expertise in specialty content. NSU’s current master of science in nursing program frequently uses content experts hired through professional services contracts to present material that requires specific expertise in material that current faculty do not have. This practice will not only continue, but will grow with the onset of the DNP. Funding for content experts has been added to the program budget and will also be obtained through scholarly development activities funded through endowed professorships.
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degrees</th>
<th>Certifications/Licensure</th>
<th>Current Faculty Assignments</th>
<th>Credit Hrs/Contact Hrs/Student Credit Hours Produced</th>
<th>Additional Assignments</th>
<th>Faculty Practice Activities</th>
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<tbody>
<tr>
<td>Rank: Adjunct</td>
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<tr>
<td>Joined NSU: 2008</td>
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</tr>
<tr>
<td>Dr. Katheryn Arterberry</td>
<td>1985: BSN NSU 1994: MSN NSU 2010: DNP University of Alabama</td>
<td>1995- present: Licensed APRN, Family Nurse Practitioner with prescriptive authority in Louisiana 1997 to Present: ANCC certified Family Nurse Practitioner</td>
<td>Family Nurse Practitioner Clinical Courses, Family Dynamics, Social Forces, Role of the Nurse Practitioner Courses</td>
<td>Credit Hrs: 11 Contact Hrs: 18 SCH's: 147.00</td>
<td>Martin Luther King Clinic Preceptor</td>
<td>Active faculty practice 8 hours per week at private family practice clinic.</td>
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<tr>
<td>Rank: Associate Professor</td>
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<tr>
<td>Dr. Dana Clawson</td>
<td>1990 AD NSU 1996 BSN NSU 2000 MSN NSU 2009 DNS, LSU</td>
<td>2000 to present: NCC certified Women's Health NP 2000 to present: Licensed APRN in Louisiana</td>
<td>Interim Dean College of Nursing and Allied Health Director of Graduate Studies and Research in Nursing; Nursing Theory, Research Seminars, NP Role</td>
<td>Credit Hrs: 18 Contact Hrs.: 18 SCH's: 346.00</td>
<td>Martin Luther King Women's Health/STI Clinic Coordinator Director of Graduate Nursing Program</td>
<td>Active faculty Practice 8 hours per week at private OB GYN clinic in Caddo Parish</td>
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<tr>
<td>Rank: Associate Professor</td>
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<tr>
<td>Joined NSU: 2000</td>
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<tr>
<td>Dr. Norann Planchock</td>
<td>1965 BS Ohio State University 1966 MS Ohio State University</td>
<td>1994 to present: Licensed APRN in Louisiana 1994 to present: Certified FNP</td>
<td>Dean Emeritus College of Nursing, Graduate nursing courses including: Nursing Research Retired: Adjunct Faculty Research &amp; Bio-statistics</td>
<td>Dean Emeritus of College of Nursing and Allied Health-retd August, 2013.</td>
<td>Active faculty practice 8 hours per week at non-profit diabetes and</td>
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<tr>
<td>Rank: Dean Emerita/Adjunct</td>
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<td>Degrees</td>
<td>Certifications/Licensure</td>
<td>Current Faculty Assignments</td>
<td>Credit Hrs/Contact Hrs/Student Credit Hours Produced</td>
<td>Additional Assignments</td>
<td>Faculty Practice Activities</td>
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<tr>
<td>Dr. Connie Mott</td>
<td>1984 Doctor of Philosophy, TWU 1994 Post Master FNP, NSU</td>
<td>2001-present Licensed Advanced Practice Registered Nurse with prescriptive authority in the LA 2001-present ANCC certified Family Nurse Practitioner</td>
<td>Family Nurse Practitioner Clinical Courses, Advanced Pharmacotherapeutics, Family Dynamics, and all Nurse Practitioner Role Courses</td>
<td>Credit Hrs: 14 Contact Hrs: 21 SCHs: 156</td>
<td>Coordinator of Family Nurse Practitioner Program Regional LANP representative</td>
<td>Active Faculty practice in not for profit screening clinic in Caddo Parish</td>
</tr>
<tr>
<td>Rank: Associate</td>
<td>1993 BSN NSU 2001 MSN NSU 2010 DNP UAB</td>
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<tr>
<td>Professor</td>
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<tr>
<td>Joined NSU: 2007</td>
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<tr>
<td>Jamie Panton</td>
<td>BSN NSU 2002 MSN NSU 2007 Enrolled in DNP Grad: 2014</td>
<td>2007 licensed advanced practice registered nurse with prescriptive authority in LA. Certified Primary Care Pediatric Nurse Practice</td>
<td>Primary Care Pediatric didactic and clinical nurse practitioner courses</td>
<td>Credit Hrs: 3 Contact Hrs: 27 SCHs: 108</td>
<td>Coordinator of Primary Care Pediatric Nurse Practitioner Program.</td>
<td>Active Faculty practice in Rapides Parish</td>
</tr>
<tr>
<td>Rank: Adjunct</td>
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<td>Faculty</td>
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<tr>
<td>Joined NSU: 2012</td>
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<td>Certifications/ Licensure</td>
<td>Current Faculty Assignments</td>
<td>Credit Hrs/ Contact Hours/ Student Credit Hrs Produced</td>
<td>Additional Assignments</td>
<td>Faculty Practice Activities</td>
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<tr>
<td>Robyn Ray</td>
<td>1993 BSN ULM 2000 MSN NSU 2012 Enrolled in DNP program</td>
<td>2000-present Licensed Advanced Practice Registered Nurse with prescriptive authority in LA 2000-present ANCC certified Family Nurse Practitioner</td>
<td>Family Nurse Practitioner Clinical Courses, Advanced Pharmacotherapeutics, and all Nurse Practitioner Role Courses</td>
<td>Credit Hrs: 6 Contact Hrs: 18 SCHs: 120</td>
<td>Rapides Faculty member recruiting primary care providers from Rapides Service area into MSN program in FNP, WHNP, PNP concentrations.</td>
<td>Active faculty practice 8 hours per week at private clinic in Rapides parish.</td>
</tr>
<tr>
<td>Dr. Pamela Simmons</td>
<td>1979: BSN NSU 1984: MSN NSU 1996: Doctor of Philosophy,</td>
<td>1979-present: Licensed RN in Louisiana 2013- in process of taking certification</td>
<td>Department Head College of Nursing; Role of the Educator; Theory Oriented Nursing</td>
<td>Credit Hrs: 19 Contact Hrs: 21.4 SCHs: 282.0</td>
<td>Department Head College of Nursing Coordinator of</td>
<td>As soon as certification and advanced practice licensure is</td>
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<tr>
<td>PhD, RN</td>
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<tr>
<td>Rank: Professor</td>
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<tr>
<td>Joined NSU: 2008</td>
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<tr>
<td>Faculty</td>
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<td>Certifications/ Licensure</td>
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<td>Credit Hrs/ Contact Hours/ Student Credit Hours Produced</td>
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<td></td>
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<td>exam to become advanced practice registered nurse, family nurse practitioner</td>
<td>Practice, Nursing Administration</td>
<td>Administration MSN concentration</td>
<td></td>
<td>obtained plans to utilized faculty practice as FNP</td>
</tr>
</tbody>
</table>
e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

NSUCONAH’s Graduate Nursing Program has created a culture that encourages research activities among program faculty. Currently graduate program nursing faculty work collaboratively on research projects with MSN students each semester. Promotion and tenure policies are based in part on involvement in research and community service activities. The MSN faculty also provide healthcare services to the medically underserved at the Martin Luther King Healthcare Clinic (MLK). The NP faculty and NP students manage chronic diseases including asthma, diabetes, hypertension, and women’s health clinics at MLK. The MLK clinic is an excellent learning environment for the APRN student.

Master of science in nursing faculty are engaged in two to four student research projects annually. These research projects range from systematic integrative reviews of literature to pilot studies. Faculty act as major professors and guide the students from the conception of a research project through analysis of data and discussion of findings. Managing student research projects is a large portion of faculty teaching workloads. Faculty themselves are also involved in faculty practice (Table 10 describes faculty practice areas and type of practice). Another impact on faculty workload is the expectation to be active in faculty scholarship activities (publications, presentations, book reviews, chapter authors), service activities (Martin Luther King Clinic, Pregnancy Crisis Clinic, mobile mammography van and screening van clinics, numerous volunteer events in which nurse practitioners are needed to perform screening assessments), while maintaining adequate teaching loads. The numerous faculty service activities, teaching activities, and scholarly activities are documented in annual faculty activity reports as well as in a graduate faculty promotion and tenure portfolio. DNP faculty will be held to the same standards regarding scholarly activities, community service activities, and teaching activities for promotion and tenure as other NSU faculty.

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)

One of the greatest assets of the NSU’s MSN Program is faculty. Graduate nursing faculty members are involved in research, contribute to the nursing profession, and possess a wide range of advanced practice nursing skills and competencies. These skills will provide a great deal of depth and expertise to the DNP program. All doctoral prepared graduate faculty supervise two to four scholarly/research projects each year of which selected examples are listed. In addition, the graduate faculty members participate in a yearlong course for the development and implementation of online courses. Each graduate nursing faculty who is a licensed advanced practice registered nurse engages in weekly faculty practice.
Dr. Katheryn Arterberry, DNP

Direction of Selected Student Research Projects

Spring 2011: Kenneth Irby and Emily Staggs. Barriers to obtaining mammography for medically underserved women in northwest Louisiana.


Spring 2011: Jennifer Doyal, Angela Fuller and Seth Stanfield. Does adjusting the reading level of health-related educational material have an effect on the knowledge level of a homeless female population living in a shelter: A pilot study.

Spring 2012: Kayla Fung, Keith King, Jennifer Robb, and Christine Smith. What education interventions are effective at improving diabetes outcomes in diabetic patients with low health literacy?


Spring 2013: Tracy Burke, Francheska Hamilton, and Micole Smith Williams. The effect of acetaminophen and or diphenhydramine prophylaxis on the incidence of non-hemolytic transfusion reactions in patients receiving blood products: A Systematic Literature Review

Specialized Competence

- Certified Family Nurse Practitioner, 2008 to present.
- Volunteer at Martin Luther King Health Center, 2006 to present.
- Maintains active practice, 1994 to present.
- Commission on Collegiate Nursing Education (CCNE) Site Evaluator, 2011 to present.
- Holder of the Coughlin Saunders Endowed Professorship, 2010-2013.
- Sigma Theta Tau International Sharecare Content Expert, 2011 to present.
- Sigma Theta Tau Maternal Child Health Leadership Academy Participant in 2008-2009; Faculty in 2011-present.
• President elect Sigma Theta Tau International Beta Chi Chapter

**Dr. Dana Clawson, DNS, WHNP-BC**

**Publications**


**International Presentation**


**Regional/State Presentations**


**Book Reviews**


**International Journal Editor**


**Book Contributor/Editor**

Direction of Selected Student Research Projects (MSN)


Spring 2010: Dawna Deblieux, Lindsey Fortenberry and Billie Jo Williams. An Evidenced Based Advance Nursing Practice Approach to Clinical Decision Making: Evaluating the Effectiveness of Escitalopram Versus Other Selective Norepinephrine Reuptake Inhibitors in the Treatment of Major Depressive Disorder.

Spring 2011: Joseph Dupree, Jacqueline Henson, and Matthew Vincent. Opinions of Louisiana Nurse Practitioners Regarding The Entry Level Doctoral Degree in Nurse Practitioner Education.


Spring 2011: Keli Sherree Barrios, Kaylin Corley, Kristen Howard, Kylie Thibodeaux, and Shanah Walker. The Effect of A Sexually Transmitted Infection Educational Intervention on Knowledge of Sexually Transmitted Infections in Adult Patients.

Spring 2012: Alex Bonsall, Krista Jones, Nathan Pearson, & Tiffany Terra. Louisiana Nurse Practitioners’ Perceptions of Mandated Collaborative Practice.

Spring 2012: Trenton Bratton, Sharon Dear, Dustin Gross, and Deanna McKee. Registered Nurses’ Perceptions of the Acute Care Nurse Practitioner Role in the Critical Care Setting.


Specialized Competence
- Certified as Women’s Health Nurse Practitioner, 2000 to present.
• Awarded American College Obstetrics and Gynecology District VII Award for Best Fellow Paper Presentation, 1997.
• American Association of Colleges of Nursing Awarded Leadership for Academic Nursing Fellows, 2008.
• Outstanding Doctoral Student Award (LSUHSC New Orleans), 2009.
• Commission on Collegiate Nursing Education Site Evaluator, 2010 to present.
• Holder of several endowed professorships, 2009-2013.
• Volunteer at Martin Luther King Health Center, 2010 to present.

Dr. Connie Mott, FNP-BC, DNP

Book Editor/Contributor


Presentations

March, 2009: To Breathe or Not to Breathe: Improving Outcomes for the Patient with Respiratory Illness. Presented at Sigma Theta Tau Research Seminar

March, 2009: Re-Learning the ABC’s: Improving Outcomes for the Patient with Diabetes Mellitus. Presented at Sigma Theta Tau Research Seminar


Research

Roppolo, C.L., Arterberry, K., Maranto, C.C., & Kevil, T. (In progress). Improving Outcomes in Medically Underserved Clients with Chronic Illness.


Co-DIRECTION OF SELECTED STUDENT RESEARCH PROJECTS (MSN)

Spring 2013: Tiffany Adams, Amanda Blue, Laura Briggs, Lindsey Carter. The elderly patient’s satisfaction with nurse practitioners as healthcare providers: An integrative literature review


**Specialized Competence**
- Certified Family Nurse Practitioner, 2001 to present.
- Maintains active faculty practice, 2001 to present.
- Volunteer at Martin Luther King Health Center, 2006 to present.
- Regional Representative Louisiana Association of Nurse Practitioners 2013 to present

**Dr. Norann Planchock, PhD, APRN, FNP-BC**

**Publications**


**Specialized Competence**

- Certified Family Nurse Practitioner, 1994 to present.
- Outstanding Faculty Member Award, Northwestern State University, 1985-1986
- Aesclepius Award for Outstanding service and Leadership in the Medical Community, 2004.
- Volunteer of the Year Award from Louisiana State Nurses Foundations (Award given to the members of the LSNA CE Committee) 2007.
- Commission on Collegiate Nursing Education: Site Evaluator 1998-present; Report Review Committee, 2007 to present, Co-chair of the Report Review Committee 2011 to present.
- Nightingale Hall of Fame Inductee from Louisiana State Nurses Foundation, 2012.
Dr. Debra Shelton

Publications


Co-author (with Sally Carroll, Diane Webb, Debbie Moore, Dr. Susan Pierce, and Dr. Laura Aaron) of a chapter entitled - Information Literacy for a College of Nursing for the text *An Introduction to Instructional Services in Academic Libraries* – Published by Routledge Press Spring 2008.


Direction of Selected Student Research Projects (MSN)


Specialized Competence

- Certified Nursing Educator, 2005 to 2015.
- Certified Oncology Nurse, 1996 to 2012.
- Louisiana State Nurses Association Board of Directors, 2011 to present.
- Sigma Theta Tau International Honor Society for Nursing Past President, 2009-2012.
• Health Information Technology Scholar for 2010
• Editorial Board for The Oncology Nurse Advisor, 2010-2012.
• ANCC Accreditation Appraiser for Continuing Nursing Education, 2010 to present.

Dr. Pamela Simmons, PhD

Presentations

Operation Healthy Homeless: Onsite Clinics and Health Issues that Affect the Homeless, Association of Gospel Rescue Missions South Central District Conference, Shreveport, Louisiana, October 12, 2012.

Health Education Classes: A Partnership of SBRM and SBNA, Shreveport Black Nurses Association’s Annual Lunch and Learn, Shreveport, Louisiana, September 21, 2012.

The Culture of Poverty: Assessing Student Attitudes towards Poverty using the Atherton Poverty Scale, Sigma Theta Tau International 23rd International Nursing Research Congress, Brisbane, Australia, August 3, 2012.

The Culture of Poverty: Developing Cultural Competency through Clinical Simulation in a Senior Level Baccalaureate Community Health Course, Sigma Theta Tau International 23rd International Nursing Research Congress, Brisbane, Australia, August 3, 2012.

The Culture of Poverty: Developing Cultural Competency through Service Learning in a Baccalaureate Nursing Program, Sigma Theta Tau International 23rd International Nursing Research Congress, Brisbane, Australia, August 3, 2012.

Determining Effectiveness of Poverty Simulation as an Adjunctive Strategy on Nursing Student Attitude towards Poverty, Association of Community Health Nursing Educators 2012 Annual Institute, Portland, Oregon, June 8, 2012.

Publications


**Direction of Selected Student Research Projects**

Spring 2010: Frances Bennett, Rebecca Breaux, Katherine Carter, Melissa Ducote, and Jillian Soileau. Application of an advanced practice nursing evidence based practice framework: A comparison of the effect of aerobic exercise versus no aerobic exercise on cardiopulmonary function and body composition on female breast cancer patients who are receiving or have completed chemotherapy.

Spring 2011: Kenneth Irby and Emily Staggs. Barriers to obtaining mammography for medically underserved women in northwest Louisiana.


Spring 2011: Jennifer Doyal, Angela Fuller and Seth Stanfield. Does adjusting the reading level of health-related educational material have an effect on the knowledge level of a homeless female population living in a shelter: A pilot study.
Spring 2012: Kayla Fung, Keith King, Jennifer Robb, and Christine Smith. *What education interventions are effective at improving diabetes outcomes in diabetic patients with low health literacy?*


**Specialized Competence & Awards**

- Registered Nurse in Louisiana. 1997-2013
- Sigma Theta Tau Beta Chi Chapter Researcher of the Year Award, 2011
- SDNA Nurse of the Year Award, 2011
- American Heart Association (AHA) Board of Directors, Shreveport, LA, 2001 – 2004
- Commission on Collegiate Nursing Education (CCNE) Site Visitor/Evaluator, Washington, DC, 1998 to present
- Commission on Collegiate Nursing Education (CCNE) Nominating Committee, 2010; Chairperson, Nominating Committee, 2011.
- Louisiana State Board of Nursing (LSBN), Task Force to Study the Nurse Practice Act, Subcommittee #1-Definition of Scope of Practice/Advanced Practice/Exceptions, New Orleans, LA, 1994.
- Louisiana Statewide Curriculum Transfer Team for Nursing, NSU representative to the task force to develop a 2+2 approach to nursing curricula across the state as mandated by a new state law, 2010-2011.
- Recipient of the *Jean I. Widger Distinguished Author Award*, presented by the American Society of Radiologic Technologists, July 2012 for the article “Academic Dishonesty and Unprofessional Behavior” in the November/December 2011 issue of *Radiologic Technology*.
- Recipient of the Sigma Theta Tau Beta Chi Chapter Research Travel
Award, $1500, May 2012.

- Received the Shreveport Black Nurses Association’s Nurse of the Year Award sponsored by the Shreveport District Nurses Association (SDNA), May 2013
- Shreveport Bossier Rescue Mission:
  - Board of Directors April 2011 to present
  - Executive Board August 2013 to present
  - Word of Life Center Women’s Executive Council January 2008 to present
  - Shreveport District Nurses Association
    Board of Directors 2011 – completed June 2013
    Newsletter Committee – July 2013 to present

Dr. Marcia Wells, EdD, RN

Publications


Book Reviews


Specialized Competence

- Ann Splon Coughlin Endowed Professorship for Nursing 2008-2010
Direction of Selected Student Research Projects

Spring, 2009: Sarah Hooper. *An Examination of Health Behaviors of Nursing Students.*

Spring, 2010: Melinda Parnell and Toni Stephens. *Beliefs of Practice Nursing Faculty Regarding Professional Boundary Issues.*

ii. For proposed new faculty, qualifications and/or strengths needed.

The new faculty members will have or be nearing completion of a doctorate of nursing practice, doctorate of nursing science or a PhD in nursing. Additionally, the individuals should hold a Louisiana license as an advanced practice registered nurse with at least two years clinical experience. It would be preferable for the new faculty member to have administrative and teaching experience.

Part 5: Library and Other Special Resources

a. Are present library holdings in related fields adequate to initiate the proposed program?

The NSUCONAH Shreveport Nursing Library houses extensive databases through the Louis Library network. There are greater than fifteen databases pertinent to nursing including: (a) CINAHL (Cumulative Index to Nursing and Allied Health Literature), (b) Cochrane Library, (c) Health Source/Academic Edition by Gale, (c) Medline, (d) Oncology Nursing Forum, and (e) ProQuest Nursing and Allied Health Source. Many of the databases are full-text and were recommended by NLN’s Interagency Council on Information Resources for Nursing.

The NSUCONAH Shreveport Nursing Library maintains a collection of 15,000 books, bound periodical volumes, reports, and theses. More than 70% are related to nursing, biomedicine, and radiological technology. There are 14,836 printed books on nursing and access is available to 157 electronic books on nursing from NETLIBRARY. The Library has 61 print nursing journals and access to 79 online journals pertaining to nursing for a total of 140 nursing journals. Recently, NSU spent $22,000 for journals and last year spent $17,000 for printed books for the Shreveport Nursing Library collection.

DNP students and faculty are able to access library resources 24 hours a day, 7 days a week via Internet connectivity from any location. The ability to access interlibrary loans through DOCLINE and ILIAD is also available. Interlibrary loans are free of charge. In addition to in-house and web access materials, NSU participates in the LaLinc program which enables student borrowing privileges from participating libraries in the state. Regulation of privileges is with the lending library; a picture ID and LaLinc card are required when borrowing materials.

Other resources available to the DNP program include the collection that exceeds 20,000 in the area of education and management. Included are 12,341 items with print and
electronic books combined. Educational Resource Information Center (ERIC) is one of the outstanding databases that relates to education with 261,356 articles on higher education and 2,439 on college faculty. An additional database available to the DNP program is the Professional Development Collection with 707 indexed journal print and electronic titles. Many of the articles indexed in the databases are available in full text without charge to students and faculty.

b. **Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?**

The present print and electronic holdings in the NSUCONAH library provide rich resources for students related to healthcare, education, and administration. It is expected that, if the current process of updating these resources is maintained, this will provide more than adequate library resources for the DNP program. Since the MSN program offers functional role concentrations in education and administration, the needs for this program will be similar to those of the DNP program. Thus, the library resources related to these areas will be available for both of these student populations.

c. **Do other institutions have library resources being used or available to faculty and students for the proposed program?**

Louisiana State University Health Science Center Library in Shreveport has library resources available for Northwestern faculty and students to access. Northwestern libraries participate in the nationwide OCLC Interlibrary Loan program. In addition, academic institutions in the state participate in the LOUIS consortium. Borrowing privileges, joint purchasing of full-text and other bibliographic databases, and cooperative resource planning and sharing are part of the consortium’s activities. Students and faculty also have access to DOCLINE, an interlibrary loan system between health science libraries. Both of these interlibrary loan systems are free of charge to faculty and students.

d. **Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.**

The Northwestern College of Nursing and Allied Health library had acquisitions of $68,064 in 2009-2010 and $128,247 in 2010-2011 related to nursing and healthcare (Table 11).

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<thead>
<tr>
<th></th>
<th>2009-2010</th>
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<tr>
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<tr>
<td>Journals</td>
<td>$3,964</td>
<td>$7,928</td>
</tr>
<tr>
<td>Databases</td>
<td>$64,100</td>
<td>$120,319</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$68,064</strong></td>
<td><strong>$128,247</strong></td>
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</table>

Table 11: Library Expenditures
e. **Project library expenditures needed for the first five years of the proposed program.**

Since the Northwestern College of Nursing library and the main campus library have excellent holdings related to healthcare, education, and administration, it is projected that no additional funds will be needed for the library. If the current library budget is maintained, adequate resources are anticipated to remain available for students of the DNP program.

f. **What additional special resources, other than library holdings, will be needed?**

**Research Software**

One additional resource recently the university recently purchased is a network version of Statistical Package for Social Sciences (SPSS). The addition of this statistical program will be an important component of the DNP program allowing for numerous faculty to have the program installed on their office computers rather than having to share one or two computers that have the software available. Again, faculty have been using SPSS for over 20 years with various student research/thesis/pilot study projects. However, having a universal/network license for SPSS allows all faculty to have the program on their individual office computers to work with students on research projects or to analyze their own research data; thus increasing access to the research software.

**Professional Services**

NSU’s DNP program will employ needed content experts and adjunct faculty to ensure that quality nursing education be provided to DNP students. Content experts will be contracted to teach specific topics, courses, or areas of content outlines that require expertise in specific areas of nursing and that NSU’s DNP faculty are unable to provide. Examples of courses that will require guest lecturers, adjunct faculty or content experts include: Epidemiology, Biostatistics, and Information Systems Technology. NSU’s master program frequently utilizes content experts in it’s current program to teach specialty content that would be better taught by specialist than regular faculty who have limited knowledge about specialty topics; this practice would increase with the onset of the DNP.

**Clinical Partnerships**

Clinical partnerships between NSU and various clinical agencies and other universities have been long standing at NSUCONAH. The graduate program at NSU has over 60 current affiliation agreements with clinical partners who provide rich clinical learning environments for advanced practice registered nursing students. These same clinical partnerships will be used and expanded upon in the DNP program. NSU is surrounded locally and statewide with clinical facilities that are more than willing to allow advanced practice nursing students to utilize their resources and to establish affiliations or partnerships that enhance advanced clinical learning. Within the DNP program these clinical partners will be educated as to the clinical leader role of the DNP and the various clinical experiences that will be needed to enrich this role. Faculty will continue to identify clinical practice sites across the area and State that can provide experiential learning environments appropriate to doctoral level students. Specific clinical objectives
for the capstone projects and clinical learning experiences in the DNP program will be
given to the clinical partners/affiliates to ensure that the student, faculty, and clinical
partners are all working congruently to maximize the development of doctor of nursing
practice students’ leadership capabilities.

Faculty Development Activities
NSU’s faculty have been participating in doctoral nursing conferences for the past three
years in anticipation of the initiation of the DNP program. The last DNP faculty
development activity, DNP Summit (AACN) was April 15th and 16th 2013 in Chicago.
Two faculty members attended this conference, which discussed scholarly projects,
project timeframes, appropriate definitions of clinical hours and how DNP graduates are
impacting healthcare. Two additional NSU DNP faculty attended the Annual Doctoral
Education conference in Coronado, California in January, 2013. This doctoral conference
discussed teaching strategies in doctoral conferences, program and student characteristics
of doctoral programs, research requirements for DNP programs, and funding for doctoral
student projects. Since 2010, two or more NSU graduate nursing faculty members have
attended the Annual Doctoral Education conferences sponsored by AACN, which discuss
like content to the 2013 conference.

A future DNP faculty development activity is currently planned for October 1st and 2nd.
The University of South Alabama’s DNP program director and her faculty team are going
to provide development for NSU DNP faculty specifically related to two items identified
by the program consultant: (a) expectations of the Capstone Experience Courses, and (b)
BSN to DNP curriculum revision. NSU is paying this group of experts to review the
current capstone courses, objectives, and planned teaching-learning activities as well as
the BSN to DNP curriculum prior to the scheduled faculty development meeting. At the
meeting the University of South Alabama’s DNP faculty will: (a) provide feedback on the
current capstone courses, objectives, and planned teaching-learning activities, (b) provide
input into the BSN to DNP curriculum, (c) discuss what DNP capstone projects have been
successful and unsuccessful at their university, and (d) recommend which courses are
most likely to need content experts and the names of experts used successfully.

Two future faculty development conferences under consideration for NSU’s DNP faculty:
(a) AACN’s Instructional Leadership Conference in New Orleans, LA November 21st,
2013 and (b) AACN’s Doctoral Education Conference January 29th through February 1st,
2014 in Naples, Florida. These annual conferences present doctoral education in nursing,
including teaching strategies, research projects/requirements, curriculum development and
faculty teaching and curricular enrichment activities.

Program Consultation
The consultant recommended hiring one or two consultants for NSU’s DNP program who
have expertise in preparing DNP graduates to work with faculty to (a) develop course
descriptions, (b) develop course objectives, (c) develop a cross walk of DNP essentials,
d(e) develop a complete description of what is expected in a Capstone project and linked
clinical hours, and (e) aid in post baccalaureate program curriculum revisions. NSU has
hired one expert DNP consultant who is the director of the first and largest DNP program
in Louisiana at Loyola University, Dr. George. Dr. George provided input into DNP course descriptions, course objectives, cross-walk of Essentials, description of capstone project and linked clinical hours. Dr. George also provided insight into successful and unsuccessful strategies she has encountered in both post-masters to DNP program development and post-baccalaureate to DNP program development. Revisions were made to the APRN to DNP curriculum and numerous new courses after Dr. George’s program review recommendations were discussed with NSU’s future DNP faculty.

A second consultant from the University of South Alabama, Dr. Rosemary Rhodes has given phone consultation regarding post baccalaureate to DNP program development and has agreed to provide, along with five members of her DNP faculty, a faculty in-service to all of NSU’s future DNP faculty on October 1st and 2nd in Baton Rouge. NSU is paying for both consultants as well as faculty travel and lodging to Baton Rouge to attend the development conference. NSU will discuss Dr. Rhodes’ and her team’s recommendations and make any needed curricula adjustments.

NSU has agreed to provide funding for any needed future consultants once program initiation occurs. It is anticipated that multiple faculty development activities as well as consultants input will be needed as program development/revisions occur.

g. If a graduate program is requested, indicate:
   i. Special library resources needed to offer a program of quality.

NSUCONAH have excellent resources available in the library for the proposed DNP program. Since the inception of the graduate nursing program in 1972, the library resources have been continually updated, especially in the electronic holding. If NSUCONAH continue to provide library holdings at the current standards of excellence, the resources will be more than adequate for the DNP program.

ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

One of the closest DNP programs to NSUCONAH is housed at Texas Woman’s University in Dallas/Denton, Texas. While it is not actually possible to evaluate the quality of their program, the resources of the Northwestern College of Nursing library are just as comprehensive as the library/resources at TWU. The program faculty members who have recently attended TWU and other institutions, such as University of Alabama, used the Northwestern College of Nursing library resources to complete their doctoral assignments/scholarly projects.
Part 6: Facilities and Equipment

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

NSUCONAH Graduate Studies in Nursing program offers courses primarily in two geographical locations: 1) Shreveport at the Nursing Education Center and, 2) Alexandria in leased facilities on the campus of the Rapides Regional Medical Center (RRMC). Shreveport is located approximately 75 miles northwest of Natchitoches and Alexandria is located approximately 50 miles southeast of Natchitoches. The classes are offered via teleconference (previously termed compressed video) to these two sites as well as to one other smaller site, Ferriday, Louisiana in Riverland Medical Center.

The Nursing Education Center is a multi-building complex, completed in 1985, which provides space for instruction, offices, conferences and computer laboratories and the NSU Nursing Library. At the Nursing Education Center, all administrative and faculty offices are located in the four-story building. This building is designed to house all offices on an exterior wall with a central location for secretarial space, workrooms, file rooms, elevators, and lavatories. Administrative offices are located on the fourth floor and faculty offices are located on the first three floors. The classroom-library-clinical laboratory building houses three compressed video rooms that provide synchronous distance learning to Alexandria and Ferriday sites. Two additional buildings on the Shreveport campus are primarily classroom buildings with computer laboratories and simulated classrooms.

b. Describe present utilization of these facilities where facilities are assigned to the department.

The Alexandria campus includes faculty office space for nursing, instructional classrooms, and computer laboratories. At RRMC, faculty offices are located on the 2nd floor of the Medical Arts Building. The Alexandria campus also has two compressed video rooms for providing synchronous distance learning to the Shreveport and the Ferriday campuses. In addition, faculty office and classroom space is utilized at the England AirPark Educational Center.

All program faculty members have private offices with computers with Internet access and loaded with a variety of programs, such as current Microsoft Office Windows, for the operations of the nursing unit. Any new faculty will be provided with office space and necessary equipment and furniture. All faculty members have access to a file server which is accessible from any NSU computer on any campus. This file server permits the faculty to access files and databases and to share files at any time. The server is backed up on a daily basis to ensure the integrity of the system.

Initially, for the post-master’s advanced practice student, NSUCONAH fully anticipates all courses of the DNP program being non-synchronous internet learning. To accommodate students need for internet access, the Shreveport nursing campus has numerous simulation laboratories, and five computer laboratories which contain over 100
computers available for student use. In addition, the entire Shreveport facility has wireless Internet access available to students and faculty members.

The Alexandria campus has two computer laboratories with over fifty computers available for student use. All laboratory computers have Microsoft Office Windows and Internet access. In addition, access to electronic library services and student services such as registration, transcript request and resignation/drop forms are available online.

Internet courses are supported by the Moodle course management system. An online student help desk is available for all Moodle remediation as well as electronic learning issues. Ninety-percent of the full-time graduate nursing faculty have been educated in advanced electronic course management through a Title III grant program and are technologically as well as educationally prepared to provide online education, including audio enhanced lectures and podcasting.

All Nursing courses are conducted in classroom facilities available on the Shreveport, Alexandria, and Ferriday campuses or via the internet. Courses within the program are offered via teleconferencing (compressed video) technology or the internet. The proposed program will be able to function in the current College of Nursing facility on the Shreveport campus.

c. **Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.**

The DNP program will be primarily an online program that requires limited travel to the Shreveport campus. Online students will have access to vast resources Northwestern has available to online students. Northwestern has been a leader in distance education and has built a wealth of online student support services that students are able to access from wherever they may reside. Due to the excellent online support network and physical facilities, no additional requests for new facilities are anticipated for the proposed DNP program. Space within the College of Nursing in Shreveport is currently available for faculty office space and is expected to meet the needs of the proposed program.

**Part 7: Administration**

a. **In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or interdepartmental.**

The new DNP program will be a part of the College of Nursing and Allied Health. The DNP program will be administered by the Coordinator of Graduate Studies and Research in Nursing, who will be responsible to the Department Head for the College of Nursing who is responsible to the Dean of the College of Nursing and Allied Health. Further, the Coordinator of Graduate Studies and Research at NSU will participate in governance of the Inter-Institutional Collaborative Agreement to Offer the DNP between LSUHSC New
 Orleans, Southern University and A&M College, University of Louisiana Lafayette and Southeastern University, via the Doctor of Nursing Practice Council.

b. **Indicate if the proposed program will affect the present administrative structure of the institution.**

The proposed program will not affect the present administrative structure of the institution. In fact, the program currently has a strong structure that has served the graduate nursing program well. It is expected that the current Director of Graduate Studies and Research in Nursing for the College of Nursing will serve as the Program Director for the proposed DNP program and will oversee all graduate nursing programs.

The capabilities and flexibility of the graduate nursing faculty will provide the leadership needed to administer both the MSN program (for educators and administrators) and the DNP program successfully. Program faculty members work collaboratively with faculty from other graduate nursing programs in the state and in the nation. Graduate nursing faculty members have the depth and breadth of experience and education to lead a quality DNP program.

c. **Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.**

The graduate nursing program has a strong graduate curriculum and faculty who are leaders in their respective healthcare fields. The current graduate nursing program was rated the number one graduate nursing program in Louisiana and was the only Louisiana graduate nursing program to be in the top 100 in the nation (US News and World Report, 2011). The program faculty members are well informed of changes within the profession, many who have went out of state to obtain their DNP degree to, and have created a program that produces graduates who are prepared to enter graduate nursing professions. Faculty members stay abreast of current trends and maintain certification as advanced practice registered nurses, nurse educators or nurse administrators. Faculty also maintain competency by attending educational sessions, participating in professional activities at the state and national levels, and maintaining active faculty practice. All of the program faculty have presented professional sessions at the local or state level and several have presented at the national and international levels. The expertise of the faculty is one of the greatest assets of NSUCONAH’s graduate nursing program.

The new DNP program will increase the demands on the current organizational structure of the graduate nursing program. If needed, adjustments to the structure of the two graduate nursing programs will be accomplished with relative ease due to the vast experience and expertise of the current faculty. Additionally, the current graduate program at the CONAH lacks secretarial support. The addition of the DNP program will add to the need for a graduate nursing administrative assistant or secretary. NSU has agreed to provide one additional secretarial staff member to aid in the day-to-day functioning of the graduate nursing program.
Part 8: Accreditation

a. **Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.**

Regional accreditation will be through SACS. The SACS approval process will take no less than 12 months to complete. Since Northwestern is not approved by SACS to award the doctoral degree, that request must be made by the institution and then approved by SACS. Typically, following submission of the required proposal for re-designation of our level, SACS will schedule an on-site evaluation of the facilities (in this case the Shreveport campus) where the doctoral program will be primarily offered. Following, the Commission on Colleges will vote on the re-designation, which is typically done at its December meeting. NSU anticipates SACS approval in December, 2013 and will then proceed to have all courses approved through the university’s curriculum review committee. Thus, Fall of 2014 is the projected time of program implementation. NSU has also communicated with universities who have recently received SACS approval for a doctoral degree. These universities have offered to provide experiential knowledge and expertise to aid in the approval process.

Nationally, the program will be eligible to be accredited through the Commission on Collegiate Nursing Education (CCNE). Requirements for accreditation are identified in *Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs* (2009) which are located at http://www.aacn.nche.edu/Accreditation/pdf/standards09.pdf. NSU will notify CCNE of the DNP program’s planned initiation date prior to admitting students into the program. Within one year of the program’s onset, a self-study will be submitted to CCNE and the initial site visit will be scheduled. The DNP curriculum incorporated The Essentials of Doctoral Education for Advanced Nursing Practice as developed by AACN (2006). This document can be located at http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf. Further, the DNP program also incorporated Criteria for Evaluation of Nurse Practitioner Programs developed by the National Task Force (2008) which can located at http://www.aacn.nche.edu/Education/pdf/evalcriteria2008.pdf.

NSU CONAH’s graduate nursing faculty is composed of four CCNE accreditation site visitors who have just undergone re-accreditation of the MSN program. Therefore, the graduate faculty are prepared and adept at obtaining national accreditation. The program will be re-accredited ten years after initial accreditation; and will submit a five year interim report between accreditation visits.

b. **Delineate the initial costs of accreditation and subsequent annual cost.**

The initial accreditation will be $10,750.00. This cost consist of new application fee of $3,500.00, program fee of $2,000.00 and an onsite evaluation fee of $5,250.00. Subsequent annual cost will be an additional $452.00 to the current fees paid by NSU for the baccalaureate and masters nursing programs.
c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such a proposal is highly recommended, if not imperative.

Prior to the review by the consultant of the first proposal, consultations had been informal and included a graduate nursing director from another university in Louisiana, a CCNE on site evaluator, and the attendance of the Dean of the College of Nursing, Department Head for the College of Nursing and the Director Of Graduate Studies and Research in Nursing attending annual, national, Doctorate of Nursing Practice meetings. After approval of the letter of intent occurred and the consultant reviewed the program proposal formal consultations occurred. Those consultations were specifically held to: (a) revise course descriptions, (b) develop a cross walk of DNP essentials, (c) revise a complete description of what is expected in a Capstone project and linked clinical hours, and (d) aid in post baccalaureate program curriculum revisions.

NSU hired one expert DNP consultant who is the director of the DNP program at Loyola University, Dr. George. Dr. George gave feedback regarding the DNP course descriptions, crosswalk of Essentials, description of capstone project and linked clinical hours. Dr. George also gave feedback into successful and unsuccessful teaching-learning strategies she has encountered in both post-masters to DNP program development and post-baccalaureate to DNP program development.

A second consultant from the University of South Alabama, Dr. Rosemary Rhodes has given phone consultation regarding NSU’s post baccalaureate to DNP program development and has agreed to provide, along with her DNP faculty, a faculty in-service to all of NSU’s future DNP faculty on October 1st and 2nd in Baton Rouge. NSU is paying for both consultants as well as for faculty travel and lodging to Baton Rouge to attend the development conference.

NSU has agreed to provide funding for any needed future consultants once program initiation occurs. It is anticipated that multiple faculty development activities as well as consultants input will be needed as program development/revisions occur.
Part 9: Related Fields

a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.

Students will be required to take a graduate level bio-statistics course as well as a graduate level genetics course. These courses are supported by College of Science, Technology and Business. If a biostatistics or genetics course educator is not available through the science and psychology departments at NSU, faculty will be hired to teach this essential content. Additionally the College of Education and Human Development will provide assistance with graduate writing/capstone projects, etc. as well as student writing education. The College of Arts, Letters, Graduate Studies and Research will continue its longstanding relationship with the CONAH’s graduate nursing department and aid in student admissions, progression and graduation record keeping and assistance.

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

Northwestern has strong graduate programs in the Graduate School, College of Arts and Letters, College of Education and the College of Nursing as well as an outstanding biology department. These well-established programs at Northwestern are certainly strengths of the university. Therefore, improvements to these programs will not be necessary. Writing resources from the College of Arts and Letters will be used for graduate research writing projects. Statistical analysis resources will be used from the science department at NSU. Further, the graduate school at NSU’s main campus will continue to be utilized to ensure admission and graduation criteria are being met with the DNP students. The graduate school will also be used for all administration functions needed for progression of DNP students. For example, the graduate school currently notifies all graduate student applicants of what they need to apply, what is missing from their application and how to contact a professor to set up an advising appointment. While students are progressing they are notified of the need for various courses that have not yet been taken, and finally the need for certain graduation requirements that have or have not been met. These same services currently provided by the graduate school will also be used with the DNP program.

Part 10: Costs

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

Graduate assistants are expected to cost $10,000 each year. The university has committed to providing assistantships for interested students. Most students will not elect to participate in an assistantship because they will likely be employed as full-time
technologists while enrolled in the program. However, if a student is interested, this opportunity will be available.

Given the current program faculty numbers and qualifications, one additional doctorate prepared faculty member will be required to begin the DNP program and a second doctoral prepared faculty will be needed the 2nd year. For the 12 month faculty positions, the salary would be $95,000 plus fringe benefits calculated at 32% for a total of $125,400 for the first year and $250,800 for year two.

Currently the Graduate Nursing Program does not have clerical support. Therefore, the proposed budget for the DNP program includes the addition of one clerical support staff-person which will be needed to accommodate the new program. The estimated cost of the clerical support person is $40,000.00 annually. The university has committed to supporting this position with existing funds.

Equipment costs are projected at $5,000 in each of the first two years and $1,000 in each of the following three years. Supplies are expected at $1,500 for each of the first five years. In order for faculty to attend conferences and workshops for professional development, $2000 has been budgeted for each member annually. The funding for faculty development is projected to come from the current College of Nursing budget and or endowed professorships. The funding for program consultants will come from the college of nursing’s operating budget and the university.

The proposed budget for the DNP program is outlined in Table 12. The annual cost of the DNP program is projected to as $267,300 in each year of years one through five. The projected total cost for the program over the first five years is $1,336,500. When in-kind contributions are included, the total cost is projected to be $1,616,500.

Table 12: DNP Projected Budget

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 01</th>
<th>Year 02</th>
<th>Year 03</th>
<th>Year 04</th>
<th>Year 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Faculty (Salary &amp; Benefits)</td>
<td>$250,800</td>
<td>$250,800</td>
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<tr>
<td>Supplies</td>
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<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Equipment</td>
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<td>$5,000</td>
<td>$1,000</td>
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<tr>
<td>Program Consultants</td>
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<td>$4,000</td>
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<td>$2,000</td>
<td>$2,000</td>
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<tr>
<td>Faculty Development</td>
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<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$267,300</strong></td>
<td><strong>$267,300</strong></td>
<td><strong>$267,300</strong></td>
<td><strong>$267,300</strong></td>
<td><strong>$267,300</strong></td>
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<tr>
<td>In-kind Support</td>
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<tr>
<td>Graduate Assistants</td>
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<td>Secretary (salary/benefits)</td>
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<td>Travel</td>
<td>$6,000</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Total Projected Costs</strong></td>
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<td><strong>$323,300</strong></td>
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</tr>
</tbody>
</table>
Based on the projected enrollments for the DNP program there is the prospect of revenue that will be received through tuition from enrolled students. Table 13 estimates the tuition that will be collected from the post master’s students. Since students enrolled in the DNP program are expected to be part-time students, estimates are based on current graduate tuition for students enrolled in 6 hours of course work.

Table 13: Estimated DNP Tuition for First Five Years

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td><strong>Initial Enrollments</strong></td>
<td>20</td>
<td>20</td>
<td>30</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td><strong>Continued Enrollments</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>30</td>
<td>30</td>
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<tr>
<td><strong>Tuition</strong></td>
<td>$83,280</td>
<td>$166,560</td>
<td>$208,000</td>
<td>$249,600</td>
<td>$208,000</td>
</tr>
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**Tuition Revenues for first five years: $915,440 from Post-Master’s**

<table>
<thead>
<tr>
<th></th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Baccalaureate Initial Enrollment</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Post Baccalaureate Continuing Enrollment</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$166,400</td>
<td>$332,800</td>
</tr>
</tbody>
</table>

**Tuition Revenues for all student firsts five years: $1,414,640**

Cost of this program for each student is estimated to be $1,388 per semester (tuition for 6 credit hours) x 3 semesters = $4,160 per year). These are the estimated tuition income based upon the post master’s enrollment. Beginning in the fourth year, admissions will be granted to post baccalaureate students. Therefore, an additional 40 students will be admitted to the DNP program. Currently in the nursing graduate program, over 90% of the ~200 MSN students enroll part-time. Thus, these additional 40 students will generate $166,400 for Year 4. In Year 5 40 additional post baccalaureate students will be admitted plus the continuing 40 students will generate $332,800. Thus the total tuition for the first five years of the degree offering is expected to be $1,414,640. Northwestern is committed to cover all the necessary costs through existing funds. Within a short period of time, the program will be cost-effective for the university. Also, the above estimates are very conservative.

b. **Indicate departmental costs:**

i. **Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.**

Total actual operating funds for the College of Nursing are presented in Table 14. For fiscal year 2009-2010 the total funds were $4,200,907 and for fiscal year 2010-2011 the total was $3,942,599. The projected 2011-2012 budget is $4,057,038 for the College of Nursing.
Table 14: Actual 2009-10 and 2010-11 Operating Funds for College of Nursing*

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries/benefits</td>
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<td>$3,910,848</td>
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<tr>
<td>Travel</td>
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<td>Operating Services</td>
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<tr>
<td>Supplies</td>
<td>$3,263</td>
<td>$4,386</td>
</tr>
<tr>
<td>Total</td>
<td>$4,200,907</td>
<td>$3,942,599</td>
</tr>
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</table>

*Source of information: Northwestern Budgets 1-02320, 1-01358, and 1-04639.

ii. How will the proposed program affect the allocation of these funds?

The allocation of the College of Nursing budget will remain the same or will be slightly increased with the implementation of the proposed DNP program. One faculty position is projected for the first year and one faculty position is projected for the second year which would increase the salaries/benefits operating funds by ~$350,000. The university is committed to supporting these two faculty positions, faculty development and secretarial support.

c. Indicate if additional funds for research will be needed to support the proposed program.

No additional funds will be needed for research to support the proposed DNP program. The College of Nursing and Allied Health currently have 12 endowed professorships which are awarded yearly to faculty for support of research and scholarly activities. Additional endowed professorships are actively being sought with a 13th professorship identified for spring 2012.

d. Provide estimates of additional cost on the attached form.

No additional cost anticipated at this time.

Summary of Need for Louisiana DNP Program at NSU

In summary, there are five overarching reasons an additional DNP program is needed in Louisiana, and why that program should be offered at NSU. First, national bodies of nursing education have responded to the increasingly complex educational needs of APRNs. These educational organizations have endorsed the DNP as the entry into practice degree for APRNs by 2015. Therefore, APRN students who are currently receiving master degree education at one of the ten Louisiana universities offering the master degree will all be seeking the DNP at one of the four state funded Louisiana universities currently offering the DNP program. Louisiana has less than two years to prepare for this transition from masters to doctorate degree for advanced practice nursing. Louisiana needs to prepare for the predicted increase in DNP APRN enrollment by
approving the DNP program to be offered at a university long known for producing quality APRN graduates.

Second, as the first Louisiana university to offer a graduate master degree program in 1972, and the only Louisiana university to have its graduate nursing program be ranked in the top 100 national graduate nursing programs (US News and World Report, 2011), NSU is poised to offer the DNP program.

Third, the addition of a DNP program at NSU will prevent APRNs from seeking out-of-state DNP programs. Adult learners prefer to learn in close proximity to their residence, and there is no DNP program north of interstate-10. The program will prevent graduate nursing students who prefer to learn close to their geographic area of residence and work from leaving the state to attend DNP programs. Also, the proximity of a program will encourage more APRNs to pursue doctoral education.

Fourth, NSU has collaborated with all universities involved in the ICC and is prepared to share faculty resources, library resources, program implementation help/suggestions with all of the ICC universities. NSU has re-developed nine credit hours, or three core courses to be mutually transferable between all Louisiana universities currently offering the DNP.

Lastly, retaining APRN students in Louisiana will prevent doctoral prepared primary healthcare providers from leaving Louisiana; and thus increase the number of primary healthcare providers who provide healthcare services for Louisiana’s medically underserved areas. NSU is willing and able to meet the current and growing need of primary healthcare providers and is willing to work with other Louisiana universities to produce quality, primary care providers for Louisiana citizens.
References


Pierce S. T. & Tanner, A. (2008). Building North Louisiana’s primary care
workforce: Sustaining the medical home. Unpublished


APPENDICES
APPENDIX A

NSU’S ADDITION TO THE EXISTING INTER-INSTITUTIONAL COLLABORATIVE AGREEMENT TO OFFER THE DOCTOR OF NURSING PRACTICE DEGREE – DNP
Regarding Staff Analysis and Recommendations from the January 23, 2013 Item IIIA Louisiana Board of Regent’s, NSU’s Participation in the Inter-Institutional Collaboration for the DNP

1. NSU has engaged in conversations with LSUHSCNO’s, Dean of Nursing Dr. Demetrius; SUBR’s, Dean of Nursing, Dr. Janet Rami; ULL’s Dean of Nursing Dr. Gail Poirrier; and SLU’s Dean of Nursing, Dr. Ann Carruth regarding the Inter-Institutional Collaborative Agreement to Offer the Doctor of Nursing Practice Degree-DNP.

2. NSU has agreed to the components of the collaborative for the DNP. Again, NSU will work per the Inter-Institutional Collaborative Agreement with ULL, SLU, SUBR, and LSUHSCNO to expand the collaborative offering of the DNP. Specifically, NSU has agreed to: (a) construct nine credit hour courses (three courses total) which can be transferred to/from each university and be automatically accepted toward the doctorate of nursing practice degree, (b) share faculty development resources, (c) share faculty involved in capstone project development when requested, (d) share library resources, (e) share program development/construction resources and helps.

3. NSU is completing all necessary paperwork to achieve SACS approval for implementation, regional accreditation (See Letter from SACS).

NSU’s Unique Contributions to the Louisiana DNP

- For NSU to provide a unique opportunity for online statewide access for MSN (APRN) articulation to DNP- especially for those post masters APRN students in central and northern Louisiana who desire to remain local (within 100 miles) to their graduate/undergraduate university.
- For NSU to provide current APRNs the opportunity to complete the DNP program, part-time while they remain working as APRNs in 24 months (6 semesters).
- For NSU to develop APRNs in a program in which the provision of quality healthcare services for the medically underserved is integrated throughout the curriculum and is the program focus.

Expected Outcomes

- Improving the distribution and supply of Louisiana’s DNP graduates;
- Maximizing use of faculty, classes, library resources and other resources;
- Utilizing distance learning technologies/approaches to serve a variety of students;
- Increasing the racial/ethnic diversity of the Louisiana’s DNP nurse workforce;
- Responding to community and regional needs within Louisiana that cannot support doctoral education programs of their own; and
- Strengthening the ranks of academic and community based clinical faculty in Louisiana.
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<thead>
<tr>
<th>Common Core Courses</th>
<th>LSUHSC</th>
<th>SUBR</th>
<th>ULL/SLU</th>
<th>NSU</th>
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<tr>
<td><strong>Foundations</strong></td>
<td>Theoretical and Philosophical Foundations of Nursing Science</td>
<td>History and Philosophy of Nursing Science</td>
<td>Scholarly Foundations for Advanced Practice</td>
<td>Scientific Underpinnings for Practice</td>
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<td><strong>Healthcare Policy</strong></td>
<td>Health Policy and Politics</td>
<td>Health Policy, Politics, and Economics in Nursing</td>
<td>Ethics and Healthcare Policy</td>
<td>Healthcare Policy: Analysis, Advocacy and Transformation</td>
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<td><em>(3 credit hours)</em></td>
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<td><strong>Population-Based Healthcare</strong></td>
<td>Population-Based Outcomes</td>
<td>Research and Methodologies and Population Health</td>
<td>Preventive Care for Populations</td>
<td>Clinical Prevention and Population Health</td>
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<td><em>(3 credit hours)</em></td>
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<td><strong>TOTAL: 9 credit hours</strong></td>
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APPENDIX B

LETTER OF SUPPORT FROM LSUHSC NEW ORLEANS
March 20, 2013

Dr. Norann Planchock
Dean, College of Nursing and Allied Health
Northwestern State University
1800 Line Avenue
Shreveport, LA 71101

Re: Northwestern State University’s Doctor of Nursing Practice Proposal

Dear Dr. Planchock,

This letter is to verify that Louisiana State University Health Sciences Center New Orleans (LSUHSC) School of Nursing has communicated with Northwestern State University College of Nursing (NSU) in reference to NSU’s proposal for the Doctor of Nursing Practice. We are pleased to provide support and collaborate with NSU on programmatic materials and suggestions related to the design and implementation of NSU’s program.

Further, in our conversations, several core courses with similar content have been identified as mutually transferrable between the DNP programs at our institutions. This transferability of credit hours between DNP programs will foster program accessibility and will promote student enrollment, retention, and graduation from Louisiana universities; the students will be the beneficiaries of this cooperative arrangement.

Again, LSUHSC New Orleans School of Nursing has been and will continue to be supportive of NSU’s Doctor of Nursing Practice proposal. Our administrative team believes that it is critical for NSU to be able to award the DNP degree to ensure that Louisiana registered nurses have access to doctoral level education throughout Louisiana. In addition, there is a plethora of data supporting that increased positive patient outcomes are directly related to registered nurses prepared at the baccalaureate and higher degree levels to include doctoral education. NSU ability to award a DNP provides an opportunity to have more advanced practice nurses educated at the doctoral level who will also be capable of serving as nurse educators to further increase Louisiana nursing schools ability to educate nursing students at all degree levels. Should you need additional assistance with your proposal, please do not hesitate to contact me. We wish you success in the DNP proposal review and approval process.

Sincerely,

Demetrius J. Porche, DNS, PhD, APRN, FAANP, FAAN
Dean and Professor

Cc:
APPENDIX C

LETTER OF SUPPORT FROM ULL
April 2, 2013

Dr. Norann Planchock  
Dean, College of Nursing and Allied Health  
Northwestern State University  
1800 Line Avenue  
Shreveport, LA 71101

Re: Northwestern State University’s Doctor of Nursing Practice (DNP) Proposal

Dear Dr. Planchock,

This letter is to verify that University of Louisiana at Lafayette (ULL) has communicated with Northwestern State University College of Nursing (NSU) in reference to NSU’s proposal for the DNP. ULL’s nursing administration recognizes the importance of having registered nurses prepared at the highest degree level and thus is supportive of NSU’s DNP proposal. Increasing the number of Advanced Practice Registered Nurses prepared at the doctorate level, will provide Louisiana’s health workforce with competent clinical experts who are prepared to meet the healthcare needs of the rural and medically underserved citizens. In recent conversations, we discussed the mutual transferability of selected core courses to foster student enrollment in Louisiana DNP programs, and thus decrease students’ perceived need to enroll in out-of-state DNP programs. Additionally, we discussed the sharing of library resources, faculty development activities, and course resources such as biostatistics, which would be beneficial to the DNP programs at both institutions.

Again, ULL is supportive of NSU’s Doctor of Nursing Practice proposal which will make DNP offerings available in north Louisiana. Should you need additional assistance with your proposal, please do not hesitate to contact me. We wish you success in the DNP program review and approval process.

Sincerely yours,

[Signature]

Gail P. Poirrier, RN, DNS  
Dean and Professor
APPENDIX D

LETTER OF SUPPORT FROM SOUTHEASTERN LOUISIANA UNIVERSITY
April 24, 2013

Dr. Norann Planchock  
Dean, College of Nursing and Allied Health  
Northwestern State University  
1800 Line Avenue  
Shreveport, LA 71101

Re: Northwestern State University’s Doctor of Nursing Practice Proposal

Dear Dr. Planchock,

This letter is to verify that Southeastern Louisiana University (SLU) has communicated with Northwestern State University College of Nursing (NSU) in reference to NSU’s proposal for the Doctor of Nursing Practice. In our recent conversation, we agreed that the sharing of resources such as faculty committee consultation/participation and the mutual transferability of selected core courses would serve to strengthen our programs. This mutual recognition and transfer of credit hours between DNP programs will foster program accessibility and will promote student enrollment, retention, and graduation from Louisiana universities, the students will be the beneficiaries of this cooperative arrangement.

SLU currently has 4 applicants for the fall cohort. We hope to admit 10 students from an applicant pool by June 30, 2013. Since the national discussion includes increasing numbers of doctoral prepared advanced practice nurses, we anticipate continued interest from nurses seeking doctoral programs. NSU’s Doctor of Nursing Practice proposal provides doctoral education in north Louisiana. NSU has a well-regarded graduate nursing program. Alumni will likely return to NSU for this degree program. Should you need additional assistance with your proposal, please do not hesitate to contact me. We wish you success in the DNP program review and approval process.

Sincerely,

[Signature]
Dean  
College of Nursing and Health Sciences
APPENDIX E

NSU PRESIDENT’s LETTER OF SUPPORT
April 2, 2013

Dr. Bea Baldwin, Vice President for Research and Performance Assessment  
University of Louisiana Systems  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Baldwin:

This letter is to convey my wholehearted support for the Doctor of Nursing Practice (DNP) degree proposal submitted by Northwestern State University. The need to elevate the academic and practice levels of Advanced Practice Registered Nurses (APRNs) in the state of Louisiana has never been more compelling. Increasing the supply of doctoral prepared APRNs who are competent to provide comprehensive primary care will exert a significant impact on the access to and quality of healthcare for Louisiana’s vast numbers of rural and underserved citizens. Moreover, these clinical experts are needed to provide the highest level of academic instruction within our graduate and undergraduate nursing programs where substantial current and growing needs exist.

Northwestern’s master’s nursing program was the first in Louisiana to implement the nurse practitioner concentration, dating back to the early 1980’s. Since the program’s onset, Nurse Practitioner and Clinical Nurse Specialist program graduates have been in high demand throughout the State. In fact, I would venture to approximate that the majority of the employed APRNs in Louisiana are graduates of Northwestern’s program. These practitioners are providing quality, accessible and cost effective care across the state; many are employed in faculty roles in Louisiana nursing programs.

This program is highly significant to Northwestern’s continued growth and mission to serve the people of our service region and the State. Please be assured that my administration is committed to providing the personal and fiscal resources required for its implementation and continued growth.

I urge the Board to act favorably on this proposal and I pledge the support of Northwestern’s administration, faculty and staff to its successful performance and achievement.

Sincerely,

[Signature]

Randall J. Webb  
President

A Member of the University of Louisiana System
APPENDIX F

SACOSC LETTER
April 1, 2013

Dr. Steven G. Horton  
Vice Provost and Dean College of  
Arts, Letters, Graduate Studies, and Research  
Northwestern State University  
Room 101, Roy Hall  
Natchitoches, LA 71497

Dear Dr. Horton:

Thank you for your letter of December 4, 2012, notifying the Commission on Colleges that Northwestern State University intends to implement the Doctor of Nursing Practice degree program, effective fall 2014.

Currently Northwestern does not offer any degree programs at the doctoral level. We accept the notification of plans to offer the Doctor of Nursing Practice. An Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level should be submitted by April 15, 2013, for consideration at the June meeting of the SACS/COC Board of Trustees or by September 16, 2013, for consideration at the December meeting of the SACS/COC Board of Trustees.

After review and approval by the Board of Trustees, a substantive change committee will be authorized to visit the campus within twelve months after implementation to determine continuing compliance with the Principles.

The document entitled Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level can be found at our website, www.saccoc.org, under Institutional Resources. Should you have questions or wish to discuss this process further, please contact Dr. Crystal A. Baird at 404-679-4501, ext. 4586, or by email at cbaird@saccoc.org.

Best regards,

Belle S. Wheeler, Ph.D.  
President

BSW/BA: efk

Dr. Randall J. Webb, President  
Dr. Crystal A. Baird
APPENDIX G

DNP COURSE DESCRIPTIONS
DNP COURSE DESCRIPTIONS

NURG 7000: Scientific Underpinnings for Practice (3-3-0)
Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences as the basis for translation of nursing theories and concepts into the highest level of nursing practice. (Essentials I, VIII; SLO 1, 3, 4, 6,7, 8)

NURG 7001: Clinical Prevention and Population Health (3-3-0)
Analyze concepts related to health promotion and risk reduction for individuals, families and communities. Evaluate population health outcomes through analysis of epidemiological, environmental, occupational, cultural and socioeconomic data. Integrate cultural competency and epidemiological concepts into healthcare delivery to improve population health (Essentials II, VII, SLOs 2,3,4,5,6,7,8)

NURG 7002: Clinical Scholarship (3-3-0)
Synthesize analytic methods to interpret and evaluate research with a focus on translating and applying evidence-based knowledge to solve practice problems. Course content includes discussions of qualitative and quantitative methodologies, study designs, sampling and measurement methods, critical appraisal, and methods for evaluating and improving clinical practice outcomes. (Essential I, III; SLO 2, 3, 4, 6, 7, 8)

NURG 7003: Biostatistics (3-3-0)
Interrelate advanced statistical concepts and methods utilized in clinical research studies. Includes discussion of statistical methods, assumptions, and procedures used to analyze and interpret biostatistical data related to individual, aggregate, and population health issues. Course content will also include statistical interpretation of research articles, data management, data interpretation, and an overview of univariate, bivariate and multivariate statistics. (Essential III; SLO 3.6,7)

NURG 7004 Organizational Theory and Systems Leadership (3-3-0)
Critical analysis of leadership and organizational theoretical frameworks that impact patient and healthcare outcomes. Application of systems concepts such as finance, quality improvement, and safety to implement effective plans for practice-level or system-wide practice changes which promote the delivery of quality, cost-effective healthcare. Development of leadership qualities which promote inter professional collaboration in the implementation of quality improvement initiatives within various types of healthcare organizations and systems. (Essential II; SLO 2,3,4,5,6,8).

NURG 7005: Information Systems Technology (3-3-0)
Application of healthcare information management in complex healthcare environments. The focus will include collection, organization, management and dissemination of information in clinical practice arenas such as rural or urban private or public clinics, healthcare systems, or various inter-professional practice areas. (Essential III, IV, V, VI); SLO 2,3,4,5,6,7,8)
NURG 7006: Epidemiology (3-3-0)
Provides an overview of principles and methods of epidemiology used to evaluate the distribution and determinants of diseases in populations. Course content will focus on analysis and synthesis of epidemiological data related to population health. (Essential I, III, VII; SLO 3,5,6,7,8)

Critically examine health system policies impact on clinical issues, patient care outcomes, distribution of limited resources, healthcare disparities, diffusion of technology and current issues in healthcare at the institutional, local, state, and national levels.
Students will advocate for social justice, equity, and ethical policies within all healthcare delivery arenas. (Essential II, III, V, VIII; SLO 1,2,3,4,5,6,7,8)

NURG 7008: Genetics (2-2-0)
Prepares the DNP student to incorporate scientific genetic concepts into healthcare delivery systems with emphasis on current and future genetic diagnoses and therapies while addressing culturally responsible health issues and focusing on decreasing health disparities. Focus is on aspects of sciences most applicable to disease processes; analysis of genetic information for clinical reasoning, and communication of genetic information as it relates to current and future research, and translation into advanced nursing practice. The DNP will be prepared to identify genetic and environmental risk factors for target populations and communities, and facilitate health promotion with awareness of ethical, moral, legal, and social issues. (Essential I, III, VII; SLO 1,2,5,7,8)

NURG 7009: Global Healthcare Advocacy and Transformation (3-3-0).
Introduces major global healthcare issues and social, behavioral, economic, biomedical, and environmental determinants of health in resource limited settings. Describes variations in health systems around the world and of current issues in global health policy, including the political economies of healthcare, decision making processes, governance structures and the resource constrained realities of global health policy making. (Essential III, IV, V, VII; SLO 2,3,4,5,6,7,8)

NURG 7010: Scholarly Project Practicum I (3-1-12)
Synthesize current knowledge of a clinical issue related to health care or advanced nursing practice to develop a defensible research question/proposal amenable to scholarly inquiry. First in a series of three courses in which students advance clinical decision making and diagnostic reasoning within healthcare macro and micro systems. The student will develop individualized practicum goals that focus on increasing clinical competency, improving systems leadership and inter-professional collaboration skills, and utilizing information systems technology and to improve healthcare quality and population health in an identified area (Essentials III, IV, VIII; SLO 1-8)
NURG 7011: Scholarly Project Practicum II (3-1-12) Builds upon Scholarly Project Practicum I course to implement the approved project proposal into the practice setting to improve local, regional, national or international healthcare practice, outcomes, or systems approaches. Prepares the DNP to translate and integrate theory and scientific evidence to enhance clinical decision making and diagnostic reasoning in complex healthcare delivery systems. The second in a series of three courses in which students advance clinical decision making and diagnostic reasoning within macro and micro systems. The student will continue to develop individualized practicum goals that focus on increasing clinical competency, improving systems leadership and inter-professional collaboration skills, and utilizing information systems technology to improve healthcare quality and population health in an identified area.
(Essential III, VII, VIII; SLO 1-8)

NURG 7012: Scholarly Project Practicum III (3-1-12)
Build upon Scholarly Project Practicum II to evaluate the translation of the capstone project’s impact on local, regional, national or international healthcare practice, outcomes, or systems approaches. The third in a series of three courses in which students have advanced clinical decision making and diagnostic reasoning within macro and micro systems. The student will continue to focus on increasing clinical competency, improving systems leadership and inter-professional collaboration skills, and utilizing information systems technology to improve healthcare quality and population health in an identified area.
(Essential III, VII, VIII; SLO 1-8)
APPENDIX H

DNP CROSSWALK
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<th>DNP ESSENTIAL</th>
<th>NSU DNP PROGRAM GOAL</th>
<th>NSU PROGRAM OBJECTIVE</th>
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</table>
| I. Scientific underpinnings for practice           | I. Provide APRNs with expertise, specialized competencies, and advanced knowledge required for evidence-based nursing practice and mastery in an area of specialization within the larger domain of nursing | 1. Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences as the foundation for the highest level of nursing practice.  
3. Systematically appraise existing literature, outcomes of practice, practice patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes.  
4. Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives and program of care that support practice decisions.  
6. Employ consultative and leadership skills to function to inter and intra professional multidisciplinary teams that work collaboratively to improve vulnerable populations’ health outcomes  
7. Synthesize data relevant to clinical prevention and health promotion for individuals, aggregates, and populations to guide implementation of the highest level of nursing practice.  
8. Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing. |
| II. Organizational and systems leadership for quality improvement and systems thinking | II. Prepare APRNs to influence, design, direct and implement changes in healthcare practice, education, and policy through the development of collaborative alliances | 2. Critically analyze health care delivery models based on contemporary nursing science and organizational and systems perspective to eliminate health disparities and promote patient safety and excellence in practice.  
3. Systematically appraise existing literature, outcomes of practice, practice |
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<td>to improve healthcare outcomes and decrease morbidity and mortality in vulnerable populations.</td>
<td>patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes. 4. Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives and program of care that support practice decisions. 5. Advocate for health care policy which addresses social justice and equity in all health care settings. 6. Employ consultative and leadership skills to function to inter and intra professional multidisciplinary teams that work collaboratively to improve vulnerable populations’ health outcomes 7. Synthesize data relevant to clinical prevention and health promotion for individuals, aggregates, and populations to guide implementation of the highest level of nursing practice. 8. Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing.</td>
<td>III. Clinical scholarship and analytical methods for evidence based practice III. Develop APRNs who contribute to nursing’s body of knowledge through professional development and scholarly inquiry into practice, processes, or outcomes, which affect morbidity and mortality in vulnerable populations. 3. Systematically appraise existing literature, outcomes of practice, practice patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes. 4. Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives and program of care that support practice decisions. 6. Employ consultative and leadership skills to function to inter and intra professional multidisciplinary teams that work collaboratively to improve vulnerable populations’ health outcomes 7. Synthesize data relevant to clinical</td>
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| IV. Information systems technology and patient care technology for the improvement and transformation of health care | III. Develop APRNs who contribute to nursing’s body of knowledge through professional development and scholarly inquiry into practice, processes, or outcomes, which affect morbidity and mortality in vulnerable populations. | prevention and health promotion for individuals, aggregates, and populations to guide implementation of the highest level of nursing practice.  
8. Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing.  
3. Systematically appraise existing literature, outcomes of practice, practice patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes.  
4. Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives and program of care that support practice decisions.  
6. Employ consultative and leadership skills to function to inter and intra professional multidisciplinary teams that work collaboratively to improve vulnerable populations’ health outcomes  
7. Synthesize data relevant to clinical prevention and health promotion for individuals, aggregates, and populations to guide implementation of the highest level of nursing practice.  
8. Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing. |

| V. Health care policy for advocacy in health care | II. Prepare APRNs to influence, design, direct and implement changes in healthcare practice, education, and policy through the development of | 2. Critically analyze health care delivery models based on contemporary nursing science and organizational and systems perspective to eliminate health disparities and promote patient safety and excellence in practice.  
3. Systematically appraise existing |
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<td>Literature, outcomes of practice, practice patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes. 4. Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives and program of care that support practice decisions. 5. Advocate for health care policy which addresses social justice and equity in all health care settings. 6. Employ consultative and leadership skills to function to inter and intra professional multidisciplinary teams that work collaboratively to improve vulnerable populations’ health outcomes 7. Synthesize data relevant to clinical prevention and health promotion for individuals, aggregates, and populations to guide implementation of the highest level of nursing practice. 8. Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing.</td>
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**VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes**

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<td>II. Prepare APRNs to influence, design, direct and implement changes in healthcare practice, education, and policy through the development of collaborative alliances to improve healthcare outcomes and decrease morbidity and mortality in vulnerable populations.</td>
<td>2. Critically analyze health care delivery models based on contemporary nursing science and organizational and systems perspective to eliminate health disparities and promote patient safety and excellence in practice. 3. Systematically appraise existing literature, outcomes of practice, practice patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes. 4. Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives and program</td>
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<td>of care that support practice decisions.</td>
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<td>8. Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing.</td>
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<td>VII. Clinical Prevention and Population Health for Improving the Nation’s Health</td>
<td>II. Prepare APRNs to influence, design, direct and implement changes in healthcare practice, education, and policy through the development of collaborative alliances to improve healthcare outcomes and decrease morbidity and mortality in vulnerable populations. &amp; III. Develop APRNs who contribute to nursing’s body of knowledge through professional development and</td>
<td>2. Critically analyze health care delivery models based on contemporary nursing science and organizational and systems perspective to eliminate health disparities and promote patient safety and excellence in practice.</td>
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<td>3. Systematically appraise existing literature, outcomes of practice, practice patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes.</td>
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<td>4. Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives and program of care that support practice decisions.</td>
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<td>5. Advocate for health care policy which addresses social justice and equity in all health care settings.</td>
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<td>6. Employ consultative and leadership skills to function to inter and intra professional multidisciplinary teams that work collaboratively to improve vulnerable populations’ health outcomes.</td>
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<td><strong>DNP ESSENTIAL</strong></td>
<td><strong>NSU DNP PROGRAM GOAL</strong></td>
<td><strong>NSU PROGRAM OBJECTIVE</strong></td>
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<td>scholarly inquiry into practice, processes, or outcomes, which affect morbidity and mortality in vulnerable populations.</td>
<td>populations’ health outcomes 7. Synthesize data relevant to clinical prevention and health promotion for individuals, aggregates, and populations to guide implementation of the highest level of nursing practice. 8. Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing.</td>
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**VIII. Advanced Nursing Practice**

I. Provide APRNs with expertise, specialized competencies, and advanced knowledge required for evidence-based nursing practice and mastery in an area of specialization within the larger domain of nursing

II. Prepare APRNs to influence, design, direct and implement changes in healthcare practice, education, and policy through the development of collaborative alliances to improve healthcare outcomes and decrease morbidity and mortality in vulnerable populations.

III. Develop APRNs who contribute to

1. Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences as the foundation for the highest level of nursing practice.
2. Critically analyze health care delivery models based on contemporary nursing science and organizational and systems perspective to eliminate health disparities and promote patient safety and excellence in practice.
3. Systematically appraise existing literature, outcomes of practice, practice patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes.
4. Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives and program of care that support practice decisions.
5. Advocate for health care policy which addresses social justice and equity in all health care settings.
6. Employ consultative and leadership skills to function to inter and intra professional multidisciplinary teams that work collaboratively to improve vulnerable populations’ health outcomes.
7. Synthesize data relevant to clinical prevention and health promotion for
<table>
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<th>DNP ESSENTIAL</th>
<th>NSU DNP PROGRAM GOAL</th>
<th>NSU PROGRAM OBJECTIVE</th>
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<tr>
<td>nursing’s body of knowledge through professional development and scholarly inquiry into practice, processes, or outcomes, which affect morbidity and mortality in vulnerable populations.</td>
<td>individuals, aggregates, and populations to guide implementation of the highest level of nursing practice. 8. Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing.</td>
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APPENDIX I

DNP CONGRUENCY
<table>
<thead>
<tr>
<th>I. Scientific Underpinnings for Practice (7000, 7004, 7006, 7008)</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
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<tr>
<td>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking (7001, 7004, 7005, 7007)</td>
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<td>III. Clinical Scholarship and Analytical Methods for Evidence Based Practice (7002, 7005, 7007, 7009)</td>
<td>X</td>
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<td>IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care (7004, 7005, 7009)</td>
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<td>V. Health Care Policy for Advocacy in Health Care (7004, 7005, 7007, 7009)</td>
<td>X</td>
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<tr>
<td>VI. Inter-professional Collaboration for Improving Patient and Population Outcomes (7002, 7004, 7005)</td>
<td>X</td>
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<td>VII. Clinical Prevention and Population Health for Improving the Nation’s Health (7001, 7003, 7004, 7005, 7006, 7007, 7008, 7009)</td>
<td>X</td>
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<tr>
<td>VIII. Advanced Nursing Practice (7000, 7001, 7002, 7003, 7004, 7005, 7006, 7007, 7008, 7009, 7010, 7011, 7012)</td>
<td>X</td>
<td>X</td>
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September 30, 2013

President Sandra Woodley
University of Louisiana System
1201 North Third Street
Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

Just prior to your arrival as President of the University of Louisiana System, the Shreveport-Bossier Business Alliance for Higher Education (SBBA) appeared before the UL Board of Supervisors in support of Northwestern’s letter of intent for a Doctor of Nursing Practice degree. I understand from Dr. Webb that Northwestern will be submitting a modified proposal at your October UL Board meeting, and I am writing to you to convey our continued support of this degree program.

Attached you will find the initial letter of support we submitted to the U.L. Board in 2012 along with an opinion piece written by Patrick Harrison, our board chairman at the time. The opinion piece ran in the Shreveport Times. All of our member organizations from the business community, in addition to our two major private hospitals, have publicly expressed support for this degree program.

We are committed to standing by Northwestern throughout this process and advocating on the school’s behalf when this proposal reaches the Board of Regents. We strongly believe this degree is needed in Northwest Louisiana.

Thank you for your support of Northwestern. We look forward to continuing to work closely with you and the U.L. Board to strengthen and grow this great university.

Sincerely,

[Signature]

Johnette McCrery Magner, Ph.D.
SBBA Executive Director

http://www.sbba4he.org  400 Edwards St., Shreveport, LA 71101  318.677.2503
December 3, 2012

Dear Members of the University of Louisiana Board of Supervisors:

As a coalition of business leaders and business organizations representing the Shreveport-Bossier community, we are writing to express our support for Northwestern State University’s application for a Doctor of Nursing Practice (DNP) degree. We believe Northwestern is the university in our area best-suited to fill a clear and present need we see both as employers and community leaders. Northwestern not only has the largest nursing program in the state, but it also has the largest number of students, currently 180, in its nurse practitioner program. Northwestern’s graduate nursing program is also the only graduate nursing program in Louisiana to be ranked among the top 100 programs in the nation last year by U.S. News and World Report.

Traditional reasons for denying new programs often include regional duplication, lack of student interest, few employment opportunities and no real community need. These excuses are simply not true here and as we will show, can easily be refuted if argued.

There is no Doctor of Nursing Practice offered in North Louisiana although there are five such programs in South Louisiana. Duplication does not exist north of Interstate 10. Yet, there is strong demand in the area. According to a Louisiana State Board of Nursing report, there are more than 200 nurse practitioners pursuing their DNP out of state, and most are from North Louisiana.

Moreover, across the state, including in northwest Louisiana, we are suffering both a shortage of primary care physicians as well as a shortage of physicians...
willing and able to serve in our rural communities. According to the Kaiser Family State Health Facts, Louisiana has 124 primary care physicians per 100,000 citizens compared to the national average of 271 per 100,000. Noted in the Louisiana Health Report Card is the disturbing fact that 21% of Louisiana residents have limited or no access to primary care. Nurse practitioners are increasingly filling these critical voids, and those who have mastered the 30 additional hours required for the Doctor of Nursing Practice degree, are even better prepared to work in our underserved communities. Thankfully, 93% of nurse practitioner degree graduates from Northwestern stay in Louisiana.

Northwest Louisiana needs more Doctors of Nurse Practitioner, and as the SBBA we believe it is time for a DNP in our region of the state. We ask that you help us better educate our local, place-bound health care providers as they seek to learn more and provide better services to our region.

Sincerely,

Patrick Harrison, Chair

Rich DesCoteaux, Vice Chair

Steven Jackson, Secretary

Jason Smith, Treasurer

Officers of the Board of Directors

Shreveport-Bossier Business Alliance for Higher Education
Approve NSU’s doctor of nursing degree

This week, Northwestern State University will submit an application to the University of Louisiana Board of Supervisors requesting approval for a new degree program in nursing: the doctor of nursing practice. We at the Shreveport-Bossier Business Alliance for Higher Education stand united in support of this application because we believe Northwestern is the university in our area best-suited to fill a clear and present need we see both as employers and community leaders. Northwestern not only has the largest nursing program in the state, but it also has the largest number of students, currently 180, in its nurse practitioner program. Northwestern’s graduate nursing program is also the only graduate nursing program in Louisiana to be ranked among the top 100 programs in the nation last year by U.S. News and World Report.

Nurse practitioners are filling a critical void throughout our nation, state and region as we suffer a continued shortage in the number of primary care physicians, especially those willing and able to serve in our small communities and rural parishes. The Association of American Medical Colleges said in 2010 that the U.S. had approximately 353,000 primary care doctors, but we would need 450,000 more by 2020. When it comes to the state, Louisiana is faring especially poorly.

According to the 2012 Kaiser Family State Health Facts, Louisiana has 124 primary care physicians per 100,000 citizens compared to the national average of 271 per 100,000. Today, 21 percent of Louisiana residents have limited or no access to primary care, and it’s only getting worse.

Fortunately, nurse practitioners are increasing in number, and those who have mastered the 36 additional hours required for the doctor of nursing practice degree, are even better prepared to work in our underserved communities where there is no physician. Nurse practitioners, especially DNP’s, are able to provide a wide range of care formerly restricted to primary care physicians, particularly in the areas of women’s health, pediatrics, and family care, and thankfully, 93 percent of nurse practitioner degree graduates from Northwestern stay right in Louisiana.

There are several reasons often cited for denying new degrees in higher education: regional duplication, little student interest, insufficient employment demand, no real community need, and inadequate financial resources to fund a new program. In this case, not one of these impediments holds up.

There is no doctor of nursing practice offered in north Louisiana although there are five such programs in south Louisiana. Duplication does not exist north of Interstate 10. Yet, there is strong demand in the area.

According to a Louisiana State Board of Nursing report, there are more than 200 nurse practitioners pursuing their DNP out of state, and most are from north Louisiana.

Finally, with the strongest nursing program in the state, it is clear Northwestern has the infrastructure needed to offer a quality program and produce the much-needed graduates ready to work in primary care. We hope others in Shreveport-Bossier City will join us in encouraging both the University of Louisiana Board of Supervisors and the Louisiana Board of Regents to quickly approve this new program at Northwestern so we can better educate our local, and largely place-bound health care providers as they seek to learn more and provide better services to our region.

Patrick Harrison is chairman of the Shreveport-Bossier Business Alliance for Higher Education.
Item E.5. Southeastern Louisiana University’s request for approval to award an Honorary Doctor of Humanities degree to Ms. Robin Roberts at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

Southeastern Louisiana University requests permission to award an Honorary Doctor of Humanities (LHD) degree to Ms. Robin Roberts at its Fall Commencement Exercises. Ms. Roberts is a highly esteemed alumnus of Southeastern and an accomplished woman of national acclaim.

Robin graduated from Southeastern cum laude in 1983 with a degree in communications. After a brief tenure in broadcasting, Robin joined ESPN as a sportscaster in 1990 earning three Emmy Awards for her work. In 2005, Robin was promoted to co-anchor of Good Morning America. Throughout her career as a leader in broadcast, Ms. Roberts has remained committed to her support for the university through an ongoing focus on her appreciation for the career and personal development she received at Southeastern.

Robin has received numerous awards in recognition of her work. She was named a Louisiana Legend by Louisiana Public Broadcasting in 2001, received the Billy Jean King Contributing Award in 2004, was named one of NCAA’s 100 Most Influential student-athletes in 2006, gained an NCAA Silver Anniversary Award in 2008, was honored as the American Association of State Colleges and Universities 2011 Distinguished Alumnus, and was inducted into the Woman’s Basketball Hall of Fame in 2012. She published her first book From the Heart: Seven Rules to Live By in 2007 and followed with My Story, My Song -- Mother-Daughter Reflections on Life and Faith in 2002.

As Robin’s career expands so too does her commitment to the success of Southeastern. Most recently Robin joined a group of family and friends of John Chauvin to name the press box at Strawberry Stadium in honor of his accomplishments in broadcast. Robin worked for Mr. Chauvin while attending Southeastern. She continually focuses attention on the value of Southeastern through press attention and is an outstanding advocate and role model for students.

Ms. Roberts’ substantial achievements, impeccable character and integrity, and her unerring support for the University clearly warrant the granting of the honorary doctorate from Southeastern Louisiana University.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University’s request for approval to award an Honorary Doctor of Humanities degree to Ms. Robin Roberts at the Fall Commencement Exercises.
October 2, 2013

Dr. Sandra Woodley
President, University of Louisiana System
1201 N. Third Street, Suite 7-300
Baton Rouge, LA 70801

Dear Dr. Woodley:

Southeastern Louisiana University requests permission of the Board of Supervisors of
the University of Louisiana System to award the Honorary Doctor of Humanities (LHD)
degree to Robin Roberts at either the University’s Winter Commencement Exercises on
December 14, 2013 or the University’s Spring Commencement Exercises on May 17,
2014, depending upon Ms. Roberts’ schedule.

Robin Roberts is a highly esteemed alumnus of Southeastern and an accomplished
woman of national acclaim. Throughout her career as a leader in broadcast, Robin has
remained committed to her support for the university through an on-going focus on her
appreciation for the career and personal development she received at Southeastern. It
would be a privilege and honor to present Robin with an honorary doctorate for her
integrity and accomplishments as an alumnus and dear friend to the University.

Robin graduated from Southeastern cum laude in 1983 with a degree in
communications. After a brief tenure in broadcasting, Robin joined ESPN as a
sportscaster in 1990 earning three Emmy Awards for her work. In 2005, Robin was
promoted to co-anchor of Good Morning America.

Honors have poured in for Roberts; she was named a Louisiana Legend by Louisiana
Public Broadcasting in 2001, received the Billy Jean King Contributing Award in 2004,
was named one of NCAA’s 100 Most Influential student-athletes in 2006, gained an
NCAA Silver Anniversary Award in 2008, was honored as the American Association
of State Colleges and Universities 2011 Distinguished Alumnus, and was inducted into the
Woman’s Basketball Hall of Fame in 2012.

Roberts published her first book “From the Heart: Seven Rules to Live By” in 2007 and
followed with “My Story, My Song – Mother-Daughter Reflections on Life and Faith” in
2002.
As Robin's career expands so too does her commitment to the success of Southeastern. Most recently Robin joined a group of family and friends of John Chauvin to name the press box at Strawberry Stadium in honor of his accomplishments in broadcast. Robin worked for Mr. Chauvin while attending Southeastern. Robin continually focuses attention on the value of Southeastern through press attention and is an outstanding advocate and role-model for our students.

Ms. Roberts substantial achievements, impeccable character and integrity, and her unerring support for the University clearly warrant the granting of the honorary doctorate from Southeastern Louisiana University.

Please place this request on the agenda for the October 22, 2013 meeting of the Board of Supervisors.

Sincerely,

John L. Crain
President
Item E.6. University of Louisiana at Lafayette’s request for approval to award an Honorary Doctor of Francophone Studies degree to Mr. François Delattre at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette wishes to recognize the contributions of Mr. François Delattre by awarding him an Honorary Doctor of Francophone Studies degree. Mr. Delattre has held a long list of diplomatic posts, in which he has served as a crucial link between France and the United States, and a representative of French speakers and Francophone culture in the Americas.

Mr. Delattre’s diplomatic posts include Deputy Director of the French Foreign Minister’s Office and member of French Foreign Minister Alain Juppé's cabinet. He has also been a member of French President Jacques Chirac’s foreign policy team. Mr. Delattre was responsible for European and trans-Atlantic defense and security matters and for management of the Bosnian crisis. He then served as Press and Communications Director at the French Embassy in Washington, D.C., and Consul General in New York, Ambassador of France to Canada, and finally Ambassador of France to the United States.

Mr. Delattre holds an undergraduate degree from the prestigious Institut d'études politiques de Paris, commonly known as “Sciences Po,” and a graduate degree from the École nationale d’administration in Paris with a degree in international law. He is highly deserving of the honorary doctorate from our institution.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s request to award an Honorary Doctor of Francophone Studies degree to Mr. François Delattre at the Fall Commencement Exercises.
October 2, 2013

Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

I write to ask for approval to award an honorary Ph.D. in Francophone Studies to Mr. François Delattre at the University of Louisiana at Lafayette’s graduate commencement ceremonies to be held on December 20, 2013.

Documents from Dean Jordan Kellman related to this recommendation are attached.

Please place this item on the agenda for consideration at the October 2013 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie  
President

sve

Attachments
April 4, 2013

Carolyn Bruder, Provost and Vice President for Academic Affairs

Dear Dr. Bruder,

I propose to award the honorary Doctorate to Mr. François Delattre, French Ambassador to the United States. Mr. Delattre has held a long list of diplomatic posts, in which he has served as a crucial link between France and the United States, and a representative of French speakers and Francophone culture in the Americas. Mr. Delattre served as Deputy Director of the French Foreign Minister’s Office (2002-2004) and was a member of French Foreign Minister Alain Juppé’s cabinet (1993-1995). A member of French President Jacques Chirac’s foreign policy team (1995-1998), François Delattre was responsible for European and trans-Atlantic defense and security matters and managing the Bosnian crisis. He then served as Press and Communications Director at the French Embassy in Washington, D.C. (1998-2002), then Consul General in New York (2004-2008), Ambassador of France to Canada (2008-2011), and finally Ambassador of France to the United States in beginning in February 2011. In his term as ambassador he has focused on creating mutually beneficial partnerships between France the United States, specifically focusing on areas of creativity and complementary strengths in industries such as renewable energy, aerospace, and medical and biotechnology research.

Mr. Delattre holds an undergraduate degree from the prestigious Institut d'études politiques de Paris, commonly known as “Sciences Po”, and a graduate degree from the École nationale d'administration in Paris with a degree in international law. He is highly deserving of the honorary doctorate from our institution.

Thank you for your consideration.

Sincerely,

Jordan Kellman, Dean

APPROVAL RECOMMENDED

E. JOSEPH SAVOIE, President

A Member of the University of Louisiana System
François Delattre

Brief Curriculum Vitae

September, 2013

Title:
French Ambassador to the United States

Address:
Embassy of France
4101 Reservoir Rd NW
Washington D.C. 20007
Tel (001) 202 944 6000

Education:
Bachelor’s degree, Political Science, Institut d'études politiques de Paris
J.D. in International Law, École nationale d'administration de Paris

Professional Positions held:
Ambassador of France to the United States (February 2011-present)
Ambassador of France to Canada (2008-2011)
Deputy Director and Deputy Chief of Staff of the French Foreign Minister’s Office (2002-2004)
Member of French President Jacques Chirac’s foreign policy team (1995-1998)
  Responsible for European and trans-Atlantic defense and security matters and managing the Bosnian crisis
Member of French Foreign Minister Alain Juppé’s cabinet (1993-1995)
Staff position at the French Department of Strategic Affairs and Disarmament at the Quai d’Orsay (1991-1993)

Policy Interests:
In his term as ambassador Mr. Delattre has focused on creating mutually beneficial partnerships between France the United States, specifically focusing on areas of creativity and complementary strengths in industries such as renewable energy, aerospace, and medical and biotechnology research.
Item E.7. University of Louisiana at Lafayette’s request for approval of a Proposal for a Master of Science degree program in Systems Technology.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette requests approval of a Proposal for a Master of Science degree program in Systems Technology. The objective of the proposed online program is to equip students with the knowledge, skills, and cutting-edge tools to develop solutions to complex systems problems in a diversity of industries. The M.S. in Systems Technology is geared for industrial technologists, engineering technologists, and other professionals engaged in developing systems to meet required specifications.

The Systems Technology approach enables broad-based mechanisms that address the analyses of goals and requirements, economic implications, design-life considerations, and the organization of multidisciplinary teams oriented toward solving highly complex problems pertaining to both the economic and technical challenges of a total system. Another important aspect of the Systems Technology approach is that it addresses issues relating to the complete problem, often viewed as design-life issues, such as system implementation, operation, costs, design life performance, personnel implications, side-stream disposal, and systems cost-benefit maturation. The development of a new innovative graduate program by utilizing technology concepts is in line with those offered through Systems Engineering. The growing relationship between Engineering and Technology has made the graduates from Industrial Technology some of the most sought-after graduates in the state.

Students pursuing a Master of Science in Systems Technology can select from either a 30-hour thesis or 33-hour project option. Both options require completion of a 12-hour core and 12 elective hours. The 30-hour thesis option will be completed with 6 hours of thesis, and the 33-hour project will be completed with 3-6 hours of project courses and additional departmental electives. The proposed program would extend UL Lafayette’s successful Industrial Technology baccalaureate program which produces 70 graduates per year and complement its doctorate in Systems Engineering. A review of five programs offering M.S. degrees in technology, construction management, or technology management were examined to project program enrollment and graduation rates. Enrollment is estimated to commence with 30 students in the program’s inaugural year and grow to approximately 60 students per year by the end of year 5. Completers are estimated at five to seven in year 2 and over twenty by year 5.
Executive Summary
October 22, 2013
Page 2

The need for an advanced online degree in Systems Technology can be linked to projected growth of three sectors of Louisiana’s private industries where technology and engineering technology graduates are traditionally employed: 1) support activities for mining; 2) professional and technical services; and 3) repair and maintenance. These sectors are reported to have a projected employment growth of 12.2%, 26.7%, and 12.2%, respectively, by 2020 according to the Louisiana Workforce Commission. Each of these industry sectors will require individuals with advanced knowledge of systems to lead and manage projects and people within Louisiana.

The proposed M.S. in Systems Technology will be administered through the Department of Industrial Technology housed in the UL Lafayette College of Engineering under the direction of the College of Graduate Studies at UL Lafayette. The proposed program will not affect the present administrative structure of the institution. The University has the necessary infrastructure, library holdings, and technology to support the program. Additional costs to fully implement the program during its first four years are projected to be $354,500, including one additional faculty line. The University projects that this would be offset by over $650,000 in estimated tuition revenue.

Currently there are no universities in Louisiana or in the Gulf South region that offer an M.S. in Systems Technology. As such, the online delivery format proposed for this program will appeal to a wide student and employer base within Louisiana and beyond.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s Proposal for a Master of Science degree program in Systems Technology.
October 2, 2013

Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA  70802

Dear Dr. Woodley:

This is to request approval to offer a new program, the Master of Science Degree in Systems Technology.

Please place this item on the agenda for consideration at the October 2013 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie  
President

Attachments
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM

SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)

Name of Institution Submitting Proposal
University of Louisiana at Lafayette

Specific Degree to be Awarded Upon Completion
Master of Science in Systems Technology

Recommended 2010 CIP Taxonomy
15.0503

Date to be Initiated
Fall 2014 or Spring 2015

Name of Department or Academic Subdivision Responsible for the Program
Department of Industrial Technology

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program
Dr. Shelton Houston, Professor, Department Head

Date Approved by Governing Board

Date Received by Louisiana Board of Regents

Academic Affairs Committee Review

Board Action (Nature of Action)*

Date of Board Action

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
NEW GRADUATE PROGRAM PROPOSAL

TITLE: MASTERS OF SCIENCE IN SYSTEMS TECHNOLOGY

PROPOSER: University of Louisiana at Lafayette

COLLEGE NEW PROGRAM TO BE HOUSED: College of Engineering

HOME DEPARTMENT: Industrial Technology

DATE: September 25, 2013

1. Description

a. Title, degree/certificate level, description, and objectives of the proposed program.

Title: Systems Technology

CIP Code: 15.0503

Degree Requested: Master of Science (M.S.) in Systems Technology

Nature of Program (Description and Objectives):
The University of Louisiana at Lafayette proposes the creation of a Master of Science in Systems Technology. The delivery of this proposed new MS degree will be in an online format to facilitate access to a wide student base within the state of Louisiana and beyond. The intent of Systems Technology education is to equip students with the knowledge base, skill set and cutting-edge tools to develop solutions to complex systems problems in a diversity of industries. It is geared for industrial technologists, engineering technologists, and other professionals engaged in developing systems to meet required specifications. A Systems Technology approach enables individuals to address existing and emerging challenges in many fields of great interest to Louisiana industries including energy conservation management and production, instrumentation calibration, process controls, monitoring systems, test procedures, safety and loss prevention, quality control, process operations, and systems management.

The Systems Technology approach enables broad-based mechanisms that address the analyses of goals and requirements, economic implications, design-life considerations, and the organization of multidisciplinary teams oriented toward solving highly complex problems pertaining to both the economic and technical challenges of a total system. It is an interdisciplinary approach formulated to enable the realization of successful systems. Example systems include coastal ecosystems, water management, new generation natural gas production, digital networks, visualization frameworks, deep-water drilling operations, highway safety systems. CleanTech production facilities, robotics units, refineries, fiber optics networks, aircraft systems, automotive systems, manufacturing, biomass conversion processes, management of utilities during disaster events, chemical production, and power grids.

Another important aspect of the Systems Technology approach is that it addresses issues relating to the complete problem, often viewed as design-life issues, such as system implementation, operation, costs, design life performance, personnel implications, side-stream disposal, and systems cost-benefit.
maturation. Systems Technology integrates the totality of specialty and sub-specialty groups of technology, engineering and engineering technology disciplines into a team whose efforts result in a structured development process that proceeds from concept to production to operation. It incorporates both economic and the technical considerations with the goal of providing a quality product that meets the specifications and user needs.

The degree is designated as an M.S. in Systems Technology rather than an M.S. in Industrial Technology because the name “Systems Technology” reflects the overall direction of the College of Engineering, which offers the PhD in Systems Engineering, to approach solutions from a systematic prospective. The program name is also supported by the Department Industrial Advisory Board which has endorsed the program. (On the other hand, the Department’s decision to retain the name “Industrial Technology” for the undergraduate program is rooted in the regional recognition of the undergraduate program name, e.g. with over 1200 ITEC graduates in the Acadiana region the degree name is well known and well established.

The term "Systems Technology" also reflects the formal definition of Systems Technology outlined by the U.S. Department of Education. That is, the name “Industrial Technology” is considered outdated at the national level. This has been so significant that program accreditation has changed from the National Association of Industrial Technology (NAIT) to Association of Technology, Management, and Applied Engineering (ATMAE). Likewise, in different regions of the country undergraduate programs in Industrial Technology had enrollment declines and have changed their names to better-reflect the current types of technology that are currently in use. Reports from these programs indicate that enrollment has increased by renaming these programs. The formal US Department of Education’s CIP Definition for Systems Technology (CIP 15.0503) is included to provide further definition and clarification of our intended program:

"A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing energy-efficient systems or monitoring energy use. Includes instruction in principles of energy conservation, instrumentation calibration, monitoring systems and test procedures, energy loss inspection procedures, energy conservation techniques, and report preparation.”

Systems Technology is based upon algebraic methods; whereas, engineering is a calculus-based program which focuses on problem solutions and associated designs. Often, the engineer is the project lead in assessing and generating the solutions to complex problems. Engineering education integrates problem identification, design, advanced scientific concepts, project economics, and project management. Technology education is algebra-based and integrates a very different skill set of learned aspects directed toward similar general topical areas which are critical to industry. Technologists generally take part in implementing solutions. Technology integrates process function, design implementation, project scheduling, and operations economics. Fundamentally, engineering education is very different from technology education although they share mutual broad topical areas. A doctor and nurse share similar broad topical educational experiences involving human health; but the level and educational focus are different. The same is true for Engineering Management and Systems Technology.

Additionally, the proposed program is totally based on Systems Science and Engineering methodology which will complement efforts to champion this topic in the Deep South. Systems Science and Engineering is based on a well-defined field of education that is considered a separate field compared to Industrial Engineering and Project Management. We feel that we are developing an innovative, new
graduate program by utilizing technology concepts in line with those offered through Systems Engineering. This growing relationship between Engineering and Technology has made the graduates from Industrial Technology some of the most sought-after graduates in the state. We feel that this graduate offering will have great demand and will result in increased economic development in the state.

b. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships, comprehensive examination, thesis, dissertation, etc.).

Students pursuing a Master of Science in Systems Technology can select from either a 30-hour thesis or 33-hour project option. Both options require completion of a 12-hour core and 12 elective hours. The 30-hour thesis option will be completed with 6 hours of thesis, and the 33-hour project will be completed with 3-6 hours of project courses and additional departmental elective(s). All students must pass a comprehensive oral exam and make a formal presentation of the student's thesis or project. The following courses and rotation schedule are proposed for the Systems Technology curriculum. Topic areas were developed with faculty, industry, alumni and industrial advisory board feedback.

**Proposed Systems Technology (STEC) Courses**

**Core Courses (12 credits required from the group)**

500. System Planning and Control. (3, 0, 3)*. Development of plans for control of natural disasters, environmental disasters, material shortages or other major events. Case studies of real-world industrial and environmental disasters provide the framework for exploring critical human-machine interfaces; technical communications during code red situations; whistleblowers and crisis creation; safety-critical vs. flight-critical vs. mission-critical design; and mishap classes, categories, and costs.

501. Analysis in Systems Technology. (3, 0, 3)*. Principles, tools, methods and techniques employed for effective design and control of industrial projects in technologically-based organizations. Relevant modeling tools are utilized.

502. Total Quality Control. (3, 0, 3)*. Advanced study of total quality principles and techniques with their impact on products and systems in organizations.

503. Research Methods. (3, 0, 3)*. Concepts, principles and techniques used in designing, conducting and analyzing experiments for industrial applications and applied research.

504. Advanced Systems Analysis. (3, 0, 3)*. Practical and applied systems analysis using finite elements, problem solving methodology with detailed case studies and applications.

522. Process Control Systems Technology. (3, 0, 3)*. Control methodologies for complex systems with multi-input multi-output, including soft-computing and fuzzy logic; sensors and transducers. Application development, software and hardware system integration, and advanced instrumentation.

524. Automated Systems Management. (3, 0, 3)*. Systems approach to applications of commercially available automated systems, specifications, maintenance, applications, and safety. Analysis of human factor in automation, an examination of decision-making competencies required using current automated systems. Prerequisite knowledge of analog and digital electronics or permission of instructor.
Electives (12 -18 credits required from the group)

510. Advanced Safety & Reliability. (3, 0, 3)*. Advanced topics that interface with the human user, system reliability, logistic support, system safety, redundancy, maintainability, availability analysis and modeling, life testing, acceleration, parametric and non-parametric models.

511. Entrepreneurship in Systems Technology. (3, 0, 3)*. Leadership, policy and procedures, ethics, incorporation structures, legal issues, business plans, finances, labor issues, bidding and sales strategies for technologically-based organizations.

512. Composite Materials. (3, 0, 3)*. Principles of manufacturing processes of composite materials with emphasis on analysis and design.

513. Statistical Systems Analysis. (3, 0, 3)*. Theory and application of statistical systems design and analysis with practical applications.

514. Alternative Energy Systems Technology. (3, 0, 3)*. Analysis of various energy producing systems. Analyze, design and study impacts of green energy technology on the environment. Impacts of technology on the environment; technological aspects of environmental issues, laws, and regulations. Prerequisite knowledge of analog and digital electronics or permission of instructor.

515. Logistics. (3, 0, 3)*. Analysis of integration of support functions in the development, operations and maintenance of complex systems.

595. Special Topics. (3, 0, 3)*. Content varies. Alternate subtitles will appear on students' transcripts. Restr: Permission of instructor.

597-598. Directed Individual Study. (3, 0, 3)*. Students complete an independent, comprehensive project integrating the functional areas of systems technology. Students will be required to present a seminar outlining the project and submit a detailed technical project report.

Synthesis Experience/Research (3-6 credits required from the group)

594. Project Research. (3-6)*. Credit to be 3 hours unless written justification for varied credits is accepted by the Graduate School. Restr: To be taken by non-thesis option master’s students only. Grades: S, U, W.


NOTE: "*" denotes a new course to be offered

Proposed System Technology (STEC) Course Rotation

<table>
<thead>
<tr>
<th>Academic Year 1</th>
<th>Academic Year 2</th>
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<tbody>
<tr>
<td>Fall 2013</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>STEC Core 1</td>
<td>STEC Core 3</td>
</tr>
<tr>
<td>STEC Elective 1</td>
<td>STEC Elective 3</td>
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</table>

<table>
<thead>
<tr>
<th>Spring 2013</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEC Core 2</td>
<td>STEC Core 4</td>
</tr>
<tr>
<td>STEC Elective 2</td>
<td>STEC Elective 4</td>
</tr>
</tbody>
</table>

Concurrently, for thesis option, a student would be working on thesis research, and for project option, a student would be working on project research and directed individual study.
As evidenced by the proposed core and elective courses, the program is strong and lends itself to students who will pursue both thesis and non-thesis options. Either option will provide a good foundation for students who will enter professional fields or plan to continue their graduate studies. With the rapidly changing topics in technology, a graduate program in this field must be dynamic enough to allow for changes in the subject matter yet the current content must be up to date so its graduates can compete in the job market. The program design allows the content to be dynamic and move with the ever changing of this field.

Course development is ongoing by faculty. However, according to University policy no graduate courses can be approved until a program receives all levels of approval (UL System, LA Board of Regents and SACS). Once all approvals are in place, course submissions will occur using normal administrative channels and will follow the previously proposed course rotation. Courses will be rolled out as students matriculate through the program. The design of the MS curriculum is such that this approach will be easily implemented. Note that UL Lafayette plans to initiate this program without any new funding. This is possible due to several years of planning in terms of faculty hires and re-design of the BS program.

c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

The delivery of this proposed new MS degree will be in an online format to facilitate access to a wide student base within the state of Louisiana and beyond. In accordance with UL Lafayette Distance Learning Policy, all faculty teaching distance learning courses must have completed ULearn Online Faculty Certification. Program faculty are currently engaged in completing such certification. Additionally, new faculty hired in support of the MS Systems Technology program will be strongly encouraged to complete the certification process. Further, as each course is developed and implemented, it will be submitted for online certification which is required under UL Lafayette policy. All online courses go through significant QA/QC to ensure that all online courses meet or exceed expectations and targeted goals.

UL Lafayette is committed to growing online offerings and has expanded the staff in the Office of Distance and Electronic Learning. Instructional designers and a media expert provide ongoing training to faculty. In addition to 24/7 technical support for online students, there has been significant growth in student support services from inquiry to application to admission processes.

The UL Lafayette Department of Industrial Technology is open to cooperative partnerships with other universities that may be interested and are planning to offer complementary programs; however at this time, the proposed degree is a stand-alone program.

d. Furnish documentation of the approval of the proposed program by the institution’s Governing Board.

The Board of Supervisors of the University of Louisiana System approved the Letter of Intent on April 24, 2012.
2. Need

a. Describe how the proposed program fits within the institution’s existing role, scope and mission.

The proposed degree is aligned with university priorities as stated in the mission and vision statements that advocate a commitment to graduate education; particularly, those that will be a driver toward increased economic development within the state. Further, UL Lafayette’s ability to offer this degree program will directly contribute to the accomplishment of several of the institution’s objectives articulated in its 2009-2014 Strategic Plan related to (a) increasing the number of graduates in high-demand professions, (b) growing select graduate programs that will be unique and result in significant in-state employment opportunities in the Emerging Industry Sectors for Louisiana, as recently identified by the Louisiana Department of Economic Development, and (c) increase high-quality online offerings when programs have broad-based geographic appeal.

b. Has the proposed program, or a similar one, been offered at the institution previously? (If yes, give reasons for the termination of the earlier program.)

No – this is a first-time offering.

c. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

There are currently no universities in the State of Louisiana or in the Gulf South region that offer an MS in Systems Technology. A thorough review of programs that offer some similar program aspects was performed and the results shown below. It is noteworthy to mention that after this review, UL Lafayette was even more excited about the potential and value of this program and how it can better position Louisiana for offering a stronger workforce to current and/or potential new industries.

Five Year Enrollment & Graduation Rates for Selected Peer or Peer Plus Programs with similar Masters Degree Programs in neighboring states

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</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Houston</td>
<td>Const. Mgmt.</td>
<td>Online &amp; In Person</td>
<td>15</td>
<td>5</td>
<td>21</td>
<td>7</td>
<td>30</td>
<td>9</td>
<td>46</td>
<td>8</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>Ind. Dist.</td>
<td>Online</td>
<td>21</td>
<td>17</td>
<td>18</td>
<td>12</td>
<td>17</td>
<td>13</td>
<td>25</td>
<td>8</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>Southern Miss Univ.</td>
<td>Const. Mgmt.</td>
<td>In Person</td>
<td>31</td>
<td>18</td>
<td>39</td>
<td>10</td>
<td>20</td>
<td>8</td>
<td>19</td>
<td>11</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>Univ. of Central Missouri</td>
<td>Ind. Mgmt.</td>
<td>Online</td>
<td>53</td>
<td>24</td>
<td>55</td>
<td>10</td>
<td>59</td>
<td>10</td>
<td>61</td>
<td>13</td>
<td>69</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Ind. Tech.</td>
<td>In Person</td>
<td>30</td>
<td>8</td>
<td>28</td>
<td>8</td>
<td>28</td>
<td>2</td>
<td>26</td>
<td>9</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Missouri State Univ.</td>
<td>Ind. Mgmt.</td>
<td>In Person</td>
<td>28</td>
<td>5</td>
<td>30</td>
<td>9</td>
<td>33</td>
<td>4</td>
<td>24</td>
<td>7</td>
<td>61</td>
<td>18</td>
</tr>
</tbody>
</table>
d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

There are currently no universities in the State of Louisiana or in the Gulf South region that offer an MS in Systems Technology.

A review of engineering management programs at other Louisiana institutions identified courses with a similar name or content; but, the proposed courses are considered different based upon a review of admission and program prerequisite requirements at other Louisiana institutions. The proposed graduate courses in Systems Technology at the University of Louisiana at Lafayette and the existing MS in Engineering Management offered at LA Tech and UNO are in some cases similar in terms of topic title and general content, but have significantly different prerequisite requirements and course content (depth and focus). As stated in the General Response Section above, none of the proposed graduate courses will require mathematics beyond a survey of undergraduate Calculus (MATH 250) or Algebra-based Physics (PHYS 207). This is consistent with the requirements of a BS in Industrial Technology.

From a review of the UNO College of Engineering graduate admissions website, individuals should "possess an undergraduate degree in engineering. Students without an engineering degree must complete a core foundation of general engineering studies and all prerequisites to these courses, or pass equivalent credit examinations. (Read more about these courses by going to the web site of the UNO College of Engineering under the heading, "Applicants Without An Undergraduate Degree in Engineering"). For non-engineering applicants, a minimum of 48 hours of prerequisite coursework would be required for admission.

**NON-ENGINEERING COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2111</td>
<td>CALCULUS WITH ANALYTICAL GEOMETRY</td>
<td>10 CR</td>
</tr>
<tr>
<td>MATH 2115</td>
<td>CALCULUS OF SEVERAL VARIABLES</td>
<td>3 CR</td>
</tr>
<tr>
<td>MATH 2221</td>
<td>ELEMENTARY DIFFERENTIAL EQUATIONS</td>
<td>3 CR</td>
</tr>
<tr>
<td>MATH 2314</td>
<td>ELEMENTARY STATISTICAL METHODS</td>
<td>3 CR</td>
</tr>
<tr>
<td>PHYS 1061, 1063</td>
<td>PHYSICS FOR SCIENCE AND ENGINEERING</td>
<td>4 CR</td>
</tr>
<tr>
<td>PHYS 1062, 1065</td>
<td>PHYSICS FOR SCIENCE AND ENGINEERING</td>
<td>4 CR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27 CR</td>
</tr>
</tbody>
</table>

**FOUNDATION COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCE 2350</td>
<td>STATICS</td>
<td>3 CR</td>
</tr>
<tr>
<td>ENCE 2351</td>
<td>MECHANICS OF MATERIALS</td>
<td>3 CR</td>
</tr>
<tr>
<td>ENME 2750</td>
<td>DYNAMICS</td>
<td>3 CR</td>
</tr>
<tr>
<td>ENME 3020</td>
<td>ENGINEERING ANALYSIS</td>
<td>3 CR</td>
</tr>
<tr>
<td>EMME 3720</td>
<td>FLUID MECHANICS</td>
<td>3 CR</td>
</tr>
<tr>
<td>ENME 3770</td>
<td>ENGINEERING THERMODYNAMICS</td>
<td>3 CR</td>
</tr>
<tr>
<td>ENME 3771</td>
<td>HEAT TRANSFER</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 CR</td>
</tr>
</tbody>
</table>

Based on the amount of prerequisite coursework required for admission to the UNO Engineering Management program, it would be very unlikely that an Engineering Technology or Industrial Technology graduate would consider applying to this program. Additionally, the amount of time to become "leveled" would very likely render the option of going from technology into a graduate engineering program as too time costly. The technology student is far better served going into a MS in technology (Systems
Technology is a solid option with great opportunities that is also very well aligned with skillsets the technology student gains from their BS degree programs). Additionally, with the emergence of Systems Science and Engineering and associated problem solving optimization methods, this new proposed degree will finally better align the technology field with these new developments.

From page 148 of the LA Tech 2011-12 University Catalog, "Two concentrations are available in the curriculum: Engineering Management, and Management of Technology. A Bachelor's degree in an engineering or science discipline is the minimum qualification for admission for the former. The second concentration is less restrictive but the core courses will cover introductions to essential aspects of modern technologies, such as Microsystems, Nanotechnology, and Biotechnology." The former statement clearly eliminates the Engineering Management concentration at LA Tech for any engineering technology or technology graduate. While specific admissions requirements are not clearly defined for a non-engineering graduate, email correspondence with LA Tech administration indicated that an individual would need to send transcripts, letters of recommendation, GRE scores and make formal application to the program to determine if admission was possible.

Further, review of each program identifies that the focus of the Management of Technology concentration at LA Tech and the MS in Systems Technology proposed by UL Lafayette is different. The LA Tech program is focused on Management of Technology with the essential aspects of technologies such as Microsystems, Nanotechnology, and Biotechnology. The proposed UL Lafayette MS in Systems Technology will enable individuals to address existing and emerging challenges in energy conservation techniques, energy loss inspection procedures, instrumentation calibration, process control, monitoring systems, test procedures, safety and loss prevention, quality control, and systems management. UL Lafayette respectfully believes that there is no overlap. Instead, there is a complementary aspect to the different degree programs which supports their respective service regions.

**e. If a graduate program is requested, indicate:**

i. **State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.**

UL Lafayette has never had a Systems Technology MS program. There are currently no universities in the State of Louisiana or in the Gulf South region that offer an MS in Systems Technology. Research indicates that a “MS Systems Technology” degree is found only at the Naval Post Graduate School. The online delivery format proposed for this program will, as a result, satisfy global student demand, as well as meet the labor force needs of state employers. Results of UL Lafayette exit surveys of graduating seniors indicate that students completing the BS program in Industrial Technology were offered more job positions upon graduation than any other degree program at the University. Hence, given the online format and great need for more technologists in the regional labor force, the University expects this proposed degree program will be highly valued by both students and employers.

The need for an advanced online degree in systems technology can be linked to projected growth of three sectors of Louisiana's private industries where technology and engineering technology graduates are traditionally employed: 1) support activities for mining (petroleum - inclusive of natural gas and oil), 2) professional and technical services, and 3) repair and maintenance. These sectors are reported to have a projected employment growth of 12.2%, 26.7%, and 12.2%, respectively, by 2020 according to the Louisiana Workforce Commission. Public sector
employment is another area where technology and engineering graduates are employed and projected to have increased needs by 2020. Each of these industry sectors will require individuals with advanced knowledge of systems to lead and manage projects and people within the state of Louisiana. Table 1 provides a snapshot of these industry sectors with projected growth through 2020.

**Table 1 - Summary of 2010-2020 Projected Employment by Industry in State of Louisiana**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Support activities for mining</td>
<td>213</td>
<td>39,547</td>
<td>47,652</td>
<td>8,105</td>
<td>12.2</td>
</tr>
<tr>
<td>Professional and technical services</td>
<td>541</td>
<td>79,630</td>
<td>100,929</td>
<td>21,299</td>
<td>26.7</td>
</tr>
<tr>
<td>Repair &amp; maintenance</td>
<td>811</td>
<td>19,406</td>
<td>21,771</td>
<td>2,365</td>
<td>12.2</td>
</tr>
<tr>
<td>Federal Government, Excluding Postal Service</td>
<td></td>
<td>20,863</td>
<td>20,715</td>
<td>-148</td>
<td>-0.7</td>
</tr>
<tr>
<td>State Government, Excluding Education &amp; Hospitals</td>
<td>45,255</td>
<td>46,496</td>
<td>1,241</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>Local Government, Excluding Education &amp; Hospitals</td>
<td>87,861</td>
<td>94,425</td>
<td>6,564</td>
<td>7.5</td>
<td></td>
</tr>
</tbody>
</table>

*From Louisiana Workforce Commission 2010-2020 Projected Employment*

Systems Engineering was considered by Money Magazine as its overall best career option of all career options available. The demand for Industrial Technologists within industry is outpacing those in engineering (and engineers are in very high demand). It is strongly believed that this new offering will also follow that trend.

Traditionally, Industrial Technology education has been oriented toward manufacturing. Albeit, graduates of these programs continue to find excellent pay and multiple offerings, UL Lafayette several years ago drifted away from a direct education in manufacturing within their program to focus on a more comprehensive technology program that integrates the complete technology field – in other words, the complete system. This direction has positioned the UL Lafayette Industrial Technology BS graduate as a high demand product (both regionally and nationally).

BS graduates at UL Lafayette in Industrial Technology have the highest job offer rates of any BS/BA degree program offered at UL Lafayette (based on a 2011 review of student employment data by UL Lafayette). In fact, the Dean of the College of Engineering at UL Lafayette reports that one of the most often cited complaints by industries in the Lafayette area is the lack of Industrial Technology graduates. UT Tyler reports that over 90% of their Technology graduates find jobs immediately after graduation. These data are in line with data reviewed at other universities and at UL Lafayette.

The industrial advisory board for the UL Lafayette Industrial Technology department considers the lack of a graduate degree offering in Industrial Technology – particularly in Systems – a top concern by their group. In fact, the initiation of this new degree program is very much a response to industry demands.

Recently, UL Lafayette held an Industry Summit on the direction its Industrial Technology program should take toward addressing industry needs. The information gathered, coupled with employment data collected from UL Lafayette Career Services, indicates that our Industrial Technology graduates are employed in the mining sector (oil and gas), manufacturing, IT, industry
operations management (fleet, food services, etc.), and sensor technology sales and maintenance (mainly industrial and medical). Upon review of the attached Louisiana Workforce Commission reports (Appendix A & B) all of these are areas of strong growth and will have great need for technology graduates. Industry representatives at the Summit also noted that a higher level of education is badly needed for the technology graduates – hence, the initiation of the proposed program.

A review of the recent article by USA Today/Money Magazine on future industrial growth within the US shows that Louisiana is one of only a few states that will experience growth above 2% - and almost all of Louisiana’s predicted growth is in sectors currently employing Industrial Technology graduates.

The proposed degree program was designed in response to an expressed need from a broad range of regional industries including energy, manufacturing, chemical production, construction and maintenance services. Recent discussions with LED, industry groups, and the Workforce Commission support the need for this program. Currently, there are very limited advanced education opportunities for ITEC and ETEC graduates within South Louisiana. It is expected that starting salaries will exceed the current ITEC starting salaries in the $62K range by at least 10% - which is what is typically observed with engineering graduate degrees. A review of the recent forecasting by the LA Workforce Commission indicates that most of the targeted job sectors for the proposed MS program are 5-star and 4-star job needs categories (their first and second highest ratings). Clearly, the demand is there, especially for a program delivered online. This field is one that the state should grow as a means of increasing economic development – particularly with recruiting new companies into the state.

The most recent 2011 ITEC Alumni Survey indicated that 46% of respondents had never changed jobs and another 21% had changed jobs once since graduation. However, should program students need career planning or placement assistance, both students and alumni have unlimited and round-the-clock access to our comprehensive portfolio of opportunities and resources through UL Lafayette Career Services. In addition, each student will have an individual point of contact (a faculty member) who will assist them with both academic and career advising issues. Finally, Institutional Planning shares with departments occupational forecasting and career planning data on a regular basis to optimize the professional returns realized by graduates.

**ii. Are there possibilities for cooperative programs?**

The UL Lafayette Department of Industrial Technology is open to cooperative partnerships with other universities that may be interested; however at this time, the proposed degree is a stand-alone program.

**f. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?**

This proposed new MS program does not directly replace an existing program.
g. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents' Master Plan for Public Postsecondary Education in Louisiana: 2011.

UL Lafayette’s ability to offer this degree program will directly contribute to the accomplishment of several of the institution’s objectives articulated in its 2009-2014 Strategic Plan related to increasing the number of graduates in high-demand professions, growing select graduate programs that will be unique and result in significant in-state employment opportunities in Blue Ocean industries, and increase high-quality online offerings when programs have broad-based geographic appeal. It is also aligned with the “Master Plan for Public Postsecondary Education in Louisiana: 2011” OBJECTIVE 1-6 | INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS). The narrative accompanying this objective indicates that “there is a large unmet need for adult postsecondary education efforts that target . . . . adults with a college degree who need additional credentials, coursework, or skills for career advancement.”

It is also aligned with Objective 1-7| Develop a skilled workforce to support an expanding economy. While there is much emphasis in other parts of the Plan on converting high school graduates to college graduates and attracting those adults who have had little or no prior postsecondary education, the narrative supporting this objective makes it clear that “building and sustaining a 21st century economy for Louisiana requires continuing workforce development at all levels, from adult basic education to advanced graduate and professional training.”

Table 2 provides employment projections at the regional level, a critical consideration in advancing programs at UL Lafayette. In the Lafayette - Acadia region, in all targeted industry sectors except the federal government, growth percentages are higher than state averages. Additionally, other industry sectors in construction, manufacturing, and transportation/warehousing report projected increases that are not reflected at the state level but which are relevant for graduates with a MS in Systems Technology.

Systems Science and Engineering are considered two of the fastest growing occupational fields in the region and in the US. In 2009, Money magazine selected Systems Engineering as the No. 1 Career Field to Enter. The proposed program will also complement the recently approved Ph.D. in Systems Engineering through the creation of a Systems-oriented labor force with multiple levels of credentialing. With the proposed online format for the MS in Systems Technology, the program will support the state’s adult working population seeking an advanced degree, but who cannot participate in a traditional graduate program.

Table 2 - Summary of 2010-2020 Projected Employment by Industry Sector in Regional Labor Market Area (RMLA) 4: Lafayette - Acadia

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<tbody>
<tr>
<td>Support activities for mining</td>
<td>213</td>
<td>19,948</td>
<td>25,576</td>
<td>5,137</td>
<td>25.8</td>
</tr>
<tr>
<td>Professional and technical services</td>
<td>541</td>
<td>10,476</td>
<td>13,011</td>
<td>2,535</td>
<td>24.2</td>
</tr>
<tr>
<td>Repair &amp; maintenance</td>
<td>811</td>
<td>3,165</td>
<td>3,337</td>
<td>172</td>
<td>5.4</td>
</tr>
<tr>
<td>Federal Government, Excluding Postal Service</td>
<td>1,058</td>
<td>1,041</td>
<td>-17</td>
<td>-1.6</td>
<td></td>
</tr>
<tr>
<td>State Government, Excluding Education &amp; Hospitals</td>
<td>2,736</td>
<td>3,021</td>
<td>285</td>
<td>10.4</td>
<td></td>
</tr>
<tr>
<td>Local Government, Excluding Education &amp; Hospitals</td>
<td>12,366</td>
<td>13,442</td>
<td>1,076</td>
<td>8.7</td>
<td></td>
</tr>
</tbody>
</table>

*From Louisiana Workforce Commission 2010-2020 Projected Employment
3. Students

a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

The University offers an undergraduate program in Industrial Technology which enrolls more than 400 students and has more than 70 graduates each year. Since 1986, there have been 1,351 graduates from the Industrial Technology undergraduate program, with approximately 70 percent still residing in Louisiana. Although former and graduating students continuously express interest in advancing their education within the discipline at UL Lafayette, there is currently no program in the state of Louisiana to meet their educational needs.

Louisiana Board of Regents data confirms an increasing population of baccalaureate degree technologists and engineering technologists that do not have viable access to an advanced degree program in the state or elsewhere. Table 3 depicts Louisiana baccalaureate degrees in technology and engineering technology with a five year average of over 300 graduates per year.

| Table 3 - Five Year BOR B.S. Degree Completers for CIP 15 - Engineering Technologies |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| TOTAL                      | 296             | 333             | 337             | 320             | 268             |

Table 4 reports interest in an advanced degree for UL Lafayette technology graduates using program graduate exit surveys; with an average of over 30 percent of each year’s graduates indicating an interest in an advanced degree.

| Table 4 - Five Year Interest in an Advanced Degree by UL Lafayette Technology Graduates |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| YEAR                       | 2008            | 2009            | 2010            | 2011            | 2012            |
| PERCENTAGE                  | 42%             | 25%             | 57%             | 21%             | 33%             |

A review of five peer or peer-plus programs offering MS degrees in technology, construction management or technology management were examined to project program enrollment and graduation rates for the MS in Systems Technology. Table 5 provides a five year review of each program. Because of its unique structure and design, coupled with its online delivery format that enables full-time employment while pursuing the degree, it is our belief that UL Lafayette’s proposed program will be more viable and appealing to both students and employers than traditional in-person graduate programs. Table 6 shows projected five year program enrollment and graduation rates for the proposed MS in Systems Technology at UL Lafayette.
Table 5. Five Year Enrollment and Graduation Rates for Selected Peer or Peer Plus Programs with similar Masters Degree Programs

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Houston</td>
<td>Const. Mgmt.</td>
<td>Online &amp; In Person</td>
<td>15</td>
<td>5</td>
<td>21</td>
<td>7</td>
<td>30</td>
<td>9</td>
<td>46</td>
<td>8</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>Ind. Dist.</td>
<td>Online</td>
<td>21</td>
<td>17</td>
<td>18</td>
<td>12</td>
<td>17</td>
<td>13</td>
<td>25</td>
<td>8</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>Southern Miss Univ.</td>
<td>Const. Mgmt.</td>
<td>In Person</td>
<td>31</td>
<td>18</td>
<td>39</td>
<td>10</td>
<td>20</td>
<td>8</td>
<td>19</td>
<td>11</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>Univ. of Central Missouri</td>
<td>Ind. Mgmt.</td>
<td>Online</td>
<td>53</td>
<td>24</td>
<td>55</td>
<td>10</td>
<td>59</td>
<td>10</td>
<td>61</td>
<td>13</td>
<td>69</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Ind. Tech.</td>
<td>In Person</td>
<td>30</td>
<td>8</td>
<td>28</td>
<td>8</td>
<td>28</td>
<td>2</td>
<td>26</td>
<td>9</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Missouri State Univ.</td>
<td>Ind. Mgmt.</td>
<td>In Person</td>
<td>28</td>
<td>5</td>
<td>30</td>
<td>9</td>
<td>33</td>
<td>4</td>
<td>24</td>
<td>7</td>
<td>61</td>
<td>18</td>
</tr>
</tbody>
</table>

Table 6. Projected Five Year Enrollment and Graduation Rate for MS Systems Technology

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Enrollment</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>≥ 60</td>
</tr>
<tr>
<td>Projected Graduates</td>
<td>0</td>
<td>5-7</td>
<td>10-15</td>
<td>15-20</td>
<td>20+</td>
</tr>
</tbody>
</table>

b. Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.

The University offers an undergraduate program in Industrial Technology which enrolls more than 400 students and produces approximately 70 graduates each year. The BS program at UL Lafayette has grown from 244 in 2006 to 415 in 2013 – representing over 70% growth over 7 years! Since 1986, there have been 1,351 graduates from the Industrial Technology undergraduate program, with approximately 70 percent still residing in Louisiana. Although former and graduating students continuously express interest in advancing their education within the discipline at UL Lafayette, there is currently no program in the state of Louisiana to meet their educational needs.

With the online format for the proposed MS program, it is not unreasonable for the program to have more than a regional appeal and thus tap into a national/international market of technology and engineering technology graduates. The number of these graduates was reported by the (ASEE) Colleges of Engineering Database review in 2009-2010 to be over 5,800. Additionally, the same report yielded over 25,000 students pursuing an engineering technology bachelor’s degree during the same period.

The proposed program is considered a very good fit for Engineering Technology graduates. The content and level of delivery of Engineering Technology (ET) programs is very similar to Industrial Technology (ITEC). The primary difference in the two fields of study is that undergraduate ET programs tend to be more discipline specific, whereas, ITEC covers a wider and broader range of topics. An example would be Electrical Engineering Technology which has many courses in electrical topics related to applied design of circuits, communications, electrical power, etc. while Industrial Technology would have an overview of electrical topics, safety, graphics, CAD, manufacturing, construction, business, etc. Both fields would benefit from advanced topics in technology and coverage of operations of systems for the energy industry sector.
Program marketing will be ongoing to sustain the program. Therefore, almost immediately upon approval of the program by the two governing boards for UL Lafayette, a comprehensive multi-media marketing effort will be initiated.

Activities include
1) strong participation in professional society meetings to highlight UL Lafayette's program to potential employers and students;
2) periodic meetings with numerous regional industries to ensure that their needs are being addressed by the program and to verify that their current staffing is aware of the program;
3) collaboration with other US colleges and universities offering undergraduate technology degrees;
4) formation of a program advisory board;
5) publishing of scholastic products in journals and industry trade magazines;
6) collaboration with international universities;
7) meetings with government agencies such as DoD and NASA to set-up potential training opportunities for their staff;
8) recruiting at regional jobs placement events at regional universities;
9) recruiting at the ATMAE National Meeting,
10) promotion by UL Lafayette Communications and Marketing social media, and
11) participation by the new College of Engineering Outreach Coordinator.

Most of these activities are already in place for the current engineering programs at UL Lafayette. The results of these efforts have been dramatic, with the College of Engineering experiencing a more than 30% increase in undergraduate student populations along with an increase in the number of companies recruiting UL Lafayette engineering and industrial technology graduates. Hence, this marketing initiative is viewed as having great potential to facilitate the program meeting its full potential.

c. What preparation will be necessary for student to enter the program?

Students will need to be admitted to the Graduate School.

Admission to the Master of Science in Systems Technology will be based on assessment of the applicant's score on the Graduate Record Examination, the undergraduate academic record, and letters of recommendation from undergraduate professors or from employers. International students are required to take the Test of English as a Foreign Language and receive a score which is acceptable to the graduate school.

d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.

A closely related program is not offered at UL Lafayette.

e. If a graduate program is requested, indicate sources of financial support for students.

Because of the online format of the proposed program, most students are expected to be part-time working professionals who do not qualify for traditional financial assistance. Financial support is expected to be provided by regional companies who historically support employee education through direct reimbursement to the individual student. The faculty in the Department of Industrial Technology will seek
funding from appropriate avenues within the local, national and professional community to support any full-time students enrolled in the program. Additional funding for full-time students will also be pursued from state/federal funding agencies, private funds and private foundations. The Department of Industrial Technology has been successful in earning grants from these funding sources over the years.

4. Faculty

*a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank</th>
<th>Degrees and Institutions Granting</th>
<th>Present Credits</th>
<th>Contact Hours Fall 2013</th>
<th>SCHs produced</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherif Aissi</td>
<td>January, 1996</td>
<td>Professor of Industrial Technology</td>
<td>D.Sc., Electrical Engineering, George Washington University, 1988</td>
<td>12</td>
<td>16</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Ahmed Khattab</td>
<td>January, 2007</td>
<td>Assistant Professor of Industrial Technology</td>
<td>Ph.D., Mechanical Engineering, University of Missouri Columbia, 2005</td>
<td>9</td>
<td>11</td>
<td>156</td>
<td>Externally-funded Research</td>
</tr>
<tr>
<td>Shelton Houston</td>
<td>July, 2007</td>
<td>Professor of Industrial Technology</td>
<td>Ph.D., Higher Education, University of Mississippi, 1988</td>
<td>6</td>
<td>8</td>
<td>246</td>
<td>Department Head</td>
</tr>
<tr>
<td>G.H. Massilha</td>
<td>January, 1996</td>
<td>Professor of Industrial Technology</td>
<td>Ph.D., Electrical Engineering, University of South Florida, 1991</td>
<td>9</td>
<td>12</td>
<td>207</td>
<td>Externally-funded Research</td>
</tr>
<tr>
<td>William E. Mueller</td>
<td>August, 1990</td>
<td>Associate Professor of Industrial Technology</td>
<td>M.B.A., Finance, Eastern William Cary University, 2000</td>
<td>12</td>
<td>12</td>
<td>447</td>
<td></td>
</tr>
<tr>
<td>Harvey Ozbirn</td>
<td>August, 2007</td>
<td>Instructor of Industrial Technology</td>
<td>MS, Engineering and Technology Management, University of Louisiana at Lafayette, 2004</td>
<td>12</td>
<td>15</td>
<td>249</td>
<td>College of Engineering IT System Administrator</td>
</tr>
<tr>
<td>Kristian Magar</td>
<td>N/A</td>
<td>Adjunct Professor</td>
<td>Ph.D., Industrial Engineering, University of Houston, 2009</td>
<td></td>
<td></td>
<td></td>
<td>District Manager at Cameron International</td>
</tr>
</tbody>
</table>
b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

Classes taught by full time faculty in the Department of Industrial Technology at UL Lafayette averaged approximately 40 students per class over the past academic year (range was 10 to 91). The ratio is one full time faculty member for every 108.5 Industrial Technology undergraduate students taught in Fall 2013. There were 8 FTfs teaching Industrial Technology courses during the semester cited.

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

The addition of a Master of Science degree program will certainly impact all future hiring decisions within the department. To start the program, adjuncts will be utilized to replace full-time faculty currently teaching in the undergraduate program. The proposed course rotation allows for 2 adjuncts each semester to allow full-time faculty to be released from their undergraduate teaching assignment to teach courses in the graduate rotation schedule. Note that one additional ITEC faculty member will be hired by Fall 2014. Additionally, once enrollment reaches sufficient size, one additional faculty line will be added to support the graduate program.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

An unusual outlay of additional funds is not anticipated. Existing faculty lines that need to be filled due to retirements will be based on program needs and salaries will be commensurate with experience and expertise. Once graduate program enrollment reaches sufficient size, one additional faculty line will be added to support the graduate program.

e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

The Industrial Technology graduate faculty are currently involved in research projects in their areas of specialty, many of whom utilize undergraduate students to collect and record data. In addition, Industrial Technology faculty collaborate with other faculty at UL Lafayette on various projects. Industrial Technology faculty will continue to expand their research efforts as they acquire graduate students in the M.S. degree program. Some of the graduate faculty receive a 3 hour release for research and teach 9 hours per semester. Please see abridged faculty vitae in Appendix E for a more complete accounting of faculty research productivity.
f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)

A complete list of faculty publications can be found in the abridged faculty vitae in Appendix E. All Industrial Technology faculty listed in the proposal for the proposed M.S. in Systems Technology are highly qualified to direct thesis level research for students who choose the thesis option. The Department of Industrial Technology currently has four faculty with a doctoral degree and two are endowed professors. All faculty are on the graduate faculty and regularly publish in international and national blind, peer reviewed journals relevant to the proposed degree. In addition, they have conducted peer reviewed international and national presentations and have published research abstracts in nationally recognized journals and proceedings. All have been successfully involved in both internal and external grant writing.

Cherif Aissi, D. Sc., Professor of Industrial Technology, started at the university in 1996. His research interests are in the areas of electronics, electronics laboratory, digital systems, microprocessors, introduction to technology, and computer networking. Dr. Aissi’s current research interests are in VLSI, analysis of nonlinear systems and design of chaotic circuits and their applications. Dr. Aissi was a recipient of the SLEMCO Endowed Professor of Engineering from 1999-2005. Dr. Aissi previously taught in electrical engineering at Howard University and has over five years industrial experience as a research scientist.

Shelton Houston, Ph.D., Professor of Industrial Technology, started at the university in 2007, serves as Department Head of the Department of Industrial Technology, and has over 30 years experience in engineering technology education. Prior to joining UL Lafayette, Dr. Houston served for 27 years in the programs of Information Technology, Electronics Engineering Technology and Computer Engineering Technology at the University of Southern Mississippi (USM). He has an excellent grant and publication record; has directed, co-directed or served on over 50 master and doctoral committees while at USM.

Ahmed Khattab, Ph.D., Assistant Professor of Industrial Technology, started at UL Lafayette in 2007. Dr. Khattab was awarded the Lee and Ken Matherne/BORSF Professorship in Engineering in 2010. In 2012, he was the recipient of the Outstanding Teacher of the Year Award, College of Engineering, UL Lafayette. Dr. Khattab has established, and is the director of the Laboratory for Composite Materials (LCM) at UL Lafayette. Dr. Khattab has been involved for the last 20 years in Teaching, Research and Development (R&D). During which he worked on design and construction of prototypes for automated machines using reverse engineering. He has research interests in analytical and experimental development of new processes for polymer composite materials for Aerospace and Automotive applications, as well as, processing and characterization of nanoparticles reinforced polymer composites. Dr. Khattab’s research addresses a major thrust in materials research as well as a critical need in manufacturing of high-temperature polymer composites. His research focuses on understanding the fundamental knowledge of the processing-structure-performance relationships of composite materials which is required in order to tailor material properties to meet the needs of a specific application.

G.H. Massiha, Ph.D., Professor of Industrial Technology, started at UL Lafayette in 1996. Dr. Massiha has more than twenty years of full-time university teaching and research experience plus
two years of junior college teaching experience. He has more than twenty five years of research background in experimental and theoretical electronics controls, microelectronics, VLSI, condensed matter physics, and solar energy research, with emphasis on the engineering reliability and characterization of thin metal films and IC devices. Dr. Massiha has extended experience in establishing and improving teaching and research laboratories, supervising student research projects, and teaching various undergraduate and graduate engineering and physics lectures and laboratories. He was principal investigator of several projects in electrical noise, robotics, and energy efficient residential construction practices.

Other individuals who will teach in the graduate program:

Kristian Magar, Ph.D.: Dr. Magar is a District 2 Manager with Cameron International. He received his Ph.D. in 2009 in Industrial Engineering from the University of Houston. Dr. Magar also has a M.S. in Engineering and Technology Management from UL Lafayette. Dr. Magar has been at Cameron International since 1998 and has served in several positions which will directly support the proposed M.S. in Systems Technology. Dr. Magar has been an adjunct professor for the Department of Industrial Technology and is currently teaching a graduate course in project management for the College of Engineering at UL Lafayette.

**ii. For proposed new faculty, qualifications and/or strengths needed.**

A Ph.D. in a technology or engineering discipline or a related field will be the academic qualifications for the proposed new hire. Individuals with industrial experience, logistics, entrepreneurship, safety, reliability and system planning will be recruited.

5. Library and Other Special Resources

**a. Are present library holdings in related fields adequate to initiate the proposed program?**

**Library Resources:** The library at UL Lafayette represents a strong university-grade library highly capable of supporting the activities of a comprehensive research university, inclusive of the proposed program. The library has over 1 million bound volumes, over 2 million microform units, and over 6,000 subscription journals. The UL Lafayette library collects numerous print and non-print informational and cultural items which add to the research and educational support capacity of the library. Book collections in germane areas for Systems Engineering include 31,837 engineering books, 54,671 biology, chemistry, physics, and computer science books, and 71,479 business development books. The facilities within the library include numerous high-volume student computing stations, networked systems, and various meeting support areas. Most of its collection and holdings are accessible on-line. Additionally, education support facilities and equipment are available within the Instructional Materials Center. A highly trained and professional staff is maintained to ensure that the needs of the institution and region are more than fully met.

The UL Lafayette library is a member of Southeastern Library Network (SOLINET) which further entrenches its ability to support high-level academic endeavors. The library is a member of the regional library organization, Lyrisis, which provides nationwide networked cataloging and other professional services. Additionally, the library subscribes to several electronic databases via the internet including Web of Science, Engineering Village, and Scifinder Scholar.
Other Informational Resources: Several informational resources are already in-place at UL Lafayette to support the proposed program. The faculty has access to several RFP informational computer programs, such a monthly newsletter released by the UL Lafayette Research Office and Grants.gov, that allow UL Lafayette faculty to continue to grow their R&D programs. Departments within the college have numerous work stations to fully support the computational needs of faculty and the required bandwidth for online delivery of the program. The College of Engineering has its own IT Coordinator who oversees the IT support framework for the college, while the university maintains a highly trained staff to provide this level of support to the entire university. In closing, the facilities are in-place to support the new proposed program and are more than adequate to accomplish this goal. Hence, no new expenditures for IT-related resources are requested for initiation of the proposed program.

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

No, the holdings will not need to be expanded in the first five years.

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?

The UL Library is a member of the statewide Louisiana Academic Library Information Network Consortium (LALINC) of public and private university and college libraries. LALINC members, thirty-six in number, have reciprocal borrowing privileges. The Libraries are members of the OCLC Interlibrary Loan Service (ILL), which enables us to borrow and lend library materials through OCLC’s electronic network of 6,700 libraries. Additionally, the Library subscribes to various electronic delivery services that provide access to a multitude of other titles in all disciplines.

d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

Total annual library expenditures over the past two years at the UL Lafayette in support of engineering and other related areas exceed $500K per year. This places these annual investments on par with the libraries at peer institutions offering multiple engineering programs. Additionally, the library already supports numerous highly related Ph.D. programs at UL Lafayette, such as computer engineering, systems engineering, mathematics, and biology.

e. Project library expenditures needed for the first five years of the proposed program.

The current facilities of the UL Lafayette library are more than adequate to support the proposed program without the need for special expansion of resources to support the proposed program. Hence, no additional funds are requested for supporting the library needs associated with the proposed degree program.

f. What additional special resources, other than library holdings, will be needed?

None at this time.
g. If a graduate program is requested, indicate:

i. Special library resources needed to offer a program of quality.

As indicated in section 5b, the library holdings at this time are sufficient to begin the program.

ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

While there are no specific institutions that offer the proposed MS in Systems Technology, there are graduate programs that have similar content areas at other Louisiana institutions. These Louisiana institutions have supporting capabilities to compliment the UL Lafayette library with additional, complimentary resources (such as LSU-BR, LaTech, and UNO). A formal and active exchange program has been in place for some time between the libraries at these institutions and others in Louisiana.

6. Facilities and Equipment

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

Current facilities are viable because of the online format of the proposed program. Full-time students seeking research experiences will be able to participate in several different laboratory venues due to the shared research facilities in the College of Engineering and across the university. Examples include:

- Bioprocessing Research Laboratory
- Center for Analysis of Spatial and Temporal Systems
- Center for Louisiana Inland Water Studies
- Center for Telecommunications Studies
- Center for Structural and Functional Materials
- Corrosion Research Center
- Environmental Engineering Laboratory
- Cleco Alternative Energy Facility (Crowley, LA)
- Industrial Assessment Center

An additional key point with regard to available facilities is the many university-level research centers and institutes where the faculty of the UL Lafayette College of Engineering is highly active via roles as formal affiliates and/or collaborators. Examples include:

- Center for Business and Information Technology
- Center for Ecology and Environmental Technology
- Energy Institute
- Institute for Coastal Ecology and Engineering
- Louisiana Accelerator Center
- Louisiana Immersive Technologies Enterprise
- Manufacturing Extension Partnership of Louisiana
- National Incident Management System and Advanced Technologies Institute
- New Iberia Research Center
b. Describe present utilization of these facilities where facilities are assigned to the department.

The Department of Industrial Technology is housed in Rougeou Hall. The building was completed in 1986. This three story brick and concrete block structure has over 100,000 square feet of air-conditioned space. Lecture classrooms are located on the third floor; while, department and faculty offices are located on the second floor of Rougeou Hall. The department maintains fully equipped laboratories which allow hands-on experiences to support, explain and apply lecture material. Instructional laboratories are located on the first and second floors of Rougeou Hall. Seven laboratories are dedicated to undergraduate instruction. Additionally, two machining and three computing laboratories are shared with the Mechanical Engineering Department. Faculty research space is provided for composite and nanocomposite materials research with additional research space shared with Manufacturing Extension Partnership of Louisiana (MEPOL).

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

No additional funds are requested to initiate the proposed program.

7. Administration

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

The proposed MS in Systems Technology will be administered through the Department of Industrial Technology housed in the UL Lafayette College of Engineering under the direction of the College of Graduate Studies at UL Lafayette (as is the case with all of the graduate programs at UL Lafayette). The administrative chain of command will include: the Industrial Technology Department Head, Dr. Shelton Houston; a Graduate Coordinator from the Industrial Technology faculty; the Graduate Coordinator for the College of Engineering, Dr. Jim Lee; Dean of the College of Engineering, Dr. Mark Zappi; Interim Dean of the Graduate School, Dr. Mary Farmer-Kaiser; and Interim Provost and Vice President for Academic Affairs, Dr. Bradd Clark.

b. Indicate if the proposed program will affect the present administrative structure of the institution.

The proposed program will not affect the present administrative structure of the institution. The current administrative structure for other graduate programs is well established and has proven to be conducive for managing graduate programs in other departments in the College of Engineering. A similar structure with a graduate program coordinator has already been discussed and approved by University Administration for the MS Systems Technology program.
c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

A particular strength that will lend itself to the proposed program is the diversity of faculty in the various research areas. All graduate faculty members represent unique areas of research and publication. While the department has never had an MS degree program, all PhD tenure track Industrial Technology faculty have always maintained graduate faculty status. The majority of Industrial Technology graduate faculty have served or directed graduate thesis projects in the College of Engineering.

8. Accreditation

a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.

Program accreditation is in the final stages of development through The Association of Technology, Management, and Applied Engineering (ATMAE) which is the accreditation agency for the BS degree in Industrial Technology at UL Lafayette. Once the MS in Systems Technology is implemented and has program graduates, the University can seek accreditation if determined to be an institutional priority.

b. Delineate the initial costs of accreditation and subsequent annual cost.

Currently, cost is not addressed by ATMAE because of the evolving nature of accreditation. Funding for accreditation would be from the University’s Accreditation account. Note that only a very few programs have been accredited – hence, this is still an evolving program option that will be pursued as soon as the program is approved and the accreditation process matured.

c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.

N/A

9. Related Fields

a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.

Given the nature of the proposed MS in Systems Technology which integrates engineering applications with business, the College of Business at UL Lafayette is viewed as complimentary and a supporting entity toward the implementation of the proposed degree program. Departments including marketing, accounting and management where there is a well-established relationship with the Department of Industrial Technology and the College of Engineering.

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

There is no known significant weakness in the supporting fields; therefore, no improvement costs are anticipated. In addition, although the support fields may be desirable, they are not essential to the
proposed degree. These supporting fields will be an additional future resource, as online content is developed for these programs.

10. Costs

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

Cost to fully implement the program during the first five years are limited to one additional faculty line, adjuncts, computer system with printer, and a minor increase in the departmental travel and supply budgets to support the new faculty line. Graduate assistantships will be funded from reallocation of existing University resources or from external funding obtained by faculty. The University has the necessary infrastructure, library holdings and technology to support the degree, so further costs are not anticipated in these domains.

b. Indicate departmental costs:

i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal services:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries Instr.</td>
<td>$555,674</td>
<td>$560,914</td>
</tr>
<tr>
<td>Salaries Admin.</td>
<td>43,621</td>
<td>43,621</td>
</tr>
<tr>
<td>Salaries Class.</td>
<td>26,676</td>
<td>25,688</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>147,770</td>
<td>145,877</td>
</tr>
<tr>
<td>Insurance Contr.</td>
<td>53,085</td>
<td>53,876</td>
</tr>
<tr>
<td><strong>Total Personal Services</strong></td>
<td>$826,826</td>
<td>$829,976</td>
</tr>
<tr>
<td>Travel</td>
<td>0</td>
<td>1,214</td>
</tr>
<tr>
<td>Operating Services</td>
<td>6,886</td>
<td>6,867</td>
</tr>
<tr>
<td>Supplies</td>
<td>9,752</td>
<td>8,547</td>
</tr>
<tr>
<td>Capital Outlays</td>
<td>1,140</td>
<td>1,448</td>
</tr>
<tr>
<td><strong>DEPARTMENT TOTAL</strong></td>
<td>$844,604</td>
<td>$848,052</td>
</tr>
</tbody>
</table>

ii. How will the proposed program affect the allocation of these funds?

There will be no impact on the allocation of departmental funds.
c. *Indicate if additional funds for research will be needed to support the proposed program.*

Additional funds for research will not be required. As student and faculty research develops, it will provide new sources of funding to support faculty research, new students, and travel. This has already been seen in the new Systems Engineering PhD program in the College of Engineering.
**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

Institution: University of Louisiana at Lafayette  
Date: September 1, 2013

Program/Unit: M.S. in Systems Technology; Depart of Industrial Technology; College of Engineering

FTE = Full Time Equivalent (use the institution’s standard definition and provide that definition)

<table>
<thead>
<tr>
<th></th>
<th>FIRST YEAR</th>
<th></th>
<th>SECOND YEAR</th>
<th></th>
<th>THIRD YEAR</th>
<th></th>
<th>FOURTH YEAR</th>
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<tbody>
<tr>
<td></td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
</tr>
<tr>
<td>Faculty (salary plus benefits)</td>
<td>$105,000</td>
<td>1.0</td>
<td>$105,000</td>
<td>1.0</td>
<td>$105,000</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>$12,000</td>
<td>1.0</td>
<td>3,000</td>
<td>.25</td>
<td>3,000</td>
<td>.25</td>
<td>3,000</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fellowships &amp; Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>$12,000</td>
<td>1.0</td>
<td>$108,000</td>
<td>1.25</td>
<td>$108,000</td>
<td>1.25</td>
<td>$108,000</td>
</tr>
</tbody>
</table>

|                           | AMOUNT     |                           | AMOUNT      |                           | AMOUNT      |                           | AMOUNT      |                           |
|---------------------------|------------|---------------------------|-------------|---------------------------|-------------|---------------------------|-------------|
| Facilities                | $          |                           | $           |                           | $           |                           | $           |                           |
| Equipment                 |            | 5,000                     |             |                           |             |                           |             |                           |
| Travel                    |            | 2,500                     | 2,500       |                           | 2,500       |                           |             |                           |
| Supplies                  |            | 2,000                     | 2,000       |                           | 2,000       |                           |             |                           |
| **SUB-TOTAL**             | $          | $9,500                   | $4,500      |                           | $4,500      |                           |             |                           |
| **GRAND TOTAL**           | $12,000    | $117,500                 | $112,500    |                           | $112,500    |                           |             |                           |

**Amount & Percentage of Total Anticipated From:**

<table>
<thead>
<tr>
<th></th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriations</td>
<td>$124,836</td>
<td>48.5</td>
<td>$159,914</td>
<td>49.5</td>
<td>$171,262</td>
<td>48.8</td>
<td>$204,277</td>
<td>48.6</td>
</tr>
<tr>
<td>Federal Grants/Contracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Grants/Contracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Grants/Contracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify) – Tuition and fees</td>
<td>$132,694</td>
<td>51.5</td>
<td>$163,236</td>
<td>50.5</td>
<td>$179,808</td>
<td>51.2</td>
<td>$216,130</td>
<td>51.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$257,530</td>
<td>100.0</td>
<td>$323,150</td>
<td>100.0</td>
<td>$351,070</td>
<td>100.0</td>
<td>$420,407</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: Based on in-state tuition only; no tuition increases after year 1; 5% decrease in state funding each year.
APPENDIX A

Louisiana Workforce Commission 2010-2020 Projected Employment by Industry
### State of Louisiana
#### 2020 Projected Employment by Industry
**Revised June 18, 2013**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL: All Industries</td>
<td></td>
<td>1,989,458</td>
<td>2,278,855</td>
<td>289,397</td>
<td>14.5%</td>
</tr>
<tr>
<td>Agriculture, Fishing, Forestry, and Hunting</td>
<td>11</td>
<td>19,450</td>
<td>19,090</td>
<td>-360</td>
<td>-1.9%</td>
</tr>
<tr>
<td>Crop production</td>
<td>111</td>
<td>7,653</td>
<td>6,971</td>
<td>-682</td>
<td>-8.9%</td>
</tr>
<tr>
<td>Animal production</td>
<td>112</td>
<td>1,357</td>
<td>1,243</td>
<td>-114</td>
<td>-8.4%</td>
</tr>
<tr>
<td>Forestry and logging</td>
<td>113</td>
<td>4,554</td>
<td>4,777</td>
<td>223</td>
<td>4.9%</td>
</tr>
<tr>
<td>Fishing, hunting and trapping</td>
<td>114</td>
<td>176</td>
<td>252</td>
<td>76</td>
<td>43.2%</td>
</tr>
<tr>
<td>Agriculture and forestry support activities</td>
<td>115</td>
<td>5,710</td>
<td>5,843</td>
<td>133</td>
<td>2.3%</td>
</tr>
<tr>
<td>Mining</td>
<td>21</td>
<td>49,264</td>
<td>58,370</td>
<td>9,106</td>
<td>18.5%</td>
</tr>
<tr>
<td>Oil and gas extraction</td>
<td>211</td>
<td>8,541</td>
<td>9,581</td>
<td>1,040</td>
<td>12.2%</td>
</tr>
<tr>
<td>Mining, except oil and gas</td>
<td>212</td>
<td>1,176</td>
<td>1,137</td>
<td>-39</td>
<td>-3.3%</td>
</tr>
<tr>
<td>Support activities for mining</td>
<td>213</td>
<td>39,547</td>
<td>47,652</td>
<td>8,105</td>
<td>20.5%</td>
</tr>
<tr>
<td>Utilities</td>
<td>22</td>
<td>9,482</td>
<td>10,438</td>
<td>956</td>
<td>10.1%</td>
</tr>
<tr>
<td>Utilities</td>
<td>221</td>
<td>9,482</td>
<td>10,438</td>
<td>956</td>
<td>10.1%</td>
</tr>
<tr>
<td>Construction</td>
<td>23</td>
<td>121,606</td>
<td>145,682</td>
<td>24,076</td>
<td>19.8%</td>
</tr>
<tr>
<td>Construction of buildings</td>
<td>236</td>
<td>22,340</td>
<td>26,669</td>
<td>4,329</td>
<td>19.4%</td>
</tr>
<tr>
<td>Heavy and civil engineering construction</td>
<td>237</td>
<td>38,700</td>
<td>46,402</td>
<td>7,702</td>
<td>19.9%</td>
</tr>
<tr>
<td>Specialty trade contractors</td>
<td>238</td>
<td>60,566</td>
<td>72,611</td>
<td>12,045</td>
<td>19.9%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>31-33</td>
<td>137,485</td>
<td>152,229</td>
<td>14,744</td>
<td>10.7%</td>
</tr>
<tr>
<td>Food manufacturing</td>
<td>311</td>
<td>16,063</td>
<td>16,965</td>
<td>902</td>
<td>5.6%</td>
</tr>
<tr>
<td>Beverage and tobacco product manufacturing</td>
<td>312</td>
<td>2,408</td>
<td>2,424</td>
<td>16</td>
<td>0.7%</td>
</tr>
<tr>
<td>Textile mills</td>
<td>313</td>
<td>309</td>
<td>430</td>
<td>121</td>
<td>39.2%</td>
</tr>
<tr>
<td>Textile product mills</td>
<td>314</td>
<td>659</td>
<td>537</td>
<td>-122</td>
<td>-18.5%</td>
</tr>
<tr>
<td>Apparel manufacturing</td>
<td>315</td>
<td>357</td>
<td>257</td>
<td>-100</td>
<td>-28.0%</td>
</tr>
<tr>
<td>Leather and allied product manufacturing</td>
<td>316</td>
<td>86</td>
<td>76</td>
<td>-10</td>
<td>-11.6%</td>
</tr>
<tr>
<td>Wood product manufacturing</td>
<td>321</td>
<td>5,748</td>
<td>6,269</td>
<td>521</td>
<td>9.1%</td>
</tr>
<tr>
<td>Paper manufacturing</td>
<td>322</td>
<td>7,042</td>
<td>6,760</td>
<td>-282</td>
<td>-4.0%</td>
</tr>
<tr>
<td>Printing and related support activities</td>
<td>323</td>
<td>3,228</td>
<td>2,813</td>
<td>-415</td>
<td>-12.9%</td>
</tr>
<tr>
<td>Petroleum and coal products manufacturing</td>
<td>324</td>
<td>11,456</td>
<td>12,267</td>
<td>811</td>
<td>7.1%</td>
</tr>
<tr>
<td>Chemical manufacturing</td>
<td>325</td>
<td>22,524</td>
<td>27,038</td>
<td>4,514</td>
<td>20.0%</td>
</tr>
<tr>
<td>Plastics and rubber products manufacturing</td>
<td>326</td>
<td>3,727</td>
<td>4,519</td>
<td>792</td>
<td>21.3%</td>
</tr>
<tr>
<td>Nonmetallic mineral product manufacturing</td>
<td>327</td>
<td>5,983</td>
<td>5,993</td>
<td>10</td>
<td>0.2%</td>
</tr>
<tr>
<td>Primary metal manufacturing</td>
<td>331</td>
<td>2,350</td>
<td>4,657</td>
<td>2,307</td>
<td>98.2%</td>
</tr>
<tr>
<td>Fabricated metal product manufacturing</td>
<td>332</td>
<td>15,950</td>
<td>19,152</td>
<td>3,202</td>
<td>20.1%</td>
</tr>
<tr>
<td>Machinery manufacturing</td>
<td>333</td>
<td>14,155</td>
<td>18,073</td>
<td>3,918</td>
<td>27.7%</td>
</tr>
<tr>
<td>Computer and electronic product manufacturing</td>
<td>334</td>
<td>2,188</td>
<td>2,316</td>
<td>128</td>
<td>5.9%</td>
</tr>
<tr>
<td>Electrical equipment and appliance manufacturing</td>
<td>335</td>
<td>1,085</td>
<td>993</td>
<td>-92</td>
<td>-8.5%</td>
</tr>
<tr>
<td>Transportation equipment manufacturing</td>
<td>336</td>
<td>17,384</td>
<td>15,561</td>
<td>-1,823</td>
<td>-10.5%</td>
</tr>
<tr>
<td>Furniture and related product manufacturing</td>
<td>337</td>
<td>1,027</td>
<td>988</td>
<td>-39</td>
<td>-3.8%</td>
</tr>
<tr>
<td>Miscellaneous manufacturing</td>
<td>339</td>
<td>3,756</td>
<td>4,141</td>
<td>385</td>
<td>10.3%</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>42</td>
<td>70,454</td>
<td>82,697</td>
<td>12,243</td>
<td>17.4%</td>
</tr>
<tr>
<td>Merchant wholesalers, durable goods</td>
<td>423</td>
<td>36,726</td>
<td>44,867</td>
<td>8,141</td>
<td>22.2%</td>
</tr>
<tr>
<td>Merchant wholesalers, nondurable goods</td>
<td>424</td>
<td>24,784</td>
<td>28,676</td>
<td>3,892</td>
<td>15.7%</td>
</tr>
<tr>
<td>Electronic markets and agents and broker</td>
<td>425</td>
<td>8,944</td>
<td>9,154</td>
<td>210</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
State of Louisiana
2020 Projected Employment by Industry
Revised June 18, 2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Trade</td>
<td>44-45</td>
<td>217,876</td>
<td>244,437</td>
<td>26,561</td>
<td>12.2%</td>
</tr>
<tr>
<td>Motor vehicle and parts dealers</td>
<td>441</td>
<td>25,779</td>
<td>29,220</td>
<td>3,441</td>
<td>13.3%</td>
</tr>
<tr>
<td>Furniture and home furnishings stores</td>
<td>442</td>
<td>6,302</td>
<td>7,205</td>
<td>903</td>
<td>14.3%</td>
</tr>
<tr>
<td>Electronics and appliance stores</td>
<td>443</td>
<td>5,793</td>
<td>6,514</td>
<td>721</td>
<td>12.4%</td>
</tr>
<tr>
<td>Building material and garden supply stores</td>
<td>444</td>
<td>19,404</td>
<td>24,293</td>
<td>4,889</td>
<td>25.2%</td>
</tr>
<tr>
<td>Food and beverage stores</td>
<td>445</td>
<td>35,673</td>
<td>36,575</td>
<td>902</td>
<td>2.5%</td>
</tr>
<tr>
<td>Health and personal care stores</td>
<td>446</td>
<td>15,634</td>
<td>17,804</td>
<td>2,170</td>
<td>13.9%</td>
</tr>
<tr>
<td>Gasoline stations</td>
<td>447</td>
<td>18,345</td>
<td>19,364</td>
<td>1,019</td>
<td>5.6%</td>
</tr>
<tr>
<td>Clothing and clothing accessories stores</td>
<td>448</td>
<td>18,346</td>
<td>20,065</td>
<td>1,719</td>
<td>9.4%</td>
</tr>
<tr>
<td>Sporting goods, hobby, book and music stores</td>
<td>451</td>
<td>8,094</td>
<td>9,244</td>
<td>1,150</td>
<td>14.2%</td>
</tr>
<tr>
<td>General merchandise stores</td>
<td>452</td>
<td>51,692</td>
<td>60,370</td>
<td>8,678</td>
<td>16.8%</td>
</tr>
<tr>
<td>Miscellaneous store retailers</td>
<td>453</td>
<td>10,709</td>
<td>11,475</td>
<td>766</td>
<td>7.2%</td>
</tr>
<tr>
<td>Nonstore retailers</td>
<td>454</td>
<td>2,105</td>
<td>2,308</td>
<td>203</td>
<td>9.6%</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>48-49</td>
<td>76,713</td>
<td>92,065</td>
<td>15,352</td>
<td>20.0%</td>
</tr>
<tr>
<td>Air transportation</td>
<td>481</td>
<td>2,980</td>
<td>3,519</td>
<td>539</td>
<td>18.1%</td>
</tr>
<tr>
<td>Rail transportation</td>
<td>482</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Water transportation</td>
<td>483</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Truck transportation</td>
<td>484</td>
<td>16,355</td>
<td>19,858</td>
<td>3,503</td>
<td>21.4%</td>
</tr>
<tr>
<td>Transit and ground passenger transportation</td>
<td>485</td>
<td>3,055</td>
<td>4,096</td>
<td>1,041</td>
<td>34.1%</td>
</tr>
<tr>
<td>Pipeline transportation</td>
<td>486</td>
<td>2,618</td>
<td>3,094</td>
<td>476</td>
<td>18.2%</td>
</tr>
<tr>
<td>Scenic and sightseeing transportation</td>
<td>487</td>
<td>469</td>
<td>791</td>
<td>322</td>
<td>68.7%</td>
</tr>
<tr>
<td>Support activities for transportation</td>
<td>488</td>
<td>19,089</td>
<td>22,052</td>
<td>2,963</td>
<td>15.5%</td>
</tr>
<tr>
<td>Postal service</td>
<td>491</td>
<td>8,358</td>
<td>7,080</td>
<td>-1,278</td>
<td>-15.3%</td>
</tr>
<tr>
<td>Couriers and messengers</td>
<td>492</td>
<td>4,602</td>
<td>5,275</td>
<td>673</td>
<td>14.6%</td>
</tr>
<tr>
<td>Warehousing and storage</td>
<td>493</td>
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<td>Publishing industries, except Internet</td>
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<td>Motion picture and sound recording industries</td>
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<td>Broadcasting, except Internet</td>
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<td>Internet publishing and broadcasting</td>
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<td>*</td>
<td>*</td>
<td>*</td>
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<td>435</td>
<td>436</td>
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<td>------------------------------------------------------</td>
<td>------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------</td>
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<td>Professional, Scientific, and Technical Services</td>
<td>54</td>
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<td>Management of Companies and Enterprises</td>
<td>55</td>
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<td>29,340</td>
<td>5,492</td>
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<tr>
<td>Management of companies and enterprises</td>
<td>551</td>
<td>23,848</td>
<td>29,340</td>
<td>5,492</td>
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<td>Administrative and Waste Services</td>
<td>56</td>
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<td>9,661</td>
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<td>Educational Services</td>
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<td>186,427</td>
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<td>Educational services</td>
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<td>186,427</td>
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<td>Health Care and Social Assistance</td>
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<td>273,012</td>
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<td>57,646</td>
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<td>Ambulatory health care services</td>
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<td>Hospitals</td>
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<td>Nursing and residential care facilities</td>
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<td>47,942</td>
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<td>Social assistance</td>
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<td>49,304</td>
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<td>Arts, Entertainment and Recreation</td>
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<td>28,003</td>
<td>31,626</td>
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<td>Performing arts and spectator sports</td>
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<td>4,821</td>
<td>402</td>
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<td>Museums, historical sites, zoos, and parks</td>
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<td>Amusements, gambling, and recreation</td>
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<td>Accommodation and Food Services</td>
<td>72</td>
<td>166,379</td>
<td>198,438</td>
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<td>Accommodation</td>
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<td>Food services and drinking places</td>
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<td>139,324</td>
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<td>Other Services, Except Public Administration</td>
<td>81</td>
<td>188,972</td>
<td>200,523</td>
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<td>Repair and maintenance</td>
<td>811</td>
<td>19,406</td>
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<td>2,365</td>
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<td>Personal and laundry services</td>
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<td>15,491</td>
<td>17,122</td>
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<td>Membership associations and organization</td>
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<td>Private householdal accommodations</td>
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<td>Self-Employed Workers</td>
<td>141,414</td>
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<td>Unpaid Family Workers</td>
<td>1,596</td>
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</tbody>
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* Employment figure suppressed to prevent disclosure of a dominant firm.
APPENDIX B

Lafayette - Acadiana - Regional Labor Market Area 4
Louisiana Workforce Commission 2010-2020 Projected Employment by Industry
Lafayette - Acadiana - Regional Labor Market Area 4
2020 Projected Employment by Industry
Revised June 18, 2013

Regional Labor Market Area (RLMA) 4: Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Mary, St. Martin, & Vermilion

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL: All Industries</strong></td>
<td></td>
<td>283,538</td>
<td>326,073</td>
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<td>Agriculture, Fishing, Forestry, and Hunting</td>
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<td>Crop production</td>
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<td>Animal production</td>
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<td>94</td>
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<td>Forestry and logging</td>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<td>Fishing, hunting and trapping</td>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<td>Agriculture and forestry support activities</td>
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<td>793</td>
<td>862</td>
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<td>Mining</td>
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<td>28,833</td>
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<td>Oil and gas extraction</td>
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<td>Mining, except oil and gas</td>
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<td>Support activities for mining</td>
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<td>25,085</td>
<td>5,137</td>
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<tr>
<td>Utilities</td>
<td>22</td>
<td>889</td>
<td>955</td>
<td>66</td>
<td>7.4%</td>
</tr>
<tr>
<td>Utilities</td>
<td>221</td>
<td>889</td>
<td>955</td>
<td>66</td>
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</tr>
<tr>
<td>Construction</td>
<td>23</td>
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<td>Construction of buildings</td>
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<td>Heavy and civil engineering construction</td>
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<tr>
<td>Specialty trade contractors</td>
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<td>Manufacturing</td>
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<td>Food manufacturing</td>
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<td>Beverage and tobacco product manufacturing</td>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Textile mills</td>
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<td>201</td>
<td>174</td>
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<tr>
<td>Textile product mills</td>
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<td>223</td>
<td>169</td>
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<tr>
<td>Apparel manufacturing</td>
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<tr>
<td>Leather and allied product manufacturing</td>
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<td>Wood product manufacturing</td>
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<td>328</td>
<td>274</td>
<td>-54</td>
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<td>Petroleum and coal products manufacturing</td>
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<td>Chemical manufacturing</td>
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<td>Plastics and rubber products manufacturing</td>
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<td>274</td>
<td>26</td>
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</tr>
<tr>
<td>Nonmetallic mineral product manufacturing</td>
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<td>522</td>
<td>460</td>
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</tr>
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<td>Primary metal manufacturing</td>
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<td>283</td>
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<td>Fabricated metal product manufacturing</td>
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<td>Machinery manufacturing</td>
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<td>Computer and electronic product manufacturing</td>
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<td>Electrical equipment and appliance manufacturing</td>
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<td>Transportation equipment manufacturing</td>
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<td>Wholesale Trade</td>
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<td>Merchant wholesalers, durable goods</td>
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<td>Merchant wholesalers, nondurable goods</td>
<td>424</td>
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<td>347</td>
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</tr>
</tbody>
</table>
Lafayette - Acadiana - Regional Labor Market Area 4  
2020 Projected Employment by Industry  
Revised June 18, 2013

Regional Labor Market Area (RLMA) 4: Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Mary, St. Martin, & Vermilion

<table>
<thead>
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<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Retail Trade</td>
<td>44-45</td>
<td>32,424</td>
<td>37,230</td>
<td>4,806</td>
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<td>Motor vehicle and parts dealers</td>
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<td>4,090</td>
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<tr>
<td>Furniture and home furnishings stores</td>
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<td>Food and beverage stores</td>
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<td>Health and personal care stores</td>
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<td>Gasoline stations</td>
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<td>Clothing and clothing accessories stores</td>
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<td>Sporting goods, hobby, book and music stores</td>
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<td>General merchandise stores</td>
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<td>Miscellaneous store retailers</td>
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<td>1,558</td>
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</tr>
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<td>Nonstore retailers</td>
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<td>149</td>
<td>34.6%</td>
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<td>Transportation and Warehousing</td>
<td>48-49</td>
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<td>11,795</td>
<td>1,783</td>
<td>17.8%</td>
</tr>
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<td>Air transportation</td>
<td>481</td>
<td>749</td>
<td>800</td>
<td>51</td>
<td>6.8%</td>
</tr>
<tr>
<td>Rail transportation</td>
<td>482</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Water transportation</td>
<td>483</td>
<td>1,032</td>
<td>1,477</td>
<td>445</td>
<td>43.1%</td>
</tr>
<tr>
<td>Truck transportation</td>
<td>484</td>
<td>2,514</td>
<td>3,286</td>
<td>772</td>
<td>30.7%</td>
</tr>
<tr>
<td>Transit and ground passenger transportation</td>
<td>485</td>
<td>291</td>
<td>310</td>
<td>19</td>
<td>6.5%</td>
</tr>
<tr>
<td>Pipeline transportation</td>
<td>486</td>
<td>549</td>
<td>750</td>
<td>201</td>
<td>36.6%</td>
</tr>
<tr>
<td>Scenic and sightseeing transportation</td>
<td>487</td>
<td>17</td>
<td>23</td>
<td>6</td>
<td>35.3%</td>
</tr>
<tr>
<td>Support activities for transportation</td>
<td>488</td>
<td>2,358</td>
<td>2,592</td>
<td>234</td>
<td>9.9%</td>
</tr>
<tr>
<td>Postal service</td>
<td>491</td>
<td>1,020</td>
<td>816</td>
<td>-204</td>
<td>-20.0%</td>
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<tr>
<td>Couriers and messengers</td>
<td>492</td>
<td>437</td>
<td>491</td>
<td>54</td>
<td>12.4%</td>
</tr>
<tr>
<td>Warehousing and messengers</td>
<td>493</td>
<td>902</td>
<td>1,151</td>
<td>249</td>
<td>27.6%</td>
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<tr>
<td>Information</td>
<td>51</td>
<td>3,568</td>
<td>3,499</td>
<td>-69</td>
<td>-1.9%</td>
</tr>
<tr>
<td>Publishing industries, except Internet</td>
<td>511</td>
<td>506</td>
<td>439</td>
<td>-67</td>
<td>-13.2%</td>
</tr>
<tr>
<td>Motion picture and sound recording industries</td>
<td>512</td>
<td>336</td>
<td>434</td>
<td>98</td>
<td>29.2%</td>
</tr>
<tr>
<td>Broadcasting, except Internet</td>
<td>515</td>
<td>525</td>
<td>507</td>
<td>-18</td>
<td>-3.4%</td>
</tr>
<tr>
<td>Internet publishing and broadcasting</td>
<td>516</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
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<tr>
<td>Telecommunications</td>
<td>517</td>
<td>1,910</td>
<td>1,811</td>
<td>-99</td>
<td>-5.2%</td>
</tr>
<tr>
<td>ISPs, search portals, and data processing</td>
<td>518</td>
<td>275</td>
<td>288</td>
<td>13</td>
<td>4.7%</td>
</tr>
<tr>
<td>Other information services</td>
<td>519</td>
<td>16</td>
<td>20</td>
<td>4</td>
<td>25.0%</td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>52</td>
<td>6,736</td>
<td>7,402</td>
<td>666</td>
<td>9.9%</td>
</tr>
<tr>
<td>Monetary authorities - central bank</td>
<td>521</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Credit intermediation and related activities</td>
<td>522</td>
<td>4,330</td>
<td>4,696</td>
<td>366</td>
<td>8.5%</td>
</tr>
<tr>
<td>Securities, commodity contracts, investments</td>
<td>523</td>
<td>506</td>
<td>570</td>
<td>64</td>
<td>12.6%</td>
</tr>
<tr>
<td>Insurance carriers and related activities</td>
<td>524</td>
<td>1,869</td>
<td>2,103</td>
<td>234</td>
<td>12.5%</td>
</tr>
<tr>
<td>Funds, trusts, and other financial vehicles</td>
<td>525</td>
<td>31</td>
<td>33</td>
<td>2</td>
<td>6.5%</td>
</tr>
<tr>
<td>Real Estate and Rental and Leasing</td>
<td>53</td>
<td>7,508</td>
<td>9,045</td>
<td>1,537</td>
<td>20.5%</td>
</tr>
<tr>
<td>Real estate</td>
<td>531</td>
<td>1,369</td>
<td>1,573</td>
<td>204</td>
<td>14.9%</td>
</tr>
<tr>
<td>Rental and leasing services</td>
<td>532</td>
<td>6,008</td>
<td>7,350</td>
<td>1,342</td>
<td>22.3%</td>
</tr>
</tbody>
</table>
### Lafayette - Acadiana - Regional Labor Market Area 4
#### 2020 Projected Employment by Industry
Revised June 18, 2013

**Regional Labor Market Area (RLMA) 4:** Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Mary, St. Martin, & Vermilion

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessors of nonfinancial intangible assets</td>
<td>533</td>
<td>131</td>
<td>122</td>
<td>-9</td>
<td>-6.9%</td>
</tr>
<tr>
<td><strong>Professional, Scientific, and Technical Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional and technical services</td>
<td>54</td>
<td>10,476</td>
<td>13,011</td>
<td>2,535</td>
<td>24.2%</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>55</td>
<td>3,504</td>
<td>4,498</td>
<td>994</td>
<td>28.4%</td>
</tr>
<tr>
<td>Management of companies and enterprises</td>
<td>551</td>
<td>3,504</td>
<td>4,498</td>
<td>994</td>
<td>28.4%</td>
</tr>
<tr>
<td>Administrative and Waste Services</td>
<td>56</td>
<td>10,565</td>
<td>12,348</td>
<td>1,783</td>
<td>16.9%</td>
</tr>
<tr>
<td>Administrative and support services</td>
<td>561</td>
<td>9,470</td>
<td>11,138</td>
<td>1,668</td>
<td>17.6%</td>
</tr>
<tr>
<td>Waste management and remediation service</td>
<td>562</td>
<td>1,095</td>
<td>1,210</td>
<td>115</td>
<td>10.5%</td>
</tr>
<tr>
<td>Educational Services</td>
<td>61</td>
<td>20,749</td>
<td>21,742</td>
<td>993</td>
<td>4.8%</td>
</tr>
<tr>
<td>Educational services</td>
<td>611</td>
<td>20,749</td>
<td>21,742</td>
<td>993</td>
<td>4.8%</td>
</tr>
<tr>
<td><strong>Health Care and Social Assistance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambulatory health care services</td>
<td>62</td>
<td>37,936</td>
<td>46,207</td>
<td>8,271</td>
<td>21.8%</td>
</tr>
<tr>
<td>Hospitals</td>
<td>621</td>
<td>14,290</td>
<td>18,382</td>
<td>4,092</td>
<td>28.6%</td>
</tr>
<tr>
<td>Nursing and residential care facilities</td>
<td>622</td>
<td>11,520</td>
<td>13,479</td>
<td>1,959</td>
<td>17.0%</td>
</tr>
<tr>
<td>Social assistance</td>
<td>623</td>
<td>5,563</td>
<td>6,595</td>
<td>1,032</td>
<td>18.6%</td>
</tr>
<tr>
<td><strong>Arts, Entertainment and Recreation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing arts and spectator sports</td>
<td>71</td>
<td>3,468</td>
<td>3,200</td>
<td>-268</td>
<td>-7.7%</td>
</tr>
<tr>
<td>Museums, historical sites, zoos, and parks</td>
<td>711</td>
<td>1,081</td>
<td>1,002</td>
<td>-79</td>
<td>-7.3%</td>
</tr>
<tr>
<td>Amusements, gambling, and recreation</td>
<td>712</td>
<td>1,22</td>
<td>1,21</td>
<td>-1</td>
<td>-0.8%</td>
</tr>
<tr>
<td><strong>Accommodation and Food Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodation</td>
<td>72</td>
<td>19,672</td>
<td>22,801</td>
<td>3,129</td>
<td>15.9%</td>
</tr>
<tr>
<td>Food services and drinking places</td>
<td>721</td>
<td>1,633</td>
<td>1,854</td>
<td>221</td>
<td>13.5%</td>
</tr>
<tr>
<td><strong>Other Services, Except Public Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair and maintenance</td>
<td>81</td>
<td>25,357</td>
<td>26,458</td>
<td>1,101</td>
<td>4.3%</td>
</tr>
<tr>
<td>Personal and laundry services</td>
<td>811</td>
<td>3,165</td>
<td>3,337</td>
<td>172</td>
<td>5.4%</td>
</tr>
<tr>
<td>Membership associations and organization</td>
<td>812</td>
<td>1,808</td>
<td>1,926</td>
<td>118</td>
<td>6.5%</td>
</tr>
<tr>
<td>Private households</td>
<td>813</td>
<td>885</td>
<td>889</td>
<td>4</td>
<td>0.5%</td>
</tr>
<tr>
<td>Self-Employed Workers</td>
<td>814</td>
<td>234</td>
<td>165</td>
<td>-69</td>
<td>-29.5%</td>
</tr>
<tr>
<td>Unpaid Family Workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Government, Excluding Postal Service</td>
<td>16,160</td>
<td>17,594</td>
<td>1,344</td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>State Government, Excluding Education and Hospitals</td>
<td>12,366</td>
<td>13,442</td>
<td>1,076</td>
<td>8.3%</td>
<td></td>
</tr>
</tbody>
</table>

*Employment figure suppressed to prevent disclosure of a dominant firm.*
APPENDIX C

Letter of Support from Industrial Technology Advisory Board
Dr. Houston,

I am writing on behalf of the Industrial Advisory Board members in response to the news of the prospective Master’s degree program in Systems Technology. For several years now, this subject has been an ongoing agenda item at both our Spring and Fall semester meetings and the IAB members are in full support of the development and implementation of the program.

The Industrial Technology Bachelor’s Degree program has been modified and enriched during changing times such that it continues to produce tremendous graduates capable of high level professional achievement. As those outstanding graduates continue their respective journeys, it is important that they have academic growth opportunities to couple with their professional growth opportunities. An opportunity to extend their abilities through graduate studies in a technical program such as Systems Technology would serve not only the growth of each student but also the growth of the technical base in industry as a whole.

The University of Louisiana - Lafayette is an excellent home for a Master’s Program in Systems Technology. The undergraduate department has a long standing track record of educational delivery and produces quality graduates who are very interested in a technical graduate program. The region surrounding the University is rich with technical activity in business operations, much of which involves many different disciplines of technology and engineering. The region surrounding the University has the right combination of scholastic foundation, relevant commerce, and interested student mass.

The Industrial Advisory Board sees the implementation of a Master’s Degree in Systems Technology as an opportunity for the betterment of our Bachelor’s Degree graduates as well as our various industries of which those graduates are employed and/or may become employed. The board members are in unanimous support of the program and are excited with the thought of Systems Technology M.S. graduates permeating the workforce.

For further questions or comments regarding the position of Industrial Advisory Board on the Systems Technology Master’s Degree program, please contact me or additional board members in the manner you deem most appropriate.

Sincerely,

Jonathan D. Aucelet, M.S.
Chairman
Industrial Advisory Board- Industrial Technology
APPENDIX D

Letters of Industry Support
Date: December 11, 2012

To: Mark Zappi Ph.D, P.E.
Dean of Engineering
UL Lafayette

WorleyParsons is a publicly traded Engineering Company; with experience that covers all five phases of the asset lifecycle. In each one of these phases we understand the critical issues and tailor our services to enable customers to Select and Deliver their projects and improve their assets for optimum long term performance. Our phased approach enables timely and consistent project delivery worldwide.

Your proposed University of Louisiana at Lafayette, College of Engineering, Department of Industrial Technology, Systems Technology MS Program has all the elements of the skill set we need now and in the future. To continue to be successful, entities like WorleyParsons will need multi-disciplined engineering and technology talent. This degree program is an effective economic development tool for our staff that provides the development of skilled of high-level engineering talent.

We recommend our employee Mr. Badr Basouki to join this program in order to get his Master’s Degree. Therefore, WorleyParsons supports UL’s initiative to gain this degree program to help our company, our community and our state. Please contact me if I can be of further assistance to you.

Kind Regards,

[Signature]

Bryant Ford
PMO-Program Director
December 18, 2012

To: Shelton Houston  
Professor & Head  
Department of Industrial Technology  
University of Louisiana at Lafayette  

From: R. Scott Dailey, Intralox LLC  

Subject: ULL’s proposed MS in Systems Technology

The purpose of this letter is to express our interest in the proposed MS degree in Systems Technology. As I understand the proposal, this program is aimed at working professionals, designed primarily as a distance learning program.

Intralox LLC is a private manufacturing company, with annual revenues over $300 million. Intralox has manufacturing centers in Louisiana, Amsterdam, England, Japan, Australia, Brazil, China, and soon in India.

Intralox is a manufacturer of equipment used in factory automation, and the proposed coursework for this program offers skills that would seem to be a good fit for our business. Our production processes include injection molding and robotic automation as well, and so internally this program would also be interesting. We utilize technical skills in New Product Design, Manufacturing Engineering, Maintenance, Injection Mold Fabrication, and Sales Engineering.

Intralox supports UL’s initiative to gain this degree program to help our company, our community and our state. Please contact me if I can be of further assistance to you.

Sincerely,

R. Scott Dailey  
New Product Engineering  
Intralox, LLC
January 20, 2013

Dear Dr. Zappi:

I have reviewed the proposed program for a MS in Systems Engineering at ULL, and I must tell you what a valuable program I believe this would be for my industry and my corporation in particular.

As a design and manufacturing firm for a variety of industries, Noble is tasked with compiling all aspects of product design - form, fit, function, material selection, packaging, processing, testing and certification of products, managing the production, warehousing, shipping, and supporting customer services functions. As these highly diversified tasks suggest, our staff is constantly challenged to bring many skills to bear to resolve obstacles and optimize efficiency for the good of our customers and Noble's own development.

Noble has recently purchased and begun implementation of a business resource management system that utilizes software and hardware to aid in the management of many areas of our business to include manufacturing scheduling, finance, quality assurance, and customer contact. These types of systems and the Six Sigma activities they support are rapidly becoming a requirement for doing business with successful companies in the medical, defense, and energy sector.

There are currently no resources in the state that can support Noble in the implementation or continued administration of this system. Thus, we must look to other areas of the country for support. Ample resources exist in states such as California and the Michigan and Ohio areas.

It is our opinion that a vacuum in this area will continue to be a deterrent for larger companies considering Louisiana for manufacturing. As a small business seeking to grow staff and sales, a candidate whose training and experience focus on overall systems and their integration would be a definite asset. The proposal that such could be offered largely online is very desirable for working professionals. I will personally be very interested in applying for the program!

Regards,

Missy Rogers, PE
President
Noble Plastics

PO Box 218 / Grand Coteau, LA 70541 / Phone (337) 662-5374 / Fax (337) 662-5339
Web site: www.nobleplastics.com / email: missy@nobleplastics.com
January 23, 2013

Dr. Mark Zappi
Department of Industrial Technology
University of Louisiana-Lafayette
PO Box 42972
Lafayette, LA 70504

Dear Dr. Zappi:

On behalf of the Board of Directors and membership (660+) of the Acadian Home Builders Association, please accept this letter as a sign of our support for the proposed MS program in Systems Technology at the University of Louisiana at Lafayette.

The Acadian Home Builders Association has been directly involved with the College of Engineering, specifically the Industrial Technology Program, for many years. As you can imagine, the future of the residential construction industry rests in the hands of students currently enrolled within the College of Engineering and those students seeking a career in this field in the years ahead.

Our Association is supportive of and thankful for your efforts and those of your colleagues in arming students with the education and tools necessary to maintain the professionalism of our industry and adapt to the ever-changing dynamics of this industry. We are certain that the MS program will further these efforts to create a more competitive and sustainable construction-related industry in the Acadiana area.

Lafayette has remained a viable market in the recent economic recession and others have turned to Lafayette and the Acadiana area as a model by which to mirror their economies and housing markets. We wait in great anticipation for the contributions your students will make to our industry and are eager to see the successes of your program unfold in our very own Acadiana construction industry.

Should you have any questions, do not hesitate to contact me.

Sincerely,

Adrienne Breaux
Executive Director

Cc: AHBA Executive Committee: Pamela Weaver, Philip Melancon, Mac Gibson, David Anderson, Michael Thompson and Melva McCann

Cc: AHBA Education Committee Chair: Kay Gibson
January 24, 2013

Dear Dr. Zappi:

Please accept this letter of support for the MS program in Systems Technology at the University of Louisiana at Lafayette. As an alumnus, I am impressed with the innovative visions you and your department heads bring to the College of Engineering and the university as a whole. The Systems Technology graduate program is a similar cutting edge initiative that will set the University of Louisiana at Lafayette apart as the paradigm for other engineering and technology colleges within and outside of Louisiana. It will prepare systems technologists for public and private sector megaproject success.

Since UL graduates tend to stay close to Lafayette after graduation, they will open new doors of opportunity in the private sector thereby generating new business and jobs growth for the local economy and the State of Louisiana. In short, the MS program will serve many sectors of the economic environment in Lafayette and all of Louisiana. I envision this program becoming the stimulus for industrial development and the recruitment of high-technology manufacturing and research and development firms from around the world thereby stimulating economic diversity and growth in Acadiana.

Systems and projects today are highly complex and holistic approaches to the planning design, manufacturing, marketing and customer service are required. Dr. Zappi, I strongly support and recommend the addition of the MS in Systems Technology at the University of Louisiana at Lafayette. I have no doubt that the program will yield economic and academic benefits for the university, Lafayette, Acadiana and the entire State of Louisiana.

Respectfully yours,

Robert C. Mitchell, C.K.A.E.
Residential Energy Services Manager

RCM/tm
January 25, 2013

To: Shelton Houston  
   Professor & Head  
   Department of Industrial Technology  
   University of Louisiana at Lafayette

From: Jonathan Ancelet, McCoy Global

Subject: ULL’s proposed MS in Systems Technology

The purpose of this letter is to express our interest in the proposed MS degree in Systems Technology. As I understand the proposal, this program is aimed at working professionals, designed primarily as a distance learning program.

McCoy Global is an international company building a complete drilling equipment line for oilfield service contractors, drilling contractors, and rig manufacturers around the world that services both onshore and offshore operations. The company's operations are based out of the Western Canadian Sedimentary Basin and the U.S. Gulf Coast. McCoy's corporate office is located in Edmonton, Alberta, Canada, and branch offices are in Alberta, British Columbia, Louisiana, and Texas.

Your proposed University of Louisiana at Lafayette, College of Engineering, Department of Industrial Technology, Systems Technology MS Program has all the elements of the skill set we need now and in the future. I believe that this program has potential to provide a great pool of technology graduates for current and future industries in Louisiana. In addition, I think that this program would also have a positive impact in regard to the recruitment of new companies into our state by increasing the technical competency of our workforce.

As these graduates emerge from the new program, I feel that our company will have interest in this new pool of graduates. The industry-flavor to this new program fits very nicely with the needs of industry. I commend your team for their work in the design of this program.

Sincerely,

Jonathan Ancelet  
Product Line Manager  
McCoy Global

JDA/tm
Dr. Houston,

I am writing on behalf of Frank’s Casing Crew & Rental Tools, Inc. in support of the proposed Master’s degree program in Systems Technology.

Frank’s and its affiliates have operations in 53 countries around the world, but the engineering and technology base for the company is located right here in Lafayette, La. Frank’s employs approximately fifty graduates from the UL College of Engineering from the following disciplines, Mechanical, Electrical, Chemical, Petroleum, and Industrial Technology. Many of these graduates have gone on to pursue Masters Degrees in their disciplines from the university.

Having a MS program in Systems Technology would be an excellent opportunity for all of our technical graduates regardless of discipline, as it would be a balanced offering focused on systems instead of a specific discipline. With the global delivery of equipment for operations coming from the Frank’s Lafayette office, we feel like graduates from the program would have a graduate level education with which to apply to energy projects being executed around the world.

Frank’s has been a long standing supporter of the University and its programs. We feel strongly that the MS program in Systems Technology would be another strong program that would produce graduates that would be immediately able to contribute to the execution of high level projects.

We are looking forward to hearing that the program has been approved and open to enrollment.

Regards,

[Signature]

Adam Pelletier, MSME

CRT Product Line Manager, North and South America

Frank’s Casing Crew & Rental Tools, Inc.
Dr. Shelton Houston  
Industrial Technology  
P.O. Box 42972  
Lafayette, LA 70504  

Cameron is a leading provider of flow equipment products, systems and services to worldwide oil, gas and process industries. Leveraging its global manufacturing, engineering and sales and service network, Cameron works with drilling contractors, oil & gas producers, pipeline operators, refiners and other process owners to control, direct, adjust, process, measure and compress pressures and flows.  

As technologies in our industry become more integrated, the need for higher level skills become more essential and your proposed University of Louisiana at Lafayette, College of Engineering, Department of Industrial Technology, Systems Technology MS Program has all the elements of the skill set we need now and in the future. To continue to be successful, entities like Cameron will need multi-disciplined engineering and technology talent. Just a few decades ago, Cameron’s technical staff consisted of only a few college degreeed personnel with many of these being engineers.  

Today, we have over 5000 degreeed professionals world-wide and approximately 250 in Louisiana to address the increasing complexity of our business. This degree program will also be an effective economic development tool by providing a ready skilled source of high-level engineering talent.  

Cameron supports UL’s initiative to gain this degree program to help our company, our community and our state. Please contact me if I can be of further assistance to you.  

Sincerely,  

Kristian Magar, CSP, Ph.D  
Cameron  
Surface Systems  
Regional HSSE Manager
Dear Dr. Zappi:

Please accept this letter of support for the MS program in Systems Technology at the University of Louisiana at Lafayette. As an alumnus, I am impressed with the innovative visions you and your department heads bring to the College of Engineering and the university as a whole. The Systems Technology graduate program is a similar cutting edge initiative that will set the University of Louisiana at Lafayette apart as the paradigm for other engineering and technology colleges within and outside of Louisiana. It will prepare systems technologists for public and private sector megaproject success.

Since UL graduates tend to stay close to Lafayette after graduation, they will open new doors of opportunity in the private sector thereby generating new business and jobs growth for the local economy and the State of Louisiana. In short, the MS program will serve many sectors of the economic environment in Lafayette and all of Louisiana. I envision this program becoming the stimulus for industrial development and the recruitment of high-technology manufacturing and research and development firms from around the world thereby stimulating economic diversity and growth in Acadiana.

Systems and projects today are highly complex and holistic approaches to the planning design, manufacturing, marketing and customer service are required. Dr. Zappi, I strongly support and recommend the addition of the MS in Systems Technology at the University of Louisiana at Lafayette. I have no doubt that the program will yield economic and academic benefits for the university, Lafayette, Acadiana and the entire State of Louisiana.

Respectfully yours,

Kristian Magar, CSP, Ph.D.
1/25/2013

Blueline Manufacturing, LLC
112 West Amedee Dr.
Scott, LA 70578

ATTENTION: Shelton Houston
Department of Industrial Technology
University of Louisiana at Lafayette

RE: Systems Technology Masters Program

Dear Dr. Houston,

I am interested in the Systems Technology Masters program that is being proposed for the Industrial Technology Department. It is my understanding that the program will be an offsite or distance learning curriculum and is geared towards working professionals.

Blueline Manufacturing, LLC is a manufacturing facility that primarily supports the oil and gas industry. We were established in August of 1999 and were built on the goal of finding key individuals to set strong foundations for quality, service and technology. We have hired Industrial Technology graduates in the past and found that their diverse education was a strong foundation block to promote and reach Blueline’s goals.

I am very interested in the Systems Technology Masters program the department is proposing. I believe the Industrial Technology students will complement the program due to their education and knowledge. I also applaud the idea that Industrial Technology students will have intense education in Technology to further their preparation. As the industry advances in Technology fields, these students will be equipped for these...
changes. Working professionals will also have an avenue to further their understandings of the processes and controls.

I appreciate the time and efforts you and your staff have put towards finding a continuing education route. Well done.

Sincerely,
Kurk Thomas

[Signature]

VP of Manufacturing
Blueline Manufacturing LLC
Dear Dr. Mark Zappi

Stone Energy Corporation is a publicly traded oil and gas energy company with annual revenues of $900 million. The mission of Stone Energy is to provide our shareholders with exceptional rates of return by helping to meet the world's growing energy demand through the exploration, development and production of oil and natural gas reserves. As technologies in our industry become more integrated, the need for higher level skills become more essential.

Your proposed University of Louisiana at Lafayette, College of Engineering, Department of Industrial Technology, Systems Technology MS Program has all the elements of the skill set we need now and in the future. To continue to be successful, entities like Stone Energy Corporation will need multi-disciplined engineering and technology talent. Years ago oil and gas companies and service company's technical staff consisted of non-college degree personnel with few engineers and technologist.

Today, the demand for educated professionals to address the increasing complexity of our business is on the rise. This degree program will also be an effective economic development tool by providing a ready skilled source of high-level engineering talent.

Stone Energy Corporation supports UL's initiative to gain this degree program to help our company, our community and our state. Please contact me if I can be of further assistance to you.

Sincerely,
Dave Kennedy
Chief Information Officer
January 30, 2013

Dean Mark E. Zappi  
Dean of Engineering  
University of Louisiana at Lafayette  
P.O. Box 42251  
Lafayette, LA 70504

Dear Dr. Zappi:

What a great decision and direction!

We here at Acadian Ambulance Service are excited to learn some of the details concerning the addition of the MS program in Systems Technology into the University offerings. This is an exciting achievement for you, the College of Engineering, the University and the many students and businesses that will eventually benefit as a result of the program.

As you know, we have provided a myriad of support to the University over the years both in academics and athletics. We have been fortunate to employ many graduates of the home of the "Ragin Cajuns". We are especially pleased to see one more reason for many College of Engineering graduates to remain here in Lafayette for their post graduate work.

Your foresight in supporting the development and inclusion of this program into an already great system will no doubt reap benefits that are far reaching in terms of the economies of Lafayette and surrounding communities.

Please accept this letter of support for your vision, efforts and accomplishments at securing this initiative. As we, like other industries in our state, continue to grow and rely on emerging technologies as part of our business model, the management of these complex systems will require those people who are educated and capable to do so.

Sincerely,

Bill Vidacovich  
VP Fleet Maintenance
January 15, 2013

University of Louisiana
Department of Industrial Technology
Lafayette, LA 70504-2972
ATTN: Dr. Shelton
Re: MS in Systems Technology Program

Dr. Shelton,

As a business owner, with 20 years in the Computer Aided Design, drafting and engineering software industry, we understand the importance of having a well trained workforce to meet the design challenges in a competitive work environment. We believe that the proposed MS in Systems Technology program is vital to help meet the challenges of preparing the students for the work force. I believe that this program has potential to provide a great pool of engineering and technology graduates for current and future industries in Louisiana. In addition, I think that this program would also have a positive impact in regard to the recruitment of new companies into our state by increasing the technical competency of our workforce. I commend you on your efforts, and we are proud to support you in the development of this program.

Sincerely,

Zed M. LaCour
President
Vector Graphics Inc.
February 4, 2013

Department of Industrial Technology
P.O. Box 42972
The University of Louisiana
Lafayette, LA 70504-2972

Attn: Gholam H. Massiha, Ph.D.

Dear Dr. Massiha:

I am very impressed with the content and design of the proposed MS in Systems Technology Program. With the every changing workplace, it is important to have the best available workforce to meet the challenges that come up. I believe that this program has potential to provide a great pool of engineering and technology graduates for current and future industries in Louisiana. In addition, I think that this program would also have a positive impact in regard to the recruitment of new companies into our state by increasing the technical competency of our workforce.

As these graduates emerge from the new program, I feel that many companies will have interest in this new pool of graduates. The industry-flavor to this new program fits very nicely with the needs of industry. I commend your team for their work in the design of this program.

Sincerely,

Robert B. Ahram
February 13, 2013

Dear Dr. Mark Zappi:

Please accept this letter of support for the MS program in Systems Technology at the University of Louisiana at Lafayette. As an alumnus, I am impressed with the innovative visions you and your department heads bring to the College of Engineering and the university as a whole.

The Systems Technology graduate program is a similar cutting edge initiative that will set the University of Louisiana at Lafayette apart as the paradigm for other engineering and technology colleges within and outside of Louisiana. It will prepare systems technologists for public and private sector megaproject success.

Since UL graduates tend to stay close to Lafayette after graduation, they will open new doors of opportunity in the private sector thereby generating new business and jobs growth for the local economy and the State of Louisiana. In short, the MS program will serve many sectors of the economic environment in Lafayette and all of Louisiana. I envision this program becoming the stimulus for industrial development and the recruitment of high-technology manufacturing and research and development firms from around the world thereby stimulating economic diversity and growth in Acadiana. Systems and projects today are highly complex and holistic approaches to the planning design, manufacturing, marketing and customer service are required.

Dr. Zappi, I strongly support and recommend the addition of the MS in Systems Technology at the University of Louisiana at Lafayette. I have no doubt that the program will yield economic and academic benefits for the university, Lafayette, Acadiana and the entire State of Louisiana.

Respectfully yours,

[Signature]

Eddie Lau
Class of 2000 and 2002
APPENDIX E

Abbreviated CVs for Program and Adjunct Faculty
Cherif Aissi  
UL Lafayette, P.O. Drawer 44323, Lafayette, LA 70504-4323  
Tel: W:(337) 482-6971, H:(337) 234-4863, Cell: (337) 255-2222  
E-mail: aissi@louisiana.edu

EDUCATION:

D.Sc. Electrical Engineering  
Major: Systems, Control and Networks (GPA 3.82)  
Minor: Computer Science

M.S. Electrical Engineering  
Major: Systems, Control and Networks (GPA 3.92)  
Minor: Computer Science

B.S. Electrical Engineering  
University of Science & Technology, Algiers, Algeria, 1980.  
Major: Electronics  
Minor: Physics

PROFESSIONAL EXPERIENCE:

Academic Experience:

2006-Present  
Professor (Tenured), College of Engineering, Department of Industrial Technology, University of Louisiana at Lafayette, Lafayette, Louisiana.
Teaching courses in the areas of electronics, electronics laboratory, digital systems, microprocessors, introduction to technology, and computer networking. Supervising graduate students. Current research interest is in VLSI, analysis of nonlinear systems and design of chaotic circuits and their applications. Other responsibilities include administrative tasks such as curriculum development, student's recruitment and advising, and service to the university and community.

1999-2005  
Siemens Endowed Professor in Engineering College of Engineering, Department of Industrial Technology, University of Louisiana at Lafayette, Lafayette, Louisiana.

1996-2005  
Associate Professor, College of Engineering, Department of Industrial Technology, University of Louisiana at Lafayette, Lafayette, Louisiana.

1988-1995  
Assistant Professor, Department of Electrical Engineering, Howard University, Washington, DC.
Lectured undergraduate and graduate courses in the following areas of digital systems, computer engineering hardware design, digital electronics, digital signal processing, microelectronic engineering, electronics laboratory and introduction to VLSI. Developed a course and a laboratory in the area of VLSI. Supervised graduate students. Conducted research in the areas of VLSI design and testing, and neural networks applications. Other responsibilities include students advising recruitment, and mentoring.

1983-1988  
Graduate Teaching/Research Assistant, Department of Electrical Engineering, George Washington University, Washington, DC.
Lectured undergraduate and graduate courses in linear network analysis, signal and systems, network synthesis, control systems and advanced network analysis. Contributed to the development of a laboratory in the area of control systems. Conducted research in the area of testability measures for VLSI circuits, fault detection and diagnosis.

Industrial Experience:

1996-2001  
Responsibilities include research and development of chaotic circuits and their applications.

1991-1994  
Research Scientist, Comsec, Washington, D.C., Conducted a study to compare the performance of several neural network paradigms.

1987-1988  
Personal Computer Engineer, Levintech, Washington, D.C.
Funded Research Proposals:

- Principal Investigator, "An Interdisciplinary Instrumentation and Measurement Laboratory for Undergraduate Instruction and Research," Board of Regents Support Fund (BORSF) Enhancement Program, June 2006 – June 2008, $66,045. The main objective of this proposal is to develop a new Instrumentation and Measurement Laboratory for teaching and research.

- Co-Principal Investigator, "Development of a shock sub with controllable damping to reduce bit failure in oil and gas drilling," Board of Regents Support Fund (BORSF) R&D, Industrial Ties Subprogram Program, June 2004 – June 2008, $180,000. The main objective is to design a special type of a shock absorber controller to limit vibrations to reduce bit failure during drilling.

- Principal Investigator, "Secure Communication Using Impulsive Synchronization of Chaotic Circuits," Board of Regents Support Fund (BORSF) R&D, Research Competitiveness Subprogram Program, June 1999 – June 2002, $55,176. The main objective of this proposal is to study the use of chaotic circuits to encrypt and decrypt the information signal using impulsive synchronization.

- Principal Investigator, "A Local Area Network Design Lab for Research and Instruction," Board of Regents Support Fund (BORSF) Enhancement Program, June 2000 – June 2001, $18,000. The main objective of this proposal is to enhance the computer networking lab.

- Principal Investigator, "Microprocessor-based Control Applications Laboratory for Industrial Technology Research and Instruction," Louisiana Education Quality Support Fund (LEQSF) Enhancement Program, June 1998 – June 1999, $35,332. The main objective of this proposal is to enhance the microprocessor lab in industrial technology and develop a new course in the area of fuzzy logic applications.

- Principal Investigator, "Fault Diagnosis in Digital Systems Using Neural Networks," Louisiana Space Consortium (LaSPACE), June 1998 –June 1999, $10,982. The primary objective of this research is to investigate the use of the back-propagation neural network paradigm to detect and locate physical faults in digital systems.

- Principal Investigator, "Microsoft Instructional Lab Grant," Microsoft Inc., June 1996-May 1997, $34,900. The main objective of this grant is to continue use Microsoft Excel to solve scientific problems and the area of analysis and design of electronic circuits.

- Principal Investigator, "Microsoft Instructional Lab Grant," Microsoft Inc., June 1997-May 1998, $34,900. This grant was renewed for another year to continue the work we started previously.

- Principal Investigator, "Eastern Communication Forum", International Engineering Consortium (IEC), 1990-2001. The purpose of this grant is to attend each year this conference and develop industrial ties. All expenses are covered by the industry. The registration cost is estimated at $995 for each year.

- Investigator, "Neural Network Systems Performance Evaluations," OTS, 1991-1993, $320,000. The primary objective of this grant is to study the performance of several neural network paradigms and develop criteria to evaluate them. This work was done at Comserc, Howard University.

- Co-Principal Investigator, "Digital System Laboratory Computer Equipment," Hewlett Packard Co., May 1990- June 1991, $100,000. This grant is to provide several HP Workstation, Plotters, printers and software to support the digital system lab in the department of electrical engineering at Howard University.

- Principal Investigator, "ASTA Conference in Jordan," ASTA, $2,500, June 1992. This grant is to cover all expenses to attend the first ASTA conference and give a presentation on the applications of neural networks.

- Co-Investigator, "Development of VLSI Modules," AT&T Foundation, $25,000, 1992. The primary objective of this grant is to write several modules related to VLSI design and testing.
SELECTED PUBLICATIONS:
Journals and Transactions publications


Peer Reviewed conference proceedings


Presentations


PROFESSIONAL MEMBERSHIPS:

- Member, IEEE, ASEE
- Member, ATMAE
- Member, IEEE Circuit and System Society
- Member, IEEE Industry applications Society
Biographical Sketch
Ahmed Khattab, Ph.D.

Professional Preparation
- Alexandria University, Alexandria, Egypt  Mechanical Engineering  B.S., 1990
- Alexandria University, Alexandria, Egypt  Mechanical Engineering  M.S., 1998
- University of Missouri, Columbia, MO  Mechanical Engineering  Ph.D., 2005

Appointments
- **Assistant Professor** (2007-present)
  Joint Appointment, Department of Industrial Technology, College of Engineering, University of Louisiana at Lafayette
- **Research Assistant Professor** (2005-2006)
  Industrial and Technological Development Center, University of Missouri, Columbia
- **Research Associate** (2000-2005)
  Industrial and Technological Development Center, University of Missouri, Columbia
- **Teaching Assistant** (2000-2005)
  Department of Mechanical and Aerospace Engineering-University of Missouri, Columbia
- **Teaching Assistant** (1997-1999)
  Department of Mechanical Engineering, Academy for Science and Technology, Alex-Egypt
  Research and Consultation Center, Academy for Science and Technology, Alex, Egypt
- **Maintenance Engineer** (1990-1991)
  CATERPILLAR Inc., Alexandria, Egypt

Publications

**Per-Review Journal Publications**

**Per-Review Conference Proceedings Publications**


Synergistic Activities

• Diversity Advisory Council Member:
  The Diversity Advisory Council (DAC) consists of key community and campus leaders. Members are appointed by the President of UL Lafayette, 2010 to present

• Faculty Advisor:
  National Society of Black Engineers (NSBE), University of Louisiana Chapter

• Peer Reviewer:
  Journal of Materials Science
  Journal of Materials Processing Technology
  Journal of Materials Science & Engineering A

• Proposal Reviewer:
  California Energy Commission

• External Advisory Board Member:
  HBCU-RISE Advanced Infrastructure Composites Program at Southern University at Baton Rouge, Louisiana

Graduate Students:

  Oleanrewaju Tiamiyu, Ph.D. Student, University of Missouri
  Pengfei Zhang, Ph.D. Student, Louisiana State University
  Chunzai Liu, MS Student, University of Louisiana at Lafayette
  Hashim Rizvi, Current Ph.D. Student, University of Louisiana at Lafayette
  Matthew Amy, Current MS Student, University of Louisiana at Lafayette
  Wan Shou, Current MS Student, University of Louisiana at Lafayette

Total Graduate Students: 5 M.S. and 1 Ph.D.
CURRICULUM VITAE

Shelton L. Houston, Ph.D.

DEGREES:
- Ph.D. (Higher Education) University of Mississippi 1988
- M.S. (Industrial Education) University of Southern Mississippi 1982
- B.S. (Electronics Technology) University of Southern Mississippi 1980

ACADEMIC APPOINTMENTS:
Professor & Department Head  UL Lafayette Department of Industrial Technology  2007-pres.
Responsible for budget preparation & management, annual evaluations of seven faculty & staff,
faculty professional development, facility management, and all other aspect associated with daily unit
administration for the department. Serve as point of contact for Association of Technology
Management and Applied Engineering (ATMAE) and Southern Association of Colleges and Schools
(SACS) program accreditations, responsible for undergraduate recruitment and enrollment
management.

Professor  University of Southern Mississippi  1980-2007
Multiple positions within the School of Engineering Technology including Assistant, Associate and
Interim Director of the School.

CONSULTING:
Over eight years experience as an external consultant on research projects at Southern Miss in
electronic instrumentation and data collection, as a private consultant for public schools, and as a
private consultant for small businesses for SOHO computer network applications.

TEACHING: Courses Developed & Taught for last five years
- ITEC 220  Electronics I
- ITEC 320  Analog Electronics Technology
- ITEC 322  Digital Electronics Technology
- ITEC 420  PC Communications and Networking
- ITEC 425  Automation Technology
- ITEC 474  Quality Assurance and Control

PUBLICATIONS: for last five years
Massih, G.H., S. L. Houston, and K.S. Rawat, “How to Kill A Watt’ and Save Energy,”
TechDirections, pp. 22-24, (January 2011)

Massih, G.H. and S. L. Houston, “Construction Students Aid in Hurricane Recovery Efforts,”
TechDirections, pp. 18-19, (May 2010)

Houston, S. L., and G.H. Massih, “A Student Project Applying Automatic Identification and Data
Capture for Inventory Management,” The Technology Interface Journal, Spring 2010, Vol. 10 No. 3,
ISSN 1523-9926, http://technologyinterface.nmsu.edu/Spring10/


Sulbaran, T., D. Marchman, and S. L. Houston, “State-of-the-Art; Effectiveness of Rumble Stripes on

Engineering Education Southeastern Section Meeting, [CDROM]. (2007)
Monographs: for last five years


Houston, S. L., Vidacovich B. and Ancelet, J. Results of a Survey of Industrial Technology Graduates for 2001-2006. University of Louisiana at Lafayette Department of Industrial Technology. 34 pages. (December, 2007)

PRESENTATIONS: for last five years


FUNDING: for last 5 years


Co-PI, “ULS Serves Grant (Conducting Home Energy Conservation Audit),” University of Louisiana System Services, 2009. [R-02328] $77,876


PROFESSIONAL SERVICE:
Regional Officer
  Past President 2007-2008, ASEE Southeastern Section
  President 2006-2007, ASEE Southeastern Section

External Program Reviewer
  Accreditation Program Reviewer for National Association of Industrial Technology, Texas A&M
  Kingsville Industrial Technology Program, April, 2009

External Tenure & Promotion Reviewer
  Engineering Technology faculty for University of Memphis, August, 2011
  Engineering Technology faculty for University of Southern Mississippi, October, 2010

External Article/Journal Reviewer
  Peer Reviewer for International Journal of Engineering Research and Innovation, 2010 to present.
  Peer Reviewer for International Journal of Modern Engineering, 2010 to present.
  Peer Reviewer Technology Interface International Journal, 2011 to present.

External Panel Reviewer
  National Science Foundation for Scholarship in Science, Technology, Engineering, and Mathematics (S-STEM) Program, Washington, D.C., September 2012
  National Science Foundation for Scholarship in Science, Technology, Engineering, and Mathematics (S-STEM) Program, Washington, D.C., November 2009

UNIVERSITY SERVICE:
University-wide committee
  2008-present UL Council of Department Heads, member
  2007-present UL Faculty Senate, member

University-wide committee, appointive
  2012 UL Lafayette Director Academic Planning & Faculty Development Search Committee, member
  2010-2012 UL Lafayette Provost and Vice President of Academic Affairs Search Committee, member
  2009 UL Lafayette Budget Task Force – Academic Programs, Structures and Organization, member

COLLEGE/DEPARTMENT SERVICE:
College/Department committee
  2008-2010 CoE Mechanical Department Head Search Committee, chair
  2007-present CoE Department Heads, member
  2007-present ITEC Curriculum Committee, chair

Professional Memberships/Active Participation
  American Society for Engineering Education - (ASEE)
  National Association for Industrial Technology - (NAIT)
  Institute for Electrical and Electronics Engineers - (IEEE)
  Special Interest Group for Information Technology Education - (SIGITE)
  Tau Alpha Pi - (TAP)
G.H. Massiha, Ph.D.
Department of Industrial Technology
University of Louisiana in Lafayette
Lafayette, LA 70503
Tel: 337-482-5719, Fax: 337-482-6661
massiya@ulouisiana.edu

DEGREES GRANTED:

Ph.D. Electrical Engineering
University of South Florida, Tampa, Florida, April 1991

M.S. Physics
Eastern Michigan University, Ypsilanti, Michigan, August 1982

B.S. Electrical Engineering
University of Michigan, Ann Arbor, Michigan, December 1980

PROFESSIONAL BACKGROUND:

Louisiana Board of Region Professor in Engineering (1996-Present), Department of Industrial Technology, University of Louisiana at Lafayette (Full Professor)

- Teaching undergraduate and graduate courses in fields of electronics, control, and graphics. Setting up Internet courses for electronics related subjects.
- Directing funded research projects on reliability of electrical devices, electrical noise measurement, controls, and construction. Directing undergraduate and graduate independent study projects on reliability, control, and robotics.
- Setting up robotics, automation (PLC), environmental and construction laboratories.
- Preparing and helping in accreditation for NAIT/ATMAE.

Electrical Engineering Lecturer (1993 - 1995), Department of Biological and Agricultural Engineering, University of Georgia

- Teaching undergraduate and graduate courses including: circuits, feedback control, microprocessor, and electric machines lectures, laboratories, and advanced laboratory.
- Directing research project on a topic related to control systems.
- Theoretical studies of excess noise in high temperature superconductors.

Visiting Assistant Professor (1991 - 92), Department of Physics and Engineering, Centenary College

- Coordinator of 3-2 Engineering Program
- Teaching subjects such as thermodynamics, strength of materials, classical mechanics, and technical drawing lectures and laboratories. Academic advising contributions: working with engineering undergraduate students.

PROFESSIONAL AFFILIATIONS:

- Charter member of Institute of Biological Engineering
- Active Member of Association of Technology, Management, and Applied Engineering (ATMAE)
- IEEE
- Member of Sigma Pi Sigma, National Physics Honor Society
- President of Society of Physics Students at USF (1985-1986)
- Vice president of Society of Physics Students at EMU (1981-1982)

External Reviewer for Journals and Textbooks:

- ASEE-GSW, 1997 - present

Most recent Text reviews
- Robotics Technology Fundamental, 2013, Keramas, Wiely Publisher.

COMPUTER EXPERIENCE:

- Basic, C, Fortran, and Pascal
- Intel and Motorola microprocessor programming

SCHOLASTIC HONORS:

- Louisiana BoRSF Professor in Engineering, University of Louisiana in Lafayette since 2001
- 2009 Outstanding Professor of Industrial Technology (ATMAE)
- Research Associate, Electrical Engineering Department, University of South Florida
- Graduate Teaching Assistantship, University of South Florida
- Graduate Teaching Assistantship, Eastern Michigan University
- EMU Dean scholarship for undergraduates

SELECTED ARTICLES (2005 – present)

- “Improving Energy Smart Construction Technology Education, a Service Learning Experience” (with S.L.


WEB PAGES (online):

These pages were designed for various funded projects through the university or Louisiana university system board and DNR and my other teaching and research accounts. The updating is part of my graduate students’ assignments for certain projects. Web pages for courses are being placed and updated on UL Moodle system for the past two years. Series of 12 videos of my lectures that were available online is available on DVD with no additional charges to UL students. The fund for these video projects is through my various teaching grants.

Research Pages:

1. Virtual Energy and Demonstration Center: [www.vedcc.org](http://www.vedcc.org)

2. Electrical Noise: [www.electricalnoise.net](http://www.electricalnoise.net)

3. Construction Management: [http://www.verssa.net/cmnet/](http://www.verssa.net/cmnet/)

Teaching (Moodle):


Funded Grants:

$121,000  PI, Acquisition of Robotics System to Enhance Targeted Automation Control and Manufacturing Teaching and Research, Louisiana Board of Regents Enhancement, 2012-2014

$850,000  Co-PI, EmPower Louisiana, Renewable Energy Program, Department of Energy, 2010-2012

$36,000  PI, Gear UP Summer Engineering and Technology Camp, Department of Education, 2010

$30,000  PI, Environmental Awareness Service Projects for Low Income Homes, Louisiana Service Grant, 2009-10

$60,000  PI, Energy Home Audit and Survey in South Louisiana Home, Louisiana Service Grant, Jan 2008-June 2009

$62,000  Co-PI (Author), Study of Mold and Moisture Control in South Louisiana construction aftermath of 2005 Hurricanes, Louisiana Service Grant, Jan 2007-June 2008

$58,000  PI, Computer Network Laboratory for the Construction and Manufacturing Programs (CMnet), BoRSF Enhancement, 2003-05.

$183,000  Co-PI, Establishment of the Louisiana Supply Network Education Testbed (LouisNET), Louisiana Board of Regents, 2002-05.


$86,000  PI, Control and Manufacturing Laboratory Enhancement, Louisiana Board of Regents Enhancement, 2000-2001


$40,000  CO-PI, Microprocessor Laboratory System, Louisiana Board of Regents (BoRSF) Enhancement, 1998 - 2000.

$32,000  CO-PI, Microsoft Software Grant, 1997, MS granted approximately $32,000 worth of software and multiple user license to ITEC. The software is used in the electronics and control laboratory, 1997.
Professional Experience

Cameron International Corporation
District Manager 2

New Iberia, Louisiana
Trinidad & Tobago, West Indies

Jan 2008 - Present

• Achieved an average of 31.1% EBIT on $28.4 million in annual revenue.

• Completed facility construction, relocation and consolidation project $30k under budget and 3 weeks ahead of schedule.

• Maintained 100% business continuity during facility relocation and expansion in New Iberia.

• Planned, organized and directed district sales, service and manufacturing operations.

• Established priorities, controlled spending, trained locals and restored operational profitability in Trinidad operation.

• Created district bookings and shipments forecasts and budgets.

Cameron International Corporation
Director – HSE Drilling and Production Systems
Houston, TX

Jan 2001 – Dec 2006

• Achieved a 45% decrease in total recordable incident rate, a 40% decrease in lost workday incident rate and a 50% decrease in incident severity rate from 2001 – 2006.

• Achieved 392% increase in proactive HSE actions from 2001 to 2006.

• Coached senior management on methods to improve HSE performance.

• Directed HSE functions (strategic planning, management system development, auditing etc.) – 9053 employees - 76 manufacturing, sales and service and aftermarket facilities worldwide.

• Implemented internet based learning management system in North and South America.

• Observed, documented and communicated HSE best practices internationally.
Cameron International Corporation  
Quality - Health, Safety, & Environmental Manager  
March 1998 - December 2000  
Patterson, Louisiana

- Reduced costs & cycle times eliminating redundant inspection activities.
- Led and coordinated internal ISO 9000 system audits.
- Delivered quality and HSE training to employees and supervisors.
- Implemented site specific HSE policies and procedures.
- Managed HSE compliance for 250 employees.

University of Louisiana - Lafayette  
Adjunct Professor  
August 2008 - Present

- Taught undergraduate courses in metallurgy, safety, graphics design and graduate courses in project management.
- Received favorable performance evaluations.
- Provided guidance and feedback on industry practices, principles and expectations.
- Mentored students seeking knowledge and employment in occupational health and safety careers.

Louisiana Army National Guard  
2LT, Platoon Leader  
August 1998 - December 2000  
Sgt, Squad Leader  
Gonzales, LA

- Supervised and trained 40 soldiers and 5 non-commissioned officers.
- Planned, coordinated and supervised the execution of vertical construction projects.
- Completed all assigned projects under budget, and in less than the time allocated.
- Responsible for the maintenance and accountability of construction and military vehicles.
| Education & Certifications | Ph.D. Industrial Engineering (2009)  
University of Houston |
|----------------------------|---------------------------------------------------------------|
|                            | M.S. Engineering and Technology Management (2004)  
University of Louisiana at Lafayette |
|                            | B.S. Industrial Technology (1998)  
University of Louisiana at Lafayette |
|                            | **Certified Safety Professional**  
Board of Certified Safety Professionals, CSP # 18222 |
| Affiliations               | **University of Louisiana at Lafayette**  
Academic Advisory Board  
College of Engineering - Industrial Technology |
|                            | **American Society of Safety Engineers**  
Gulf Coast Chapter, Awards and Honors Committee Chair 2002, 2003 |
|                            | **The Honor Society of Phi Kappa Phi** |
|                            | **Iberia Athletic Association** |
|                            | **Knights of Columbus** |
|                            | **Kiwanis Club** |
APPENDIX F

Louisiana Board of Regents  
Division of Academic Affairs  

Evaluation of Proposed Academic Program  

Evaluator: Mahyar Izadi  
Program Title: Systems Technology  
CIP Code: 15.0503  
Degree Requested: Master of Science (M.S.) in Systems Technology  

A. Program Design  
1. To what extent does the proposed breadth of course offerings represent a broad, well-integrated knowledge of the discipline?  
   - The proposed Master of Science in Systems Technology addresses solutions to complex systems in a variety of industries. This program via the breadth of course offerings provides knowledge base in economic implications, design considerations, technical aspects, and team approach toward problem solving. The list of proposed courses will provide a well-integrated knowledge of the discipline.  

2. If the program is interdisciplinary, to what extent is it coherent as a program?  
   - N/A  

3. How well does this program take into account the way the discipline or field is moving?  
   - The field of Technology is rapidly changing, therefore, a graduate program in this field must be dynamic enough to allow for changes in the subject matter yet the current content must be up to date so its graduates can compete in the job market. The program design allows the content to be dynamic and move with the ever changing of this field.  

4. How well do the requirements (curriculum, thesis) suit the program?  
   - As evidenced by proposed core and elective courses in the M.S. in Systems Technology, the program is strong and lends itself to students who will pursue thesis and non-thesis options. Either
option will provide good foundations for students who will enter professional fields or planning to continue their graduate studies toward a doctoral program.

5. If the proposed degree is mainly for transfer purposes, have transfer/articulation agreements with proximate institutions been established adequately?
   - N/A

6. How do the program's history and/or design reflect upon its viability and growth?
   - The fact that Department of Industrial Technology has enjoyed a great reputation among the institutions encompassing the Association of Technology, Management, and Applied Engineering by itself is evidence toward viability. The faculty and students of this department are known nationally and this history will assist in program recruitment and growth. The specific design of this program will lend itself to adaptation and growth.

8. Does the program use alternate, creative forms of delivery (i.e., distance learning technologies)? Please address the utility of online and/or interactive video approaches in offering educational opportunities in the proposed program.
   - One of the most positive aspects of this program is the online delivery mode which will lend itself to highest level of growth and needs of the future students. I congratulate the department for selecting the online delivery mode for this program.

B. Need
1. Based on your own knowledge, similar offerings in the state inventory (http://as400.regents.state.la.us/pdfs/crin/crinccat.pdf) and in the region, and the proposal's description and explanation, to what extent do the region, state, or nation need a program in this discipline, at this level, at this time?
   - Based on my knowledge, more employers are interested to hire employees with breath of knowledge that can serve in different capacities and have the adaptability to cope with changes in organization and technologies. The M.S. in Systems Technology
will produce graduates that can serve in variety of industries in the State of Louisiana. There are hardly any similar programs in the state that can satisfy this need by industries at this time. This program will fit very well with the objectives of 2009-2014 Strategic Plans.

2. **To what extent is this program likely to address these needs effectively?**

   - The curriculum for this program calls for courses such as System Planning and Control, Analysis, Total Quality Control, Research Methods, Advanced Systems Analysis, Process Control, Automated Systems in the core of the program. Completion of these core courses along with suggested electives will enable the graduates to work in areas such as energy systems, cyber systems, clean technologies, and manufacturing systems. Providing advanced level of skills in these industries will address the state and national needs.

C. **Students**

1. **How realistic are enrollment and completion projections?**

   - Two factors will contribute to enrollment estimates of 30-40 graduate students for the next five years. The M.S. in Systems Technology program can draw from the large number of graduates of Industrial Technology Program from the department as well as graduates of related business and engineering programs at ULL. The second contributing factor to projected enrollment of 30-40 per year is use of online delivery mode. The online approach has proven itself to draw students which could not afford to relocate to complete a graduate program.

2. **Is there reason to believe there is an adequate supply of qualified students in the area? Is there enough financial support to attract able students in competition with other institutions?**

   - Graduates from the Industrial Technology program and other engineering and business programs at ULL will provide the basis
for applicants to this program. However, the number and variety of industries in the region will help to the department to successfully promote this graduate program among them.

- I expect limited financial assistance to students in this program. However, the department and faculty have the potential to secure private funds and grants applicable toward this program.

3. If the program indicates (or should include) a special interest in a particular segment of the population, is the approach realistic?

- One of the strengths of this program is its approach, where graduates can successfully function in various industries. Therefore, there is no need to have a special interest group.

4. If a graduate program is proposed, are there reasonable and realistic sources of financial support? If not, will it impact the program’s probable viability and success?

- The program faculty in addition to the department will be able to augment financial resources provided by the ULL. As it is indicated in the proposal, the private industry needs to be tapped for additional resources.

D. Faculty

1. To what extent is the faculty’s knowledge an understanding of their areas thorough and up-to-date? Should they be able to adequately cover the proposed range of courses?

- Knowledge and background of the faculty are thorough and up-to-date. Their academic backgrounds are outstanding and meet the need for covering the proposed courses.

2. What is the caliber of the faculty’s research and publication? How important to the field is the work being done? Is the faculty generally recognized nationally, by appointment to national
honorary bodies, committee work, editorial service, or by other recognition?

- The faculty members enjoy national recognitions and have research and publications appropriate for this degree program.

3. Does the department have an adequate depth and breadth of diversity in its faculty (background, training, interests, strengths, etc.) to implement a strong program?

- Four out of five faculty members for this program have terminal degrees in four different engineering disciplines. This demonstrates breadth of diversity for the proposed program. Further analysis of faculty vitae provides evidence of depth of experience in this academic field.

4. Is there any indication of the caliber of their teaching? Are there any concerns?

- There are no concerns about caliber of teaching in this program.

5. Are there any provisions for adequate faculty guidance available for students, e.g., with regard to employment possibilities and opportunities? If not, what is lacking?

- I did not see any indications of employment counseling in this program.

E. Resources

1. To what extent are present library holdings adequate to initiate the proposed program?

- Present library holdings are adequate to initiate this program.

2. Are there provisions for quality technology and training support, especially for an online or distance learning program? Does the institution appear to understand what it needs to do?
- Faculty should become eLearn Certified Online Teachers so they can adequately provide instruction for this proposed online program. ULL, if not already doing so, should require all courses for this program to undergo a review process for adequacy of online delivery.

3. **To what extent are facilities and services adequate for the purposes of the program? If not, what particular inadequacies do you detect?**

   - The facilities and services seem adequate for this program.

5. **Are facilities and services adequate for the future plans of the department?**

   - I am unable to address this section.

F. **Administration**

1. **Is the proposed administrative structure appropriate? Are there any obvious advantages or disadvantages to this proposed structure?**

   - The proposed administrative structure for the M.S. in Systems Technology is appropriate. The addition of a Graduate Coordinator will benefit the program.

G. **Accreditation**

1. **Is information on specialized, programmatic accreditation presented and complete/appropriate? Does the proposal outline a program that should meet accreditation requirements? Is there evidence of understanding and a reasonable plan to achieve/maintain accreditation?**

   - Once established, the M.S. in Systems Technology can seek accreditation from the Association of Technology, Management,
and Applied Engineering (ATMAE). Currently, the B.S. in Industrial Technology is accredited by ATMAE.

H. **Related Fields**
   1. **Does the program’s success involve or require support from related fields or programs? Does the proposal address this? If not, to what extent is support needed.**
      
      - There will be not be a direct support from other academic fields for this program.

I. **Budget**
   1. **Are the cost and revenue projections realistic? Is the proposed budget sufficient to launch a quality program?**
      
      - The projected costs and revenues seem realistic for this program. The proposed budget is sufficient to launch this graduate program.

   2. **Is the amount of financial support described sufficient to sustain the program at high quality?**
      
      - Since the proposed program is scheduled for online delivery the financial support seems to be sufficient to sustain the program at high quality.

   3. **Is it likely that adequate financial support will continue to be available to the program, e.g., from external sources?**
      
      - I do not have enough information to address this section.
4. Is there indication that institutional support is firmly enough committed for the program to implement or maintain the program at high quality?

- It is certain that the Department of Industrial Technology is very committed to deliver and maintain this needed program. However, I don’t have adequate information about other parts of the ULL.

J. General Assessment, Comments, and Suggestions

1. Is the program realistic?

- The proposed M.S. in Systems Technology at ULL is a realistic program that has great potential to serve the students and various industries in the state of Louisiana.

2. What are this program’s notable strong and weak points?

- The program’s notable strength is its approach to broadly educate students that can serve in variety of industries. This strength in evidenced by core courses in the program. The other strength is the online delivery, which will help the busy and place bond students. A concern that I have is the lack of structured marketing and recruitment plan for this graduate program. Regardless of availability of local students to enter this program, the program needs to establish a long term systematic marketing plan so a steady stream of students can be assured.

3. What are your recommendations:

   A. Regarding the proposal and how it might be strengthened.

   - Overall, the proposal is very well done and I do not see any specific weaknesses.

   B. Regarding the program, to strengthen (1) implementation; and (2) growth.
1. I do not have any specific recommendations regarding implementation of this program.
2. A systematic marketing and recruitment plan will strengthen the growth of this program.

C. Regarding launching the program at this institution, at this time.

- I cannot speak on the economy of the State of Louisiana, but launching this graduate program is very timely. I am positive that many industries will benefit from its graduates.

4. Please make any comments regarding aspects of the program not covered in this review which you think should be described.

- The Department of Industrial Technology at ULL houses a strong well known undergraduate program. Launching of the M.S. in Systems Technology will utilize all the resources available in this department, especially its faculty to the fullest. I expect this program model will be shared at the ATMAE national conference so other institutions can emulate ULL’s success from this innovative programming.
APPENDIX G

UL Lafayette Response to
Comments Based on Consultant Review
UL Lafayette Response to Comments based on Consultant Review

Key UL Lafayette Responder: Dr. Mark E. Zappi, P.E., Dean of Engineering, UL Lafayette (date: 8/28/13)

NOTE: Under each review category as listed in the report by Dr. Izadi, UL Lafayette provides a response based on Dr. Izadi’s comments.

A. Program Design

1. To what extent does the proposed breadth of course offerings represent a broad, well-integrated knowledge of the discipline?

   - The proposed Master of Science in Systems Technology addresses solutions to complex systems in a variety of industries. This program via the breadth of course offerings provides knowledge base in economic implications, design considerations, technical aspects, and team approach toward problem solving. The list of proposed courses will provide a well-integrated knowledge of the discipline.

   Agree. UL Lafayette agrees that the designed program is well-rounded and consistent with a solid technology program.

2. If the program is interdisciplinary, to what extent is it coherent as a program?

   - N/A

3. How well does this program take into account the way the discipline or field is moving?

   - The field of Technology is rapidly changing, therefore, a graduate program in this field must be dynamic enough to allow for changes in the subject matter yet the current content must be up to date so its graduates can compete in the job market. The program design allows the content to be dynamic and move with the ever changing of this field.

   Agree. There exists significant flexibility with regard to the core field and the supporting specialty areas. Faculty at UL Lafayette are highly active in both research and design within their areas of
4. How well do the requirements (curriculum, thesis) suit the program?

- As evidenced by proposed core and elective courses in the M.S. in Systems Technology, the program is strong and lends itself to students who will pursue thesis and non-thesis options. Either option will provide good foundations for students who will enter professional fields or planning to continue their graduate studies toward a doctoral program.

Agree. We appreciate Dr. Izadi’s recognition of our efforts to design a highly effective program based on a core foundation of systems technology complemented by a defined specialty area of study which will meet the needs of students completing a thesis or project option.

5. If the proposed degree is mainly for transfer purposes, have transfer/articulation agreements with proximate institutions been established adequately?

- N/A

6. How do the program’s history and/or design reflect upon its viability and growth?

- The fact that Department of Industrial Technology has enjoyed a great reputation among the institutions encompassing the Association of Technology, Management, and Applied Engineering by itself is evidence toward viability. The faculty and students of this department are known nationally and this history will assist in program recruitment and growth. The specific design of this program will lend itself to adaptation and growth.

Agree. This design has been developing for the last six years. The goal of UL Lafayette was to slowly and systematically move toward this offering as existing resources became available to the department to support a nationally competitive program in systems technology.
8. Does the program use alternate, creative forms of delivery (i.e., distance learning technologies)? Please address the utility of online and/or interactive video approaches in offering educational opportunities in the proposed program.

- One of the most positive aspects of this program is the online delivery mode which will lend itself to highest level of growth and needs of the future students. I congratulate the department for selecting the online delivery mode for this program.

Agree. We concur with Dr. Izadi’s comment of online delivery. To support working professionals, it is the most logical option.

B. Need
1. Based on your own knowledge, similar offerings in the state inventory [http://as400.regents.state.la.us/pdfs/crin/crinccat.pdf] and in the region, and the proposal’s description and explanation, to what extent do the region, state, or nation need a program in this discipline, at this level, at this time?

- Based on my knowledge, more employers are interested to hire employees with breadth of knowledge that can serve in different capacities and have the adaptability to cope with changes in organization and technologies. The M.S. in Systems Technology will produce graduates that can serve in variety of industries in the State of Louisiana. There are hardly any similar programs in the state that can satisfy this need by industries at this time. This program will fit very well with the objectives of 2009-2014 Strategic Plans.

Agree. Additional conversations with regional industries have further entrenched our belief that this new degree for Louisiana will have a tremendous positive impact on recruiting new industries into the state, while strengthening the international competitiveness of existing Louisiana companies. Many companies, when looking for potential location sites, are primarily concerned with the “hiring pool” of young engineers and technologists. This degree program will offer a strong new pool for Louisiana.
2. To what extent is this program likely to address these needs effectively?

- The curriculum for this program calls for courses such as System Planning and Control, Analysis, Total Quality Control, Research Methods, Advanced Systems Analysis, Process Control, Automated Systems in the core of the program. Completion of these core courses along with suggested electives will enable the graduates to work in areas such as energy systems, cyber systems, clean technologies, and manufacturing systems. Providing advanced level of skills in these industries will address the state and national needs.

- Agree. We believe that this will be a highly successful program. We also believe that it will attract a significant number of domestic students given its very strong industrial orientation.

C. Students

1. How realistic are enrollment and completion projections?

- Two factors will contribute to enrollment estimates of 30-40 graduate students for the next five years. The M.S. in Systems Technology program can draw from the large number of graduates of Industrial Technology Program from the department as well as graduates of related business and engineering programs at ULL. The second contributing factor to projected enrollment of 30-40 per year is use of online delivery mode. The online approach has proven itself to draw students which could not afford to relocate to complete a graduate program.

- Agree. Regional, national and international options are available with online program delivery.

2. Is there reason to believe there is an adequate supply of qualified students in the area? Is there enough financial support to attract able students in competition with other institutions?

- Graduates from the Industrial Technology program and other engineering and business programs at ULL will provide the basis for applicants to this program. However, the number and variety of industries in the region will help to the department to successfully promote this graduate program among them.
I expect limited financial assistance to students in this program. However, the department and faculty have the potential to secure private funds and grants applicable toward this program.

Agree. The diversity of the regional industry will provide multiple sources of potential students for the program. The limited financial support is understood because of the nature of the program, e.g. online delivery; however, most regional companies support employee education through direct reimbursement to the individual student. Additionally, program faculty will pursue additional funding through private funds and grants in support of the program.

3. If the program indicates (or should include) a special interest in a particular segment of the population, is the approach realistic?

- One of the strengths of this program is its approach, where graduates can successfully function in various industries. Therefore, there is no need to have a special interest group.

Agree.

4. If a graduate program is proposed, are there reasonable and realistic sources of financial support? If not, will it impact the program’s probable viability and success?

- The program faculty in addition to the department will be able to augment financial resources provided by the ULL. As it is indicated in the proposal, the private industry needs to be tapped for additional resources.

Agree. Support will be pursued by program faculty beyond the financial resources provided by the University. As indicated in Response 2, a significant number of regional industries support students pursuing undergraduate and graduate education. A similar level of support is expected for students enrolled in the program. Additionally, area industries and private foundations will be approached to develop student scholarships in support of the program. With the addition of grant/foundation staff position in the College of Engineering, it is fully expected that other funding
D. Faculty

1. To what extent is the faculty’s knowledge an understanding of their areas thorough and up-to-date? Should they be able to adequately cover the proposed range of courses?
   - Knowledge and background of the faculty are thorough and up-to-date. Their academic backgrounds are outstanding and meet the need for covering the proposed courses.
   
   Agree.

2. What is the caliber of the faculty’s research and publication? How important to the field is the work being done? Is the faculty generally recognized nationally, by appointment to national honorary bodies, committee work, editorial service, or by other recognition?
   - The faculty members enjoy national recognitions and have research and publications appropriate for this degree program.

   Agree. We concur that the faculty are nationally recognized in research and publication in their respective research fields.

3. Does the department have an adequate depth and breadth of diversity in its faculty (background, training, interests, strengths, etc.) to implement a strong program?
   - Four out of five faculty members for this program have terminal degrees in four different engineering disciplines. This demonstrates breadth of diversity for the proposed program. Further analysis of faculty vitae provides evidence of depth of experience in this academic field.

   Agree. We appreciate Dr. Izadi noting the breadth and depth of the faculty.
4. Is there any indication of the caliber of their teaching? Are there any concerns?

- There are no concerns about caliber of teaching in this program.

- Agree. Our faculty tend to get very high marks from student evaluation of instruction.

5. Are there any provisions for adequate faculty guidance available for students, e.g., with regard to employment possibilities and opportunities? If not, what is lacking?

- I did not see any indications of employment counseling in this program.

- Agree. Employment possibilities and opportunities were not a major consideration because of the target population "working professionals". It would be expected that individuals that are in the same courses will have the opportunity to "network" with classmates and find other employment opportunities. However, if MS System Technology graduates are similar to Industrial Technology undergraduates, then only a small number of individuals will make career changes. The most recent 2011 ITEC Alumni Survey indicated that 46% of respondents had never changed jobs and another 21% had changed jobs once since graduation. However, should program students need career planning or placement assistance, both students and alumni have unlimited and round-the-clock access to our comprehensive portfolio of opportunities and resources through UL Lafayette Career Services. In addition, each student will have an individual point of contact (a faculty member) who will assist them with both academic and career advising issues. Finally, Institutional Planning shares with departments occupational forecasting and career planning data on a regular basis.

E. Resources

1. To what extent are present library holdings adequate to initiate the proposed program?

- Present library holdings are adequate to initiate this program.
2. Are there provisions for quality technology and training support, especially for an online or distance learning program? Does the institution appear to understand what it needs to do?

- Faculty should become ULearn Certified Online Teachers so they can adequately provide instruction for this proposed online program. ULL, if not already doing so, should require all courses for this program to undergo a review process for adequacy of online delivery.

3. To what extent are facilities and services adequate for the purposes of the program? If not, what particular inadequacies do you detect?

- The facilities and services seem adequate for this program.

4. Are facilities and services adequate for the future plans of the department?

- I am unable to address this section.

- Agree. Dr. Izadi is not in a position to make such an assessment. However, UL Lafayette is committed to growing online offerings and has expanded the staff in the Office of Distance and Electronic Learning. Instructional designers and a media expert provide ongoing training to faculty. In addition to 24/7 technical
F. Administration

1. Is the proposed administrative structure appropriate? Are there any obvious advantages or disadvantages to this proposed structure?

- The proposed administrative structure for the M.S. in Systems Technology is appropriate. The addition of a Graduate Coordinator will benefit the program.

- Agree. The current administrative structure for other graduate programs is well established and has proven to be conducive for managing graduate programs in other departments in the College of Engineering. A similar structure with a graduate program coordinator has already been discussed and approved by University administration for the MS Systems Technology program.

G. Accreditation

1. Is information on specialized, programmatic accreditation presented and complete/appropriate? Does the proposal outline a program that should meet accreditation requirements? Is there evidence of understanding and a reasonable plan to achieve/maintain accreditation?

- Once established, the M.S. in Systems Technology can seek accreditation from the Association of Technology, Management, and Applied Engineering (ATMAE). Currently, the B.S. in Industrial Technology is accredited by ATMAE.

- Agree. Once established the M.S. in Systems Technology can seek accreditation from the Association of Technology, Management, and Applied Engineering (ATMAE) which currently accredits the B.S. in Industrial Technology offered at UL Lafayette.
H. Related Fields

1. Does the program's success involve or require support from related fields or programs? Does the proposal address this? If not, to what extent is support needed.

- There will not be direct support from other academic fields for this program.

   \[\text{Agree.}\]

I. Budget

1. Are the cost and revenue projections realistic? Is the proposed budget sufficient to launch a quality program?

- The projected costs and revenues seem realistic for this program. The proposed budget is sufficient to launch this graduate program.

   \[\text{Agree. UL Lafayette has been preparing for this potential offering for some time. We feel very confident in our fiscal, enrollment and occupational projections.}\]

2. Is the amount of financial support described sufficient to sustain the program at high quality?

- Since the proposed program is scheduled for online delivery the financial support seems to be sufficient to sustain the program at high quality.

   \[\text{Agree.}\]

3. Is it likely that adequate financial support will continue to be available to the program, e.g., from external sources?

- I do not have enough information to address this section.

   \[\text{Agree. As student and faculty research develops, it will help generate new sources of funding that will continue to support faculty research, new students, and travel. This has already been seen in the new Systems Engineering PhD program that has been}\]
4. Is there indication that institutional support is firmly enough committed for the program to implement or maintain the program at high quality?

- It is certain that the Department of Industrial Technology is very committed to deliver and maintain this needed program. However, I don't have adequate information about other parts of the ULL.

Agree. The M.S. in Systems Technology is considered a top priority by the University administration.

J. General Assessment, Comments, and Suggestions

1. Is the program realistic?

- The proposed M.S. in Systems Technology at ULL is a realistic program that has great potential to serve the students and various industries in the state of Louisiana.

Fully agree.

2. What are this program's notable strong and weak points?

- The program's notable strength is its approach to broadly educate students that can serve in variety of industries. This strength is evidenced by core courses in the program. The other strength is the online delivery, which will help the busy and place bond students. A concern that I have is the lack of structured marketing and recruitment plan for this graduate program. Regardless of availability of local students to enter this program, the program needs to establish a long term systematic marketing plan so a steady stream of students can be assured.

Agree. Dr. Izadi's comment about program marketing is paramount to sustaining the M.S. Systems Technology program. We will further address in 3.B.2. below.
3. What are your recommendations:

A. Regarding the proposal and how it might be strengthened.

- Overall, the proposal is very well done and I do not see any specific weaknesses.

  Agree.

B. Regarding the program, to strengthen (1) implementation; and (2) growth.

1. I do not have any specific recommendations regarding implementation of this program.

  Agree.

2. A systematic marketing and recruitment plan will strengthen the growth of this program.

  Agree. Program marketing will be an ongoing requirement to sustain the program. Therefore, almost immediately upon acceptance of the program by the two governing boards for UL Lafayette, a comprehensive multi-media marketing effort will be initiated.

  Activities include
  1) strong participation in professional society meetings to highlight UL Lafayette’s program to potential employers and students,
  2) periodic meetings with numerous regional industries to ensure that their needs are being addressed by the program and to verify that their current staffing is aware of the program,
  3) collaborations with other US colleges and universities offering undergraduate technology degrees,
  4) the formation of a program advisory board,
  5) publishing of scholastic products in journals and industry trade magazines,
  6) collaboration with international universities,
  7) meetings with government agencies such as DoD and NASA to set-up potential training opportunities for their
staff,
8) setting up recruiting booths for potential students at regional jobs placement events at regional universities,
9) setting up recruiting booth at ATMAE National Meeting,
10) promotion by UL Lafayette Communications and Marketing social media, and
11) participation by the new College of Engineering Outreach Coordinator.

Most of these activities are actually on-going for the current engineering programs at UL Lafayette. The results of these efforts have been dramatic, with College experiencing a more than 30% increase in undergraduate student populations along with an increase in the number of companies recruiting UL Lafayette engineering and industrial technology graduates.

Hence, this marketing initiative is viewed as having great potential to facilitate the program meeting its full potential.

C. Regarding launching the program at this institution, at this time.

- I cannot speak on the economy of the State of Louisiana, but launching this graduate program is very timely. I am positive that many industries will benefit from its graduates.

4. Please make any comments regarding aspects of the program not covered in this review which you think should be described.

- The Department of Industrial Technology at ULL houses a strong well known undergraduate program. Launching of the M.S. in Systems Technology will utilize all the resources available in this department, especially its faculty to the fullest. I expect this program model will be shared at the ATMAE national conference so other institutions can emulate ULL’s success from this innovative programming.
APPENDIX H

UL Lafayette Response to
Issues from Board of Regents Staff
Issues from Board Staff to be Addressed in Final Version of the Proposal

1. Why is the degree name of the MS 'System Technology' rather than 'Industrial Technology' (which is the name of the existing BS)?

   **Response:** In practical terms, "Industrial Technology" is outdated in describing what the graduate program can/will become. The continued use of "Industrial Technology" for the undergraduate program has to do with regional recognition of the undergraduate program name, e.g. with over 1200 ITEC graduates in the Acadiana region, the degree name is well known and well established. In short, regional industry understands the ITEC label and hires ITEC graduates. The ITEC Advisory Board was polled to determine if the undergraduate program name should be changed, and there was unanimous support to retain the undergraduate program name of "Industrial Technology".

   With that said, the name "Industrial Technology" is considered outdated on the national level. This has been so significant that program accreditation has changed from National Association of Industrial Technology (NAIT) to Association of Technology, Management, and Applied Engineering (ATMAE). Likewise, in different regions of the country undergraduate programs in Industrial Technology had enrollment declines and have changed their names to better reflect the types of technology that are currently in use. Reports from these programs indicate that enrollment has increased by renaming these programs.

   Finally, the name "Systems Technology" is reflective of the overall direction of the College in offering the PhD in Systems Engineering and in approaching solutions from a systematic prospective. The program name is also supported by the ITEC Advisory Board which has endorsed the program. It also reflects the formal definition of Systems Technology outlined by the U.S. Department of Education. The formal US Department of Education’s CIP Definition for Systems Technology (CIP 15.0503) is included to provide further definition and clarification of program:

   "A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing energy-efficient systems or monitoring energy use. Includes instruction in principles of energy conservation, instrumentation calibration, monitoring systems and test procedures, energy loss inspection procedures, energy conservation techniques, and report preparation."

2. It appears that all courses required of this proposed program will be new. If this is indeed the case, how will these new courses be rolled out?

   **Response:** Course development is ongoing by faculty; however, according to University policy no graduate courses can be approved until a program receives all levels of approval (UL System, LA Board of Regents and SACS). Once all approvals are in place, course submissions will occur using the normal administrative channels and will follow the proposed course rotation in the proposal. Do note that these courses will be offered without a request for new
funding. When approval is granted, the courses will be rolled out as the students move through the program.

3. There needs to be more of a connection with private industry. The proposal should address ways in which the campus is tapping into the private industry for input relevant to degree implementation and in regards to seeking additional resources. (see Student section of report, #4)

Response: See Consultant Response Student Section #4. Additionally, do note that this degree program has been initiated, designed, and proposed with strong industry encouragement and input. This proposed degree represents one with strong regional industry support.

4. Faculty should become ULearn Certified Online Teachers so they can provide adequate instruction for this proposed online program. ULL, if not already doing so, should require all courses for this online program to undergo a review process for adequacy of online delivery. Please address ways in which the campus is/will ensure there is quality in the delivery of instruction via online learning capabilities (see Resources section, #2)

Response: See Consultant Response Resources Section #2. All online courses at UL Lafayette go through significant QA/QC to ensure that all online courses meet or exceed expectations and targeted goals.

5. It is noted that a Graduate Coordinator would benefit the program. Please address (see Administration section, #1)

Response: See Consultant Response Administration Section #1. Do note that UL Lafayette will appoint a program coordinator once the program is approved.

6. The external reviewer was concerned that there was no structured marketing or recruitment plan for the proposed program. Please address. (see General Assessment, Comments, and Suggestions section, #2)

Response: See Consultant Response General Assessment, Comments, and Suggestions Section #3.

It would be helpful to have a clearer picture of what types of employment opportunities such a program would provide as well as average salary ranges.

Response: As stated above, this degree program is one that has been strongly pushed by industries across the region. Companies are constantly complaining that we do not graduate enough ITEC graduates (also true for engineering as well). The additional systems technology teaching component will only further increase the already high demand for the ITEC graduates. It is expected that starting salaries will exceed the current ITEC starting salaries in the $60K range by at least 10% - which is what is typically observed with engineering graduate degrees. Additional data will be included in the final proposal.
Item E.8. University of Louisiana at Lafayette’s request for approval to establish an Institute for Materials Research and Innovation.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette’s request for approval to establish the Institute for Materials Research and Innovation whose primary objective is to foster interdisciplinary research in advanced and specialized metals, polymers, ceramics, and composite materials. Such research will nurture the talent of undergraduate and graduate students for scholarly and professional careers, and enhance economic development in the state. The proposed Institute will integrate three independent existing centers at the University that have a focus in the area of materials research which are the Center for Structural and Functional Materials, the Microscopy Center, and the Louisiana Accelerator Center.

The Institute’s mission is to foster interaction between diverse disciplines and support materials-related activities in an interdisciplinary fashion across the broad research community at ULL. The goal is to enable students, faculty, and industrial partners to link disciplinary expertise with shared facilities and trained staff to advance multidisciplinary research at the cutting edge of science and technology which would, in turn, benefit the state. The Institution’s innovation, creativity and intellectual property development along with enhancing collaborations and partnerships will tremendously benefit stakeholders.

Advances in materials are quickly impacting the economy. On average, every person in the U.S. requires the securing and processing of approximately 20,000 pounds of non-renewable, non-fuel mineral resources each year. Industries engaged in the direct production of primary materials employ approximately 1.5 million wage and salaried personnel, or about 1.5 percent of the labor force. Materials stand as a critical element in the resolution of such fundamental economic issues as the fitness of resources, the scarcity of strategic materials, maintenance of economic growth and productivity, and the creation of capital and competitiveness in the market. As well, the growing awareness of the paramount importance of materials development is reflected in the number of initiatives launched by the government policy-making bodies in the U.S., U.K., Japan, and the European Union.

Currently there are no similar units that exist at the University. Two related units in Louisiana are the Advanced Materials Research Institute (AMRI) at the University of New Orleans and the Center for Advanced Microstructures and Devices (CAMD) at LSU. Among the many differences that exist in comparison to UNO’s AMRI and LSU’s CAMD centers, a profound difference is the integrated nature of the Institute. The Institute focuses on the research
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and development of engineering (load-bearing) and non-engineering (non-loading bearing) materials involving the four elements of materials science and engineering paradigm, process-structure-property-performance relationship, in an “integrated manner.” As well, the Institute strongly emphasizes both sciences and engineering aspects that involve understanding-driven development of products.

The implementation of the Institute will not result in the termination or phasing out of any existing units. The three independent centers will align within the Institute to maximize efficiencies and their effectiveness. Existing resources will be used to manage the Institute and will be administered by the Office of Vice President for Research. The Institute, slated to be implemented on January 1, 2014, will be beneficial to both campus and community.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s request for approval to establish an Institute for Materials Research and Innovation.
October 2, 2013

Dr. Sandra Woodley
President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

This is to request establishment of the Institute for Materials Research and Innovation and related budget.

Please place this item on the agenda for consideration at the October 2013 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

Attachments
LOUISIANA BOARD OF REGENTS

Guidelines: Proposed New Centers, Institutes, and Other Similar Centers

FORM B: REQUEST FOR APPROVAL TO CREATE A NEW INSTITUTE

INSTITUTE FOR MATERIALS RESEARCH AND INNOVATION

PREVIOUSLY REGISTERED, NON-STATE FUNDS SUPPORTED ACADEMIC/RESEARCH UNIT OR REQUEST FOR APPROVAL OF
A NEW, STATE FUNDS SUPPORTED ACADEMIC/RESEARCH UNIT

1. **Name of Institution Submitting Proposal:** University of Louisiana at Lafayette

2. **Name of Proposed Unit:** Institute for Materials Research and Innovation

3. **Name and Title of Proposed Administrator:** Professor Devesh Misra, Director

4. **Name of Academic Unit Responsible for the Program:** Vice President for Research

5. **Date to be Implemented:** January 1, 2014

6. **Date Approved by the Governing Board:**

7. **Date Received by Louisiana Board of Regents:**

8. **Academic Affairs Committee Review:**

9. **Board Action (Nature of Action):**

10. **Date of Board Action:**
PART I - DESCRIPTION

1. Description and objectives of the proposed unit

The primary objective of the proposed Institute for Materials Research and Innovation (IMRI) at the University of Louisiana at Lafayette is to foster interdisciplinary research in advanced and specialized metals, polymers, ceramics, and composite materials. Such research will nurture the talent of undergraduate and graduate students for scholarly and professional careers, and enhance economic development in the state. The Institute integrates three independent existing centers at the University that have a focus in the area of materials research -- the Center for Structural and Functional Materials, the Microscopy Center, and the Louisiana Accelerator Center -- under a single shared identity. The materials research activity at the University is substantial and diverse. In order to maximize the impact of the University’s work in this area, the Institute seeks to coalesce virtually all materials activity into a single Institute that can serve as a common portal for the University’s external stakeholders to access the UL Lafayette’s significant strength in materials research and development infrastructure.

The mandate of the Institute for Materials Research and Innovation is to foster interaction between diverse disciplines and support materials-related activities in an interdisciplinary fashion across the broad research community at the University of Louisiana at Lafayette. The assemblage of facilities of the Institute and its pool of faculty expertise are also available to industries and organizations that require help in pursuit of their ideas. They will be charged on an hourly basis for the use of the facility. The goal is to enable students, faculty, and industrial partners to link disciplinary expertise with shared facilities and trained staff to advance multidisciplinary research at the cutting edge of science and technology for the benefit of the State of Louisiana.

The Institute will provide a platform for our dedicated and diverse community of students and faculty to advance in many ways: through innovation, creativity and intellectual property development; by nurturing collaborative friendships and partnerships with community, alumni, and industry; and by reinforcing the internal structures that sustain us. Developing a mechanism of scientific exchange is of vital significance to the Institute’s future. Integrating education, research, and practice, combined with links to industry and other academic institutions, and incorporating the ambience of scholarly activity – these are the important elements of the Institute with a distinctive, holistic identity.
The interdisciplinary character of the Institute will broaden the horizon of students while keeping them abreast of recent and ongoing developments in science and technology. The aim is to expose students to a broad experience such that the students are trained in interdisciplinary thinking. The dominant structure of the Institute will be ‘interdisciplinary research,’ not one that trains students too narrow in a subspecialty. This characteristic constitutes an essential element of the uniqueness of the Institute.

The above approach to materials research (metals, polymers, ceramics, and composite materials) will help us achieve the following:

(a) underscore the synergistic benefit of acting as a interdisciplinary materials group;
(b) promote cross-fertilization of ideas, concepts and technical expertise; and
(c) utilize facilities and mobilize resources efficiently, effectively and in a coordinated manner.

The University of Louisiana at Lafayette excels in six focused areas of interdisciplinary materials research, notably, Biomedical and Biological Materials, Nanomaterials and Nanostructures, Polymeric Materials and their Composites, Materials Processing and Manufacturing, Structural Metallic Materials, and Surface Science and Engineering. In each of these impact areas, a strong group of faculty researchers are working across boundaries to solve important scientific and commercial problems.

Through the emphasis in the six focused areas of materials research and interdisciplinary settings, the proposed Institute seeks to integrate the four elements of the central paradigm of materials research: structure, process, property, and performance (Figure 1). Considering that the “structure of the material determines the property and performance of a material,” the central paradigm can be summarized as follows:

(a) the structure and composition of a material includes the type of atoms and their arrangements as viewed over the range of length scales;
(b) the synthesis and processing by which the particular arrangement of atoms is achieved;
(c) the properties of the material resulting from the atoms and their arrangement, that makes the material interesting or useful; and
(d) the performance of the material, that is the measurement of its usefulness in actual conditions, taking account of economics and benefits.
Figure 1. The four interconnected elements of the central paradigm of structural and functional materials.

The interdisciplinary Institute for Materials Research and Innovation will form a bridge of materials knowledge between basic sciences (e.g., chemistry, physics, biology, etc.) and engineering disciplines (chemical, mechanical, civil, electrical, petroleum) with research topics encompassing both load and non-load bearing materials. The structural or load-bearing materials include the four basic classes of materials – metals, ceramics, polymers, and composites, and the non-loading bearing materials include electronic, opto-electronics, magnetic materials, and bio-materials. Invariably, research and development effort concerning these materials has implored upon more than one scientific discipline and thus the interdisciplinary approach has come to characterize materials research and development.

While aiming to accomplish the above objectives, the mission of the Institute will be to provide a comprehensive source of application, demonstration, training, prototyping, and assistance in technology transfer in the establishment of a business. This will expand the industrial base of a wide range of materials, including metals, polymers, ceramics, and composites in the state of Louisiana. This will be accomplished through the following steps:

(a) develop new processes based on research inputs,
(b) design new and improved products with superior performance,
(c) redesign existing components for new system configurations,
(d) enhance the ability of business and industry to absorb new technologies into their manufacturing processes,
(e) provide technical expertise in the transfer of high technology and the generation of new technology to companies seeking to upgrade or diversify,
(f) perform feasibility studies of proposed and existing production molds for example, plastic injection and metal casting,
(g) conduct seminars and workshops on the various segments of the materials design, synthesis, characterization and testing located within the center. The seminars will be
designed for business executives utilizing or planning to utilize metals, polymers, ceramics, and composite materials, and

(h) develop and implement design and materials manufacturing courses into UL Lafayette science and engineering curriculum that involve structural and functional materials.

(i) It is pertinent to note that through the initiatives outlined above, we have made significant scientific and technological contributions to the development of products being manufactured by Stuller Settings, Inc., Lafayette; Westlake Polymers, Lake Charles; Basell Inc., Lake Charles; and Carboceramics, New Iberia, to name but a few.

2. Correlation of the proposed unit with the role, scope, and mission of the institution.

The Institute aligns with the stated role, scope, and mission in the Master Plan for Public Post Secondary Education: 2011 – Revised April, 2012: “The University of Louisiana at Lafayette (UL Lafayette) is a comprehensive university with a mission to educate undergraduate and graduate students in a variety of arts, sciences and professional programs and to conduct research in these fields.” The Institute also supports Goal 2 of the Master Plan – Foster Innovation through Research in Science and Technology in Louisiana -- and its supporting objectives: “Maintain and Build Strength in Foundational Science and Technology Disciplines Identified in FIRST Louisiana; Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts; and Sustain and Advance Research Commercialization and Translational Activities that Promote Economic Development in Louisiana.

The University of Louisiana at Lafayette emphasizes interdisciplinary teaching and research with a strong focus on economic development within the state of Louisiana. The proposed Institute will further promote University of Louisiana at Lafayette’s research goals. Furthermore, the proposed institute will prepare students for an increasingly interdisciplinary, collaborative, and versatile job market. Its interdisciplinary character will be well tuned to the central feature of contemporary life: continuous change. Our objective, therefore, is a broad research experience so that graduates can keep career options open and have the ability to switch career tracks at the beginning of and throughout their professional lives.

In the UL Lafayette Strategic Research Priorities Report submitted to the Board of Regents in June of 2013, Advanced Materials and Manufacturing was identified as one of the University’s top priority research areas. As with the selection of Advanced Materials and
Manufacturing as one of UL Lafayette’s five top STEM research priorities, the focus of the Institute is aligned with both the High Growth Target Industry of Materials & Chemicals and the Core Industry Science and Technology Sector of Transportation, Construction and Manufacturing as identified in FIRST Louisiana, *Fostering Innovation through Research in Science and Technology in Louisiana*. Through the creation of the Institute for Materials Research and Innovation, the University is creating a structure and aligning resources to extend growth and success in this arena in order to increase research productivity and build capacity in an area of long-term importance to the State.

**PART II - NEED**

1. **Rationale**

In response to FIRST Louisiana, *Fostering Innovation through Research in Science and Technology in Louisiana*, the University of Louisiana at Lafayette is aggressively promoting its economic agenda. FIRST Louisiana calls for universities to lead the State’s dynamic innovation economy through the advancement of Science and Technology research and education. The Institute, while pursuing research, also simultaneously targets potential transfer of technology in materials research. The emphasis is on fabrication of elements developed in research to a concerted move to industrial implementation, where the role of industry is clearly substantial. This will foster growth of manufacturing companies and small business by responding to their technical needs and in the development of new and improved products.

The need for Institute for Materials Research and Innovation that focuses on structural metallic materials, materials processing and manufacturing, biomaterials, polymeric materials and their composites, surface science and engineering, and nanomaterials and nanostructures is underscored by the following:

The awareness and significance of materials in economic development can be best described as follows:

The term “material” in its most general context denotes any physical matter used for the things required by man, which covers a very wide spectrum of material types, machines, devices, means of transport, and habitation. Illustrated by the anthropologist’s characterization of Homosapiens as a tool-using animal, man has always needed minerals, materials, and other substances. It is not surprising that a great deal of attention is currently being focused on the development of materials. Indeed, the emergence of civilizations is often paralleled with advances made in the use of various materials such as copper, bronze,
and steel. It is acknowledged that possession of materials, the understanding of materials, and the ability to use them are the determinants of a civilization. It is thus widely appreciated that materials have significance to national economies far beyond the value of the materials themselves.

Materials today figure extensively as an enabling parameter in nearly every system associated with modern technologies in a wide spectrum of sectors like heavy engineering, transportation, aerospace, power generation, microelectronics, information technology, and bioengineering. In each of these sectors the progress has been aided by a continuous development of critical materials with improved performance capabilities. The central importance of materials in society is articulated from time to time in one form or another. Today, materials development is a major factor in the central scientific and technological policy-making and research planning of all industrialized countries. To realize the major innovations forecast in the survey, there is a concurrent need to develop materials with specific capabilities-optical, chemical, mechanical, and electronic. It is clear that materials-related technologies are crucial for the destiny of future societies; the critical step in the realization of new innovations is the advent of the materials precursor.

The question is – why the Institute for Materials Research and Innovation? The answer is simple. Materials are an important precursor to economic development. It is explicitly stated,

"Three technologies are widely recognized today as key to future prosperity of developed nations, and are already major driving forces for global economic growth. These are information technology, biotechnology, and materials science and engineering. Materials science and engineering enables the other two technologies and affects our lives directly in many ways" (Reference: Organization and Trends in Materials Science and Engineering Education in the US and Europe, 2000 authored by: M.C. Flemings, Massachusetts Institute of Technology, Cambridge, USA and R.W. Cahn, University of Cambridge, Cambridge, UK).

Advances in materials quickly impact the economy. On average, every person in the U.S. requires the securing and processing of some 20,000 pounds of non-renewable, non-fuel mineral resources each year. Industries engaged in the direct production of primary materials employ approximately 1.5 million wage and salaried personnel, or about 1.5 percent of the labor force. On average each person employed in primary materials industries is reliant on the output from 2-3 workers in other sectors. Materials stand as a critical element in the
resolution of such fundamental economic issues as the fitness of resources, the scarcity of strategic materials, maintenance of economic growth and productivity, and the creation of capital and competitiveness in the market.

The National Science Foundation has underscored the national need for programs encompassing metals, polymers, ceramics, composites and, more recently, nanometric and bio-materials. The proposed program deals with all aspects, from processing to basic understanding of materials-related phenomenon.

Louisiana’s Board of Regents Support Fund program has identified materials as a thrust area in their Industrial Ties Research Program. The growing awareness of the paramount importance of materials development is reflected in the number of initiatives launched by the government policy-making bodies in the U.S., UK, Japan, and the European Union.

In fact it is mind boggling to note that considering the dominance of chemical, as well as the oil and gas industries in Louisiana, which utilize a large volume of steel, there is a considerable gap in regional materials research. Local pipeline manufacturing companies approach the northern states to close the technological gap that exists in the development of high strength pipeline steels for sour gas applications.

2. **Has a similar and/or related unit offered by the institution previously?**

   No. The Institute primarily integrates three independent existing centers at the University that have a focus in the area of materials research: the Center for Structural and Functional Materials, the Microscopy Center, and the Louisiana Accelerator Center under one common umbrella. The materials research activity at the University is substantial and diverse. In order to maximize the impact of the University’s work in this area, the Institute seeks to coalesce virtually all materials activity into a single Institute that can serve as a common portal for the University’s external stakeholders to access the University’s significant strength in materials research and development infrastructure.

3. **If this unit is approved, will its approval result in the termination of phasing out of an existing unit?**

   No. The three independent centers will align within the Institute to maximize their effectiveness as addressed above.
4. If applying for a new research unit, does similar or closely related structure exist at any other state/university/college?

No.

In the state of Louisiana there are two units: the Advanced Materials Research Institute (AMRI) at the University of New Orleans and the Center for Advanced Microstructures and Devices (CAMD) at LSU. The research at AMRI is primarily concerned with synthesis, characterization and application of magnetic materials, while CAMD is a synchrotron-based research center where x-ray spectroscopy and microscopy tools are combined to pursue research in the areas of atomic and molecular structure and condensed-matter (surface and bulk phase) phenomena primarily in the field of microdevice or electronic device fabrication. In simple terms, these two centers are devoted primarily to magnetic and electronic materials, which account for a small fraction of all-materials related activities. Although not directly related to the proposed Institute, the Institute for Micromanufacturing at Louisiana Tech is devoted to electronic device applications. In contrast, the proposed Institute for Materials Research and Innovation is dedicated to structural (load-bearing) materials and their performance, which are consumed in large volume for structural applications. It is this aspect that clearly differentiates AMPRI and CAMD from the proposed Institute for Materials Research and Innovation. Thus, in our opinion, there is no single academic or research unit within the state that addresses science and engineering aspects of structural materials, in particular. The Institute for Materials Research and Innovation will make major in-roads in the expansion of structural materials industry in the state.

In summary, the proposed Institute is significantly different from the above mentioned existing units at UNO, LSU and LATech from the following perspectives:

a. We are proposing an interdisciplinary Institute focused on the research and development of engineering (load-bearing) and non-engineering (non-loading bearing) materials involving the four elements of materials science and engineering paradigm, process-structure-property-performance relationship, in an “integrated manner”. The Institute focuses on six broad areas: Materials Processing, Nanomaterials and Nanostructures, Surface Science and Engineering, Biomaterials and Smart Medical Devices, Structural Metallic Materials, and Polymeric Systems and their Composites. This also includes Natural Materials such as wood, bone, and cartilage.
b. Nanomaterials, as it applies to engineering and non-engineering materials, is an important component of the focal theme of the Institute.

c. The Institute of Materials Research and Innovation is a cohesive collection of highly collaborative faculty spanning a number of departments from the Colleges of Science and Engineering. The cohesive group of faculty is engaged in a wide spectrum of problems, ranging from fundamental studies of the chemical, physical, and biological processes controlling materials performance to the development of new technologies.

d. The Institute of Materials Research and Innovation also focuses on improving existing (traditional) processes and products in addition to exploring new generations of materials.

e. The Institute of Materials Research and Innovation strongly emphasizes both science and engineering aspects that involve understanding-driven development of products.

f. The Institute of Materials Research and Innovation has strong industrial linkage consistent with its mission.

The above outlined primary attributes of the Institute are evidence of compliance with the criteria and constitute the focal theme.

It is pertinent to state that the proposed Institute has a direct connection to the Battelle study by Louisiana Economic Development (LED) and the Board of Regents First Master Plan Research Advisory Committee (MPRAC) taskforce on Advanced Manufacturing and Materials that connects the Institute to Louisiana’s economic development goals.

**PART III – CONTRIBUTING FACULTY**

1. **List the present faculty who will be assigned to or work directly with the proposed unit.**

   **Dr. Devesh Misra** is Distinguished Professor of Materials Science and Engineering and Stuller Endowed Chair in Metallurgy in the Chemical Engineering Department. Dr. Misra’s expertise includes structure-property correlation in advanced and traditional materials and electron-optical techniques. Dr. Misra teaches undergraduate and graduate level courses in materials science and engineering and is a Fellow of the American Society for Materials (ASM) International and Institute of Materials, London. He is the Editor of *Materials Technology – Advanced Performance Materials* and Associate Editor of *Materials Science and Technology*. Furthermore, he is a reviewer of more than 50 journals. Dr. Misra has published close to 300 papers in peer-reviewed journals. Dr. Misra has been with the University of Louisiana at Lafayette since 2001 and has been awarded several million dollars
in research grants from NSF, BOR, and a number of private institutions from US, UK, Germany, Netherlands, Korea, and Brazil (Appendix II). Dr. Misra will be the Director of the Institute for Materials Research and Innovation (Please see Appendix I for Dr. Misra’s resume).

Dr. T.C. Pesacreta of the Biology Department and Microscopy Unit will be the Associate Director. The Dr. Pasacreta’s research focus includes cellular and molecular biology of cytoskeletal proteins, analysis of structural and biochemical characteristics of biomaterials and development of microscopy techniques (TEM, SEM, AFM, confocal, fluorescence microscopy) for the study of advanced materials. As the Director of the Microscopy Center, Dr. Pesacreta continues to develop a university-wide facility that fulfills the research needs of a number of faculty members from several departments, while maintaining his own research programs which include cellular materials. Given that the current list of users includes faculty members from diverse fields including chemical engineering, petroleum engineering, physics, biology and geology, Dr. Pesacreta, by necessity, has developed a broad expertise in structural and functional materials research. Dr. Pesacreta has guided and trained many graduate and post-graduate team members in the application of microscopy techniques. These include transmission electron microscope, scanning electron microscope, atomic force microscope, confocal microscope, and light microscope. During the course of this training, Dr. Pesacreta has acquired specific appreciation of the research questions that the faculty members address and has become a part of a university-wide team effort to develop nanomaterials and biomaterials with several other departmental members. Dr. Pesacreta has directly participated in nanostructured materials research. Currently the interaction with the faculty members working in the area of materials is oriented toward solving specific microscopy-related issues such as the suitability of a particular instrument to answer a question or the interpretation of micrographic data. Given the sometimes complex and confounding array of microscopes that are currently available, this type of detailed interaction has enabled delivery of research outcomes that have scientific and technological significance. Thus, the experience and background makes Dr. Pesacreta suitably qualified to be the Associate Director of the Institute.

Other faculty members who will be associated with the Institute are as follows:

Dr. M. R. Madani is an Associate Professor of Electrical and Computer Engineering. Dr. Madani’s research interests include processing of electronic materials, interfaces in opto-electronic materials, low temperature processes of very large scale integration (VLSI) fabrication, and study of processing defects in VLSI manufacturing. Other interests relate to
emigration in thin films, corrosion of interconnects, testing and characterization of electronic materials and devices and circuits for VLSI and hybrid technology, development of sensors, and electro-mechanical devices.

**Dr. M.A. Elsayed** is Professor of Mechanical Engineering. His research interests are in modeling of mechanical behavior of materials and are primarily in the area of vibrations as it applies to drillstrings for oil/gas production and for extraction of geothermal energy. A majority of drillstrings use a polycrystalline diamond compact (PDC) bit that fails when subjected to excessive vibrations leading to failure. While the bit is expensive, a majority of the failure cost is also involved in extracting the drillstring from a depth of say 10,000 feet and replacing it. Dr. Elsayed’s research focuses on the study of these vibrations and development of means to minimize them.

**Dr. M. Khattak** is an Associate Professor of Civil Engineering. Dr. Khattak’s research interests encompass characterization of advanced transportation materials such as conventional and modified asphalt cement, asphalt cement concrete mixtures, Portland cement concrete mixtures, granular materials, and roadbed materials under conditions of static and dynamic loading. Other research interests include laboratory and field performance modeling of mixtures and pavements.

**Dr. R.S. Perkins** is a Professor of Chemistry. At the graduate level, Dr. Perkins teaches a materials chemistry course. His current research interests include application of spectroscopic techniques (Raman spectroscopy) to understand corrosion in steels and plastic deformation behavior of polymeric materials.

**Dr. K. Knierim** is an Assistant Professor of Chemistry. Dr. Knierim’s current research is on computer modeling of localized (pitting) corrosion of steel in carbon dioxide environment in oil and gas wells and pipelines, and modeling corrosion of steel casings buried in soils under various conditions.

**Dr. W. Xu** is Assistant Professor of Chemistry and is relatively new with interests in biomaterials and protein synthesis.
Dr. A. Hollerman, Professor of Physics and Dr. K. Hasenstein, Professor of Biology, are associated with the accelerator unit, a multi-disciplinary materials research facility utilizing high energy ion beams for analysis and modification of materials. Presently at LAC, research is concentrated on the development of high energy focused ion beam microprobe systems with particular emphasis on microlithographic techniques in ceramics, metals and polymers. Dr. Hasenstein also focuses on biological materials.

Dr. D. Gang is Professor of Civil Engineering and focuses on water and waste water treatment through use of nanomaterials.

Dr. W. Chirdon is an Associate Professor of Chemical Engineering, with research interests in the synthesis of new composites from the byproducts of algae.

Dr. C. McIntyre is an Assistant Professor of Chemical Engineering, a new faculty with interests in rheological behavior of nanoparticles and nanostructures.

Dr. Y. Liu is an Assistant Professor of Mechanical Engineering and is primarily focused in conducting research on metallic materials at high strain rates.

2. Describe the involvement of faculty, present and projected, in research, extension and other activities and relationship of these activities to unit operations.

Dr. Devesh Misra, Director of the proposed Institute for Materials Research and Innovation will devote about 25% of his time to the activities of the Institute. Additionally, he will devote one summer month.

Dr. T.C. Pesacreta, Associate Director of the Institute, will devote 50% of his time to the activities of the Institute. Currently one full-time post-doctoral research associate is dedicated to the activities of the Institute.
PART IV – PRIMARY FACILITIES AND EQUIPMENT
FOR MATERIALS RESEARCH

Differential scanning calorimetry
Dynamic mechanical analyzer
Differential thermal analyzer
Fully automated and instrumented MTS servo-hydraulic testing machine (Load Capacity: 11,000 lbs)
Fully automated and instrumented MTS servo-hydraulic testing machine (Load Capacity: 200,000 lbs)
Fully automated and instrumented MTS servo-hydraulic testing machine (Load Capacity: 20,000 lbs)
Impact tester for polymers
Impact tester for metals
Ball mill
Sample heating and cooling chamber (-100F to +100F)
Centrifuging equipment
Electrochemical jet polisher
Ion milling unit
Polishing system for metals and ceramics
Ultramicrotome
Carbon and gold coating unit
Sony imaging system
Knoop and Vickers hardness testers
Rockwell hardness tester
Rheo-goniometers with adjustable temperatures, pressure and humidity control
Surface profilers
Surface and interface tensiometers
Wilhelmy plate and du Nouy ring
Ultraviolet/ozone generators
Zeiss light microscope with image processing capability
Atomic force microscope
Fluorescence microscope
Transmission electron microscope
Field emission scanning transmission electron microscope
Scanning electron microscope
X-ray elemental analysis unit
Confocal laser microscope
Nanoindenter
Superconducting Quantum Interference Device Magnetometer
Brabender Mixer
Compression Molding Equipment
Fourier transform infrared spectroscopy
Ultrasonicator
High temperature-pressure cell

Other ancillary equipments include diamond saw low speed cutter, Lab Press, analytical balance, speed dial balance, vacuum oven and pump, laboratory oven, hot plate/stirrer, and ultrasonic cleaner.
2. Indicate the need for new facilities, building etc.

The Institute does not require new facilities.

**PART V - ADMINISTRATION**

1. Provide an administrative structure for the proposed unit. Will the proposed unit significantly affect the present administrative structure of the campus.

The proposed Institute will not alter the present administrative structure of the campus. The primary responsibility for Institute will rest with the Director (Dr. Devesh Misra) and the Associate Director (Dr. Tom Pesacreta) together with other faculty members associated with the Institute as listed in Part III. The Director will report to the Vice President for Research on matters relating to the Institute. For academic purposes, the Director will report to the Dean of the College in which the Director resides.

**PART VI – BUDGET PLAN**

Currently the activities of the Institute are supported through ongoing research programs and funds obtained from the University to support graduate assistants, supplies, travel, and operating costs. The adequate number of qualified faculty members engaged in interdisciplinary materials research will continue to contribute to the functioning of the Institute through federal contracts and grants.

Additional support funds for operating and expanding the Institute will be generated by charging industrial users and those academic users of the Institute who have outside funding for research. Industrial and academic users will be charged at a rate of $150/hr and $50/hr, respectively, consistent with federal guidelines. Also, considering that all materials-related projects involve utilization of facilities of the Institute, the cost of usage will be incorporated in project proposals bringing considerable revenue that will facilitate growth of the Institute. In summary, the Institute will be self-sustaining using the revenue generated from internal and external sources. The projected 5-year budget is included and is the base level funding of the Institute. The base level funding will be a cumulative contribution of funds obtained from the University, project grants, and funds generated from the user fees. The estimated additional revenue from future project grants is also outlined.
## Projected 5-Year Budget for Institute for Materials Research and Innovation

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**Note:** This is the base level funding of the Institute. Additional funds will be from external grants. The base level funding will be a cumulative contribution of funds obtained from the university, project grants, and funds generated from user fees.
Appendix I: Resume of Professor Devesh Misra

R. DEVESH K. MISRA
Distinguished Professor
Stuller Endowed Chair in Metallurgy/Materials Science and Engineering
Department of Chemical Engineering and
University of Louisiana at Lafayette,
Tel: (337) 482-6430, Fax: (337) 482-1220,
Email: dmisra@louisiana.edu

Education
1981-84 Ph.D., Materials Science and Metallurgy, University of Cambridge, UK
1980-81 Certificate of Post-Graduate Study in Natural Sciences, University of Cambridge, UK
1975-80 Bachelor of Technology, Metallurgical Engineering, Indian Institute of Technology,
Banaras University, India

Professional Experience
2009-present Distinguished Professor, University of Louisiana at Lafayette
2012-present Adjunct Professor of Mechanical Engineering, University of Louisiana at Lafayette
2001-present Stuller Endowed Chair in Metallurgy and Professor, University of Louisiana at Lafayette
2003-2013 Graduate Program Coordinator of the Chemical Engineering Department, University of Louisiana at Lafayette
2012-present Honorary Professor, Northeastern University, China
2011-present Guest Professor, Wuhan University of Science and Technology, China
2008-present Adjunct Professor, Pohang University of Science and Technology, South Korea
1997-2000 Staff Scientist, Research and Engineering Center, LTV Corporation, USA
1992-96 Scientist ‘E’ and Deputy Director, Defense Metallurgical Research Laboratory, India
1988-92 Scientist ‘D’ and Assistant Director, Defense Metallurgical Research Laboratory, India
1984-88 Scientist ‘C’ and Group Leader, Defense Metallurgical Research Laboratory, India

Visiting Scientist/Faculty Position
June 2008, 11 Invited Visiting Faculty, Mechanical Engineering Department, University of Oulu, Finland
March 2008 Invited Visiting Faculty, Graduate Institute for Ferrous Technology, Pohang University of Science and Technology, Pohang, Korea
June 2004 Invited Visiting Faculty, Materials Science and Metallurgy Department, University of Cambridge, UK
June 2002 Invited Visiting Faculty, Institute for Materials Research, University of Groningen, Groningen, Netherlands
1996-97 Visiting Faculty, Materials Science and Engineering Department, McMaster University, Hamilton, Canada (while on sabbatical leave). Spent a month as ‘Fractography Specialist’ at Materials Technology Laboratory, Ottawa, Canada.
1994-95 Guest Scientist, Materials Science and Engineering Laboratory, National Institute of Standards and Technology, Gaithersburg, USA (while on sabbatical leave)
1993-94 Indo-US Fellow, Laboratory for Research on the Structure of Matter, Materials Science and Engineering Department, University of Pennsylvania, Philadelphia, USA

Research Interests
Nanostructured materials; materials processing; advanced performance materials; materials for energy systems and antimicrobial performance with particular focus on processing-microstructure-property relationships in metals and alloys and nanocomposites, deformation and fracture, and biomedical devices. Thin strip and thin slab casting of high strength steels and magnetic field induced processing. These areas of interest involve the use of a broad spectrum of materials characterization techniques including transmission and scanning electron microscopy, electron back scattered diffraction (EBSD), electron tomography, atomic force microscopy, and mechanical testing.
University Committee Membership and Experience

2012-present  Member of the College of Engineering Promotion and Tenure Review Committee, University of Louisiana at Lafayette
2011-present  Member of the College of Engineering Doctoral Program Executive Committee, University of Louisiana at Lafayette
2011  External Referee for evaluating the credentials of an Assistant Professor for promotion to Full Professor (Clarkson University)
2008  Member of the Graduate Council, University of Louisiana at Lafayette
2012  Member of the Chemical Engineering Department Search Committee for Chair and Assistant, University of Louisiana at Lafayette
2011  Dean of Graduate School Selection Committee, University of Louisiana at Lafayette
2010, 11  Distinguished Professor Selection Committee, University of Louisiana at Lafayette
2007  Member of the Chevron Endowed Professorship Selection Committee, University of Louisiana at Lafayette
2006  Panel Member for Research Competitive Program of the Board of Regents of Louisiana
2006  Member of the Chemical Engineering Department Search Committee for Assistant Professor, University of Louisiana at Lafayette
2006  Member of the Search Committee for Endowed Chair in the Manufacturing, University of Louisiana at Lafayette
2004  Member of the Selection Committee for Vice President for Research and Graduate Studies, University of Louisiana at Lafayette
2003-05  Member of the Graduate Faculty Peer Review Committee of the College of Engineering, University of Louisiana at Lafayette
2003  Member of the Faculty Senate, University of Louisiana at Lafayette

Awards, Honors, and Patents

2009  Distinguished Professor
2009  College of Engineering Researcher Award
2007  Charles Hatchett Award 2007 for published work on the science and technology of niobium and its alloys, for the paper “High strength microalloyed CMn(V-Nb-Ti) and CMn(V-Nb) pipeline steels processed through CSP thin-slab technology: Microstructure, precipitation and mechanical properties, Materials Science and Engineering A 424 307-317 (2006). The award is sponsored by Companhia Bresilera de Metallurgia E Mineração (CBMM) and selected by the Charles Hatchett Award International panel. The award is conferred by Institute of Materials, UK.
2007  Composite Award 2007 for published work of particular merit in the field of composites, for the paper “Nanocomposites: current understanding and issues”, Materials Science and Technology, 2006, Vol. 22 no. 7 pp. 742-755. The award is conferred by Institute of Materials, UK.
2005  Elected Fellow of the American Society for Materials (ASM) International in recognition of distinguished contributions to the field of materials science and materials engineering.
Elected Fellow of the Institute of Materials in recognition of notable and widely acknowledged personal contributions to the advancement of science, technology and use of materials.


1996-97
Ontario Center for Materials Research (OCMR) Visiting Scientist Award in Advanced Materials, implemented at McMaster University, Canada.

March 1996
Invited Scientist to the Sowerby Research Center, British Aerospace, UK for consultation on diffusion bonding of aluminum-lithium alloys.

1998
LTV Corporation Management Award awarded by LTV Corporation, USA for significant contributions to the company and leadership in executing commercial development of cost-effective and superior automotive products for Toyota, Ford, General Motors, Chrysler.

1993
Indo-US Science and Technology Fellowship in Advanced Materials.

1992
Scientist of the Year Award in Materials Science, awarded by the Defense Research and Development Organization, India for significant contributions in Materials Science.

1991
Steel Eighties Award, awarded by The Indian Institute of Metals, for contributions in engineering steels.

1987
Binani Gold Medal, awarded by The Indian Institute of Metals, for a non-ferrous paper, adjudged to be of the highest merit among those published in the Transactions of the Indian Institute of Metals.

1987
Young Scientist Medal, awarded by The Indian National Science Academy, for contributing to the understanding of interfaces in materials.

1985
Pandya Silver Medal, awarded by The Indian Institute of Metals, for a paper adjudged to be of the highest merit among those published in the Transactions of the Indian Institute of Metals.

1980-83
Oppenheimer Fellowship, awarded by the University of Cambridge, UK.

**Professional and Synergistic Activities**

2012-13
On the scientific committee of 7th International Conference on Physical and Numerical Simulations, Finland (2013)

2012
On the Editorial Committee of Value Added Microalloyed Steels Symposium, Singapore

2011-till date

2011
Panel Reviewer of the Structural Metallics Program of the Office of Naval Research (ONR)

2010
Co-organizer of Next Generation of Biomaterials Symposium, Materials Science and Technology (MST), Houston (2010)

2010
Session chair for Biomaterials Symposium of TMS 2010, Seattle.

2009
Session chair for Biomaterials Symposium of TMS 2009, San Francisco

2009
Session chair for Asia Pacific Polymer Congress: Science and Technology, New Delhi

2008
Session chair for symposium titled, ‘Advances in Biomedical and Biomimetic Materials: Advanced Materials,’ organized by Materials Science and Technology; Session Chair for Second International Conference on Thermo-mechanical Simulation and Processing

2008-till date
Member of Biomaterials committee of The Minerals, Metals and Materials Society, USA

2008
Organized and Edited the special issue on ‘Biomaterials’ and ‘Nanoparticles and Applications’ for Materials Science and Technology and Materials Technology journals, respectively published by the Institute of Materials, London.

2008
NSF reviewer for DMR/Metals program

2006
Member of the Aluminum Advisory Group of ASM International
2006 Primary organizer of Nanocomposites session at TMS 2006 and edited the proceedings of the Nanocomposites symposium
2005-present Associate Editor for Materials Science and Technology journal of the Institute of Materials, UK
2005 Organized and edited Special Issue on Nanocomposites for Materials Science and Technology journal of the Institute of Materials, UK
2009, 10 NIH panel member/reviewer for Biomaterials and Interfaces Program, SBIR, Fellowships programs
2005 Proposal Reviewer for ACS – Petroleum Research Fund
2005, 07, 09 Proposal Reviewer for National Science and Engineering Research Council, Canada
2004, 08 Proposal Reviewer for DOE (Division of Materials Science)
2003, 05 Proposal Reviewer for US Department of State – US Civil Research and Development Foundation
2004-present On the Editorial Board of Materials Science and Engineering A
2001-present Academic Advisor to the Manufacturing Partnership of Louisiana, located at the Lafayette campus (an institution supported by NIST, Gaithersburg, MD)
2000-2005 Editorial Panel Member and North American Editor for Materials Science and Technology journal of The Institute of Materials, UK
2000-present On the Editorial Advisory Board of Surface and Interfaces Analysis, Guest Editor of the Special Issue on Surfaces and Interfaces in Materials
2000-present On the Board of Review of Materials and Metallurgical Transactions
1998-2000 Executive Member of the Cleveland Chapter of American Society for Materials
1998-2000 Member of Educational and Student Affairs Committee, Cleveland Chapter, American Society for Materials (ASM) International
1998-2000 LT? Corporation representative to Iron and Steel Society for review of projects and activities of the society
1998-2004 On the Editorial Board of Zeitschrift fur Metallkunde
Editor, Transactions of the Indian Institute of Metals, India
Assistant Editor, Transactions of Indian Institute of Metals, India

**Significant Scientific and Technological Achievements**

2006  Development of a process to produce dendritic magnetic nanostructures
2004  Development of a process to synthesize antimicrobial nanoparticles with magnetic core and photocatalytic shell
2001  Development of a new ultra-high strength hot rolled steel
1995  Enhanced the understanding of a new term, ‘dynamic embrittlement’, which describes under one umbrella a variety of materials fracture phenomena, stress induced diffusion leading to grain boundary decohesion, hot shortness, stress corrosion cracking, and hydrogen embrittlement.
1994  Enhanced high temperature properties of powder metallurgy processed nickel-base superalloys for turbine disk applications, through modification of chemistry and heat treatment schedule.
1990  Introduced T-t maps for multicomponent systems to predict the behavior of solute and trace elements, its dependence on time, temperature and chemical systems.
1985  Design of improved processing technology, based on microstructural inputs, leading to highest fracture toughness (110 MPa m^1/2), ever obtained internationally, in ultra high strength (1200 MPa) maraging steel for rocket motor casing.
1987  Proposed improved chemistry, based on grain boundary analysis and thermodynamic considerations, leading to enhancement in the industrial yield and stretching of properties to the maximum limit, of precipitation hardened steels.

**Publications**

Over 300 peer-reviewed publications in materials processing, advanced performance materials, biomedical devices, and area of structure-property correlation in materials.

**Graduate Student Advisees: 42**

**Post-doctoral Research Associates/ Visiting Scientists**
1. Dr. S. Rana (October 2003–July 2006)
2. Dr. S. Shanmugam (May 2004–April 2007)
3. Dr. Q. Yuan (May 2005–present)
5. Dr. S. Nayak (February 2007–June 2009)
6. Dr. W.W. Thein-Han (September 2007–November 2009)
7. Dr. J. Zhiyong (September 2007–present)
8. Dr. H. Huang (October 2009–present)
10. Dr. Z. Zhang (July 2009–present)
11. Dr. D. Depan (May 2010–present)
12. Dr. Xu (August 2012–February 2012)

**Foreign Doctoral Thesis Examiners**
1. Pasi Suikkkanen, Department of Mechanical Engineering, The University of Oulu, Finland.
2. B.B. Jha, Department of Metallurgical Engineering, Banaras Hindu University, India.
3. **S. Kumar**, School of Medical Science and Technology, Indian Institute of Technology Kharagpur, India.

4. **A. Mondal**, Materials Science Center, Indian Institute of Technology Kharagpur, India.


6. **Y.K. Yata**, Department of Biotechnology, Indian Institute of Technology, Guwahati, India
APPENDIX II: Grants obtained by the faculty members

1. Calculation of pressure drop in coated production tubing, Tuboscope Vetco International: $30,000
2. Injection molding of engineering plastics, Board of Regents, Louisiana: $145,000
3. Implementation of cathodic protection to highway culverts and expert systems, Louisiana Transportation Research Center: $53,242
4. Virtual integrated prototyping to enhance plastic manufacture, Board of Regents, Louisiana: $160,000
5. Extrusion process for plastic research, Board of Regents, Louisiana, $53,535
6. Processing-structure-property study of glass fiber reinforced syndiotactic polystyrene, Dow Chemical Company: $13,000
7. Surface energy measurements on irradiated surfaces, NASA – Lewis Research Center: $20,000
8. Corrosion Research by Raman Spectroscopy, Board of Regents, Louisiana: $100,000
9. Development of an oil well corrosion and scale prediction, Industrial Consortium of 11 Oil and Chemical Companies: $240,000
10. Development of scale and pH model for pipelines, Industrial Consortium of 10 Oil and Chemical Companies: $120,000
11. Virtual integrated prototyping to enhance manufacturing of plastic products, Board of Regents, Louisiana, $175,000
12. Surface roughness measurements on production tubulars, I&CO International: $90,000
14. Surface roughness and pressure drop in electropolished tubing, John Grandy Corporation: $10,000
15. Synchrotron radiation in the study of in-situ aqueous corrosion, Board of Regents, Louisiana: $145,000
16. Development of a pipeline corrosion model, DOE/EETAP: $500,000
17. Magnetic scale prevention, Department of Natural Resources: $110,000
18. IR instrumentation for using synchrotron radiation in the study of in-situ aqueous corrosion, Board of Regents: $84,600
20. Mixing, extrusion and dynamic mechanical analyses for natural wood fiber/particulate/thermoplastic analysis, Board of Regents, Louisiana: $66,200
21. Comparison of carbon dioxide corrosion models, Texaco, $30,000
22. Age hardening behavior of gold alloys, Stuller Settings Inc.: $27,000
23. Self-excited vibrations in drillstrings I, Sandia National Laboratories: $50,000
24. Self-excited vibrations in drillstrings II, Sandia National Laboratories: $50,000
25. Self-excited vibrations in drillstrings III, Sandia National Laboratories: $50,000
26. Self-excited vibrations in drillstrings IV, Sandia National Laboratories: $55,000
27. Self-excited vibrations in drillstrings V, Sandia National Laboratories: $60,000
28. Self-excited vibrations in drillstrings equipped with PDC bits, Baker-Hughes-Inteq: $10,000
29. Self-excited Vibrations in drillstrings equipped with PDC Bits, Unocal: $10,000
30. Corrosion properties of steel after implantation of various ions, Board of Regents, Louisiana: $32,000
31. Investigation of fluorescence properties of micrometer-sized fluor grains, Board of Regents, Louisiana: $117,027
32. Smart-adaptable field activated fluids containing nanoparticles, Board of Regents of Louisiana – Research Competitive Sub-program: $184,976
33. Understanding structure-property paradigm during thin slab/thin strip processing of high strength microalloyed steels, Reference Metals, USA: $225,000
34. Phase Transformation Induced High Strength-High Ductility Nanograined Alloys, Board of Regents of Louisiana: $173,000
35. Developing Fundamental Understanding of Orientation Effects within the Hot Rolled Band on Strength and Toughness of Welded Pipeline Steels, ArcelorMittal, USA: $219,201
47. Precipitation behavior of nanoscale cementite in hypoeutectoid steels during ultrafast cooling (UFC), National Science Foundation of China through Northeastern University: $20,000
48. High strength directly-quenched pipeline steels, Wuhan Iron and Steel Company, China: $50,000
49. Understanding the behavior of niobium during thin slab casting of high strength microalloyed steels: The impact on mechanical properties, Reference Metals, USA: $51,606
50. Structure-property relationship in high strength niobium-based steel grades, Reference Metals, USA: $100,000
51. Nanoscale near-surface deformation response in nanostructured materials, National Science Foundation: $319,156
52. Interfacial nucleation and growth of hierarchical structures and phases in nanocomposites, National Science Foundation: $188,445
53. Research experience for undergraduates, National Science Foundation: $8,000
54. Phase reversion-induced nanometer-sized grains in materials, National Science Foundation: $301,325
55. Research experience for undergraduates, National Science Foundation: $24,000
56. The study of microstructure and wear resistance of bearing steels - The prevention mechanism of carbide formation during quenching and partitioning process, Pohang Iron and Steel Company, Korea: $50,000
57. High areal density nano-engineered magnetic sensors, Phase III, Board of Regents of Louisiana: $52,124
58. Understanding high strength niobium containing bainitic low alloy steel, Reference Metals, USA: $66,487
59. Understanding microstructural evolution in pipeline steels, Reference Metals, USA: $53,466
60. Magnetic nanorods - The determining role of shape anisotropy and surface roughness on the magnetic behavior of nickel ferrites for device and sensor application, National Science Foundation (EPSCOR): $10,000
61. High areal density nano-engineered magnetic sensors, Phase I-II, Board of Regents of Louisiana: $164,604
62. Enhancement of mechanical properties by nanoparticle reinforcement, Board of Regents of Louisiana: $196,500
63. Niobium microalloying approach for ultrafine-grained HSLA steels, Reference Metals, USA: $98,046
64. The prevention mechanism of carbide formation during quenching and partitioning process, Pohang Iron and Steel Company, Korea: $50,000
65. Nanocrystalline nickel ferrites: The effect of surface roughness on magnetic properties, National Science Foundation (EPSCOR): $10,000
66. Understanding strength-toughness combination in ultrafine grained Nb-microalloyed HSLA steels, Reference Metals, USA: $94,100
67. Issues concerning strength-toughness combination in high strength ultrafine grained Nb-Ti microalloyed line pipe steels, Reference Metals, USA: $144,100
68. Precipitation in Nb-containing microalloyed structural steels, Reference Metals, USA: $216,000
69. Relationship between melt flow and mechanical behavior of fiber-reinforced composites, Polytech Ammunition, Louisiana, USA: $13,320
70. Scratch resistance of nanocomposites, PolyOne Corporation, Ohio, USA: $8,700
71. Exploratory research on the application of Nb-Ti microalloying approach in thin slab casting of tubular steels, SMS-Demag, Germany: $10,730
72. Alloy design and processing of high strength Nb-Ti microalloyed steels, Reference Metals, USA: $151,200
73. Mechanistic study of dynamic embrittlement in high strength structural steels, Board of Regents of Louisiana: $96,000
74. Formability of high strength Nb-Ti and V-Nb microalloyed steels, Reference Metals, USA: $151,200
75. An exploratory study of liquid-metal embrittlement in low carbon steels, Nucor-Yamato, USA: $7,500
76. A preliminary study of chemistry, microstructure, and thermo-mechanical processing conditions for best combination of strength and toughness in ultrahigh strength steel, Corus Group, Netherlands: $21,600
77. Compressive strength-toughness combination of proppant materials by microstructural control, Board of Regents of Louisiana: $110,000
78. Issues concerning yield strength and toughness of ethylene-based polymeric materials, Board of Regents of Louisiana - $130,000
79. An exploratory study on age hardening behavior of gold-base alloys, Stuller Settings, Louisiana, USA: $39,348
80. Micromechanism of deformation in neat and micrometric mineral reinforced materials, Basel3, UK: $216,000
81. Acquisition of magnetometer system property measurement system to support existing teaching and research programs, Board of Regents of Louisiana: $187,660
82. Enhancement of functional materials facility in the biomedical field (sterilizer, orbital shaker, high performance incubator, vacuum freeze concentrator, freeze dryer), Secured competitively from the University of Louisiana at Lafayette: $33,000
83. Nanoindentation system to promote mechanical behavior of materials teaching and research, Board of Regents of Louisiana: $179,535
84. Ultramicrotome system for structural materials research, Secured competitively from the University of Louisiana at Lafayette: $83,500
85. Multi-purpose tensile testing and microindenter system, Board of Regents of Louisiana: $148,000
86. Energy dispersive X-ray spectrometer analysis system for transmission electron microscope, Board of Regents of Louisiana: $157,500
87. Scanning transmission electron microscope, Secured competitively from the University of Louisiana at Lafayette - The funding was obtained from a private donor: $550,000
88. Scanning electron microscope for microstructural and micro-chemical characterization, Board of Regents of Louisiana: $150,000
APPENDIX III: Journal publications by faculty members in the area of materials

25. Preparation of molecular structure of \( [\text{h}_5\text{-C}_5\text{H}_5\text{Fe(CO)}2(\text{h}_1\text{-PhNO}_2)]\text{BF}_4 \), J. Organometallic Chemistry, accepted for publication (2002).
27. Synthesis and crystal structures of carbonyl derivatives of chloride-tetramethylene sulfoxide-ruthenium (III) complexes: \([\text{RuCl}_3(\text{TMSO})_2(\text{CO})]\) and \([\text{H(TMSO)}_2][\text{RuCl}_4(\text{TMSO})(\text{CO})] \), Inorganic Chemistry, 32, 32 (2001).
33. RNA isolation from oligosaccharide-rich tissues, Plant Molecular Biology Reporter 17, 4 (1999).
40. Measurements of the corrosion rate in solutions of five common biocides at four concentrations in tap water, synthetic brine, a surface and deep sea brine, Corrosion Science, accepted for publication (2002).
42. Petrographic changes induced by artificial coalification of peat: Comparison to two planar facies from the Everglades-Mangrove complex of Florida and a domed facies from the Okefenokee Swamp of Georgia, International Journal of Coal Geology, 34, 163 (1997).
47. Petrographic comparison of an artificially coalified taxodium-bay peat from the Okefenokee swamp of Georgia and a Taxodiaceae-rich paleocene lignite from North Dakota, Proceedings of Society for Organic Petrology, accepted for publication (2002).
52. Microstructural aspects of tensile deformation of high density polyethylene, Materials Science and Technology, 19, 239 (2003).
57. Molecular and microdeformation characteristics of ethylene-propylene copolymers during tensile loading, Materials and Technology, accepted for publication 19, 1279 (2003).
59. Tensile deformation behavior of high isotactic polypropylenes, Materials and Technology, accepted for publication 19, 1447 (2003).
60. AFM characterization of scratch deformation in long and short chain homopolymer polypropylenes, Materials and Technology, 19, 1298 (2003).
62. Atomic force microscopy of plastically deformed high density polyethylene subjected to tensile deformation at varying strain rates, Materials Science and Technology, 18, 685 (2002).
63. Atomic force microscopy of scratch damage of polypropylenes, Materials Science and Technology, 18, 1227 (2002).
65. Surface characterization and wear performance of laser surface engineered iron oxide coatings on cast aluminum alloy, Materials Science and Technology, 18, 1036 (20).
86. Transformation and precipitation behavior of Ti-Mo bearing medium carbon high strength steel, Materials science and technology, in press (2013).
95. Phase reversion-induced nanograined austenitic stainless steels: microstructure, reversion and deformation mechanisms - invited article for special issue on nanoengineered steels, Materials science and technology, in press (2013).


146. The role of nanocrystalline titania coating on nanostructured austenitic stainless steel in enhancing osteoblasts functions for regeneration of tissue, Materials science and engineering C: biomaterials and biomedical applications 31 (2011) 458-471.


BOARD OF SUPERVISORS FOR THE 
UNIVERSITY OF LOUISIANA SYSTEM 

ACADEMIC AND STUDENT AFFAIRS COMMITTEE 

October 22, 2013 


EXECUTIVE SUMMARY 

As required by Southern Association of Colleges and Schools-Commission on Colleges’ Comprehensive Standard 3.1.1., ULM respectfully requests consideration and approval of its 2013-2018 strategic plan. Throughout the University’s history, the institution has provided a quality education for prospective students in northeastern Louisiana, but new operating conditions required that the mission be redefined for the betterment of the community. 

The 2013-18 Strategic Plan is the result of a comprehensive review process conducted by a broad-based group representing faculty, staff, and students. The University’s strategic plan has also been vetted with community leaders. The proposed statements have been reviewed by ULM’s community and an experienced, senior-level executive on loan from the Franciscan Missionaries of Our Lady Health System and St. Francis Medical Center facilitated the process. The objective was to develop a roadmap to guide ULM to success over the next five years. 

Mission 
The mission of ULM is to seek students who find value in their programs and prepare them to compete, succeed, and contribute in an ever-changing global society through a transformative education. 

Core Values 
- Academic freedom: We believe that freedom in teaching and research is critical to ULM’s mission. 
- Diversity: We value and respect differences because we are enriched by a broad range of ideas and perspectives. 
- Excellence: We uphold high standards. 
- Integrity: We commit to honesty, truthfulness, and rightness of action. 
- Scholarship: We pursue the expansion of knowledge through teaching, research, and creative works. 
- Service: We pledge to be courteous, respectful, and positive in our interactions with others, anticipating and fulfilling their needs.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval of the 2013-18 Strategic Plan.
October 1, 2013

Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street – Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

The University of Louisiana at Monroe respectfully requests consideration and approval of its 2013-2018 Strategic Plan at the October 22, 2013, Board of Supervisors meeting so that we remain in compliance with Comprehensive Standard 3.1.1 of the Southern Association of Colleges and Schools Commission on Colleges.

3.1.1. The mission statement is current and comprehensive, accurately guides the institution’s operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution’s constituencies. (Mission)

Throughout our history, the University of Louisiana at Monroe has provided a quality education for all prospective students in northeastern Louisiana, but new operating conditions require our mission to be redefined for the betterment of the community. In April 2013, I assembled a strategic planning committee comprised of senior administrators, faculty and staff leaders, an alumnus representative of the community, and myself. An experienced, senior-level executive on loan from the Franciscan Missionaries of Our Lady Health System and St. Francis Medical Center facilitated the process. Our objective was to develop a roadmap to guide ULM to success over the next five years regardless of the environmental conditions we encounter.

Development of the plan was inclusive, data-driven, and transparent, with all documentation provided on our strategic planning web site http://www.ulm.edu/strategicplanning/. Our data came from a wide variety of publically available sources, from relevant reports and publications, and from surveys answered by students, faculty, staff, alumni, and community members. By analyzing all gathered information, the committee worked toward a new vision in line with the consensus, though final authority rested with me as university president. A first draft was developed and presented at eighteen stakeholder meetings, giving all stakeholders the opportunity to provide input. The resulting plan requires ULM to be unified in transparency, to lead through accountability, and to motivate ourselves toward adaptation — it will guide all future decisions at ULM.

With the educational landscape continuing to shift, ULM has seized the opportunity to advance and has established a bold new vision. In this time of adaptation and renovation, we have asked all students, alumni, parents, faculty, staff, community members, and friends to join us in our efforts and help ULM achieve its vision as a top-performing regional university. By approving this plan, the ULS Board of Supervisors will not only keep us in compliance with SACS-COC requirements, it will provide an import that contributes to that achievement.

Sincerely,

Nick J. Bruno, Ph.D.  
President

Office of the President • 700 University Avenue • Monroe, LA 71209-3000  
Phone: (318) 342-1010 • Fax: (318) 342-1019  
A Member of the University of Louisiana System • AA/EOE
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August 1, 2013

The higher educational environment is changing. The Louisiana Board of Regents has recently implemented several new plans and procedures that modify the ways in which our state’s universities approach higher education. Financial support from the state continues to decrease—raising tuition costs for students—and the emergence of for-profit online institutions creates new competition for our public, non-profit universities and colleges. Throughout our history, the University of Louisiana at Monroe has provided a quality education for all prospective students in northeastern Louisiana, but new operating conditions require our mission to be redefined for the betterment of the community.

As we entered a period of self-evaluation, I assembled a strategic planning committee comprised of senior administrators, faculty and staff leaders, an alumnus representative of the community, and myself. An experienced, senior-level executive on loan from the Franciscan Missionaries of Our Lady Health System and St. Francis Medical Center facilitated the process.

Our objective was to develop a roadmap to guide ULM to success over the next five years regardless of the environmental conditions we encounter.

From the beginning, we wanted the redefinition of our university to be driven by information, especially from those whom the changes would affect. The planning committee collected this knowledge from a wide variety of publicly available sources, from relevant reports and publications, and from surveys answered by students, faculty, staff, alumni, and community members.

By analyzing all the gathered information, the committee worked toward a new vision in line with the consensus, though final authority rested with me as university president. A first draft was developed during a focused two-day meeting before presentation at eighteen stakeholder meetings, giving all stakeholders the opportunity to provide input.

The resulting plan requires ULM to be unified in transparency, to lead through accountability, and to motivate ourselves toward adaptation—it will guide all future decisions at ULM.

Objectives to advance long-term strategies focus actions in the first year, because we must act quickly in the current situation to "turn the ship," while annual updates will keep the plan relevant and up-to-date. The next step in this process requires division heads along with their staff to develop the tactical steps necessary to realize our vision and to meet our long-term objectives.

With the educational landscape continuing to shift, ULM has seized the opportunity to advance and has established a bold new vision. In this time of adaptation and renovation, we ask all students, alumni, parents, faculty, staff, community members, and friends to join us in our efforts and help ULM achieve its vision as a top-performing regional university.

Sincerely,

[Signature]

Dr. Nick J. Bruno
President
MISSION
The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.

VISION
The University of Louisiana at Monroe will be recognized among the best-performing regional universities in the South.
CORE VALUES

As students and members of ULM's faculty and/or staff, we desire these values at all times.

- **ACADEMIC FREEDOM:**
  We believe that freedom in teaching and research is critical to ULM's mission.
- **DIVERSITY:**
  We value and respect differences because we are enriched by a broad range of ideas and perspectives.
- **EXCELLENCE:**
  We uphold high standards.
- **INTEGRITY:**
  We commit to honesty, truthfulness, and rightness of action.
- **SCHOLARSHIP:**
  We pursue the expansion of knowledge through teaching, research, and creative works.
- **SERVICE:**
  We pledge to be courteous, respectful, and positive in our interactions with others, anticipating and fulfilling their needs.

GUIDING PRINCIPLES

As students and members of ULM's faculty and/or staff, we believe that applying these principles is necessary for achieving our vision.

- **COMMITMENT:**
  We commit to the success of our university and our students.
- **ACCOUNTABILITY:**
  We acknowledge and assume responsibility for our actions, decisions, and results.
- **INNOVATION:**
  We develop and implement creative ideas and solutions.
- **EFFICIENCY:**
  We pledge responsible stewardship of available resources.
- **COLLABORATION:**
  We seek partnerships that benefit our university.
- **ACHIEVEMENT:**
  We get positive results.
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<tr>
<th>CHALLENGE</th>
<th>STRATEGY</th>
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<td>Decreased state funding, strong external control of tuition and fee rates,</td>
<td>1. Transform ULM to thrive in the inconsistent financial environment.</td>
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<td>a lack of action to remedy inequitable funding policies, and concern</td>
<td>(Graves)</td>
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<tr>
<td>about market sustainability combine to make the financial environment an</td>
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<td>impressive challenge for ULM's future.</td>
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LONG-TERM OBJECTIVES

a) INTERNAL ORGANIZATIONAL STRUCTURE
The President, with the recommendations of the Executive Council, will determine the optimal financial organizational structure for ULM and will implement this plan by the end of the Fall 2013 semester.

b) FINANCIAL SUSTAINABILITY FOR THE ACADEMIC PROGRAM MIX
By the Fall 2013 semester, a Financial Sustainability Review Committee will be established. This committee will work in conjunction with the academic review process established in Academic Affairs to analyze financial aspects of programs to determine their viability within the current financial climate. The committee will make recommendations by the end of the Fall 2013 semester based on this review of programs. The committee will continue to meet annually to make additional recommendations.

c) INSTITUTIONAL AUTHORITY AND CONTROL FOR TUITION
An individual will be assigned immediately to perform detailed analysis of tuition rates throughout the region to determine the market for academic programs that can be used to develop a tuition rate plan for the university. This plan will be developed by the Financial Sustainability Review Committee and will include a review of differential tuition rates. This plan should be complete by the end of the Fall 2013 semester so that it can be presented during the 2014 Legislative Session.

d) NEW REVENUE STREAMS
Develop strategies to expand revenue streams from all available sources including donations, community and industrial partnerships, extramural grants and contracts, etc. Specifically, this requires creating a university culture, environment and infrastructure that supports these fund raising activities and enhances research activities and grantmanship. A task force in each area of fund raising will be created early in the Fall 2013 semester and will report its findings by the middle of the Spring 2014 semester.

e) ATHLETICS
Continue and expand efforts to promote attendance and support of ULM athletic teams while maintaining a balanced budget. A new athletic director will be hired during Summer 2013, and it will be the responsibility of this individual to implement a plan that will achieve this objective.
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<th>CHALLENGE</th>
<th>STRATEGY</th>
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<td>The need to maintain relevance to regional employers, the flat or slightly decreased trend in traditional student population, the new experiences and expectations of our students, and the increased presence of for-profit providers and larger, better-funded public institutions of higher education force ULM to operate in a dynamic and competitive environment.</td>
<td>2. Position ULM to adapt to the rapidly-changing educational environment. (Pani)</td>
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LONG-TERM OBJECTIVES

a) ACADEMIC PROGRAM PORTFOLIO
   In support of our mission, a formalized academic program review process will be
developed which will include appropriate criteria, metrics, and detailed processes. The
review process will provide recommendations for continuing/discontinuing current
programs and adding new programs, including concentrations and certificates. The
process will be developed and implemented during the Fall 2013 semester and will be
reviewed annually.

b) ACADEMIC INFRASTRUCTURE
   To deliver our academic programs, we will recruit and support high-quality faculty.
Within the next three years, we will design an infrastructure which supports these
faculty. This infrastructure will include technology, research, integrated (interdisciplinary)
learning environments, and internal and external partnerships.

c) TARGETED STUDENT POPULATION
   To support ULM’s academic portfolio, we will develop a marketing and recruitment plan
by Spring 2014 to attract and recruit targeted students. Our academic programs should
approach and maintain capacity levels within three years.

d) PEDAGOGICAL STRATEGIES
   To support students’ learning styles, we will identify, provide faculty training in, and
utilize a variety of learning-centered, hands-on and minds-on pedagogical strategies.
This is an ongoing process to begin immediately and will be reviewed annually.
CHALLENGE

In a buyer’s market, the quality of service experienced by customers influences their likelihood of return (loyalty).

Higher education is definitely a buyer’s market these days, and, despite our resistance to that notion, students are our customers. Furthermore, the success of a university is increasingly being measured not by graduation rates or degrees produced but by employer satisfaction with alumni and by alumni achievement.

STRATEGY

3. Improve those critical elements leading to student success — from application through graduation and beyond. (Richters)
LONG-TERM OBJECTIVES

a) STUDENT/ACADEMIC SUPPORT SERVICES
In support of our mission, the university will:

i. Review current advising processes relative to best practices with emphasis on assignment of advisors, option of online advising for upperclassmen, early intervention, housing practices, mentoring, frequency of contact, and career opportunity. This review will occur during 2013-2014, with changes implemented for Fall 2014, and reviewed annually thereafter.

ii. Review enrollment management processes with emphasis on the following: the use of EMAS, the use of Image Now, communication flow, response time, and streamlining of processes/practices to remove bottlenecks. This review will occur in Fall 2013 and changes will be implemented for the 2014-15 recruiting cycle. An annual review of processes will occur.

iii. Review best practices in the academy with respect to how other universities use ombudsman, especially focused on their use to support the two prior bullets. This review will be completed and recommendations made to the president and vice presidents during the Fall 2013 semester.

b) CRITICAL SKILLS NEEDED BY STUDENTS
In support of our mission, the university will:

i. Identify skill sets needed by entering students to succeed academically. This review and a response from Academic Affairs will occur during 2013-14 with changes implemented for the Fall 2014 semester.

ii. Identify workforce skill sets needed by our graduates to succeed in the workplace. This review and a response from Academic Affairs will occur during 2013-14 with changes implemented for the Fall 2014 semester.

c) LONG-TERM RELATIONSHIP
In support of our mission, the university will:

i. Review current advising processes relative to best practices with emphasis on assignment of advisors, option of online advising for upperclassmen, early intervention, housing practices, mentoring, frequency of contact, and career opportunity. This review will occur during 2013-2014, with changes implemented for Fall 2014, and reviewed annually thereafter.

ii. Review enrollment management processes with emphasis on the following: the use of EMAS, the use of Image Now, communication flow, response time, and streamlining of processes/practices to remove bottlenecks. This review will occur in Fall 2013 and changes will be implemented for the 2014-15 recruiting cycle. An annual review of processes will occur.

iii. Review best practices in the Academy with respect to how other universities use ombudsman, especially focused on their use to support the two prior bullets. This review will be completed and recommendations made to the president and vice presidents during the Fall 2013 semester.
## Challenge

For years, ULM has operated as a hidden gem on the bayou. Its quality programs and dedication to student learning have produced alumni who have gained success at the state, national, and international levels — in the health and applied sciences, in business and industry, in education and the arts and in government and military service. It must now stand up and proclaim its successes, providing evidence of its achievements.

## Strategy

4. Achieve recognition of our vision.  
   (Brumfield)
LONG-TERM OBJECTIVES

a) DEFINITION AND MEASUREMENT OF VISION
To provide objective measures of performance, the university will develop definitions and metrics for the terms best-performing, regional university, and South (completed and disseminated in Fall 2013).

b) OPERATIONAL PERFORMANCE AND CONTINUOUS IMPROVEMENT CYCLE
As a foundation for progress, the university will examine its unit assessment process during the 2013-14 academic year, seeking ways to improve it and to institutionalize continuous improvement cycles throughout its operations. Changes will be implemented for 2014-15.

c) COMMUNICATION AND MARKETING PLAN
To convey our message successfully, a communication and marketing plan that will address both internal and external constituencies will be developed during Fall 2013 and implemented for Spring 2014.

d) ACKNOWLEDGEMENT OF ACHIEVEMENT
To reward their successes, an employee recognition program will be developed during the Fall 2013 semester. That program will be implemented during Spring 2014.
STEERING COMMITTEE

Dr. Nick J. Bruno
Dr. W. Wayne Brumfield
Dr. William Graves
Dr. Sandra Lemoine
Mr. Thomas Nicholson
Dr. Eric Pani
Ms. Gail Parker
Dr. Donna Rhorer
Dr. Stephen Richters
Dr. Paul Sylvester
Mr. Lindsey Wilkerson
Ms. Laura (Lolly) Martin

President
Vice President for Student Affairs
Chief Business Officer
Dean, College of Education and Human Development
Alumni and Community Representative (Strauss Interests)
Vice President for Academic Affairs
Budget Officer
Interim Associate Dean, College of Arts and Sciences
Executive Vice President
Faculty Senate President
Staff Senate President
Facilitator
(on loan from Franciscan Missionaries of Our Lady Health System and St. Francis Medical Center)
Item E.10. University of Louisiana at Monroe’s request for approval of the Agreement on Dual Degree Program between Hanbat National University and the University of Louisiana at Monroe.

EXECUTIVE SUMMARY

University of Louisiana at Monroe and Hanbat National University would like to enter into an agreement on a dual degree program that would promote programs in the areas of Accounting, Business Administration, Marketing, and Computer Information Systems among other major areas that both universities offer. Hanbat National University is a national institution of higher education that is located in Daejeon, Republic of Korea.

ULM and Hanbat National University have structured an exchange agreement to provide immersion experiences for undergraduate students. The host university will grant its bachelor degree to the eligible students of the other university upon the successful completion of program requirements. In the first two years of study, the students of each university will study at their home institutions and will go to the campuses of the host universities during the last two years of study. Students will be required to meet the minimum standards of the host universities in order to maintain full-time status. Participating students will be selected by the home universities generally on the basis of academic merit; however, each institution will make the final offers of admission.

A participating student will pay tuition, fees, room and board at the home institution during the first two years and at the host institution during the second two years. The host university will charge the student its ‘In-State’ tuition in order to complete the program at the host university. Participating students will be responsible for the payment of round trip transportation, costs of books, supplies, and any other associated expenses. As well, participating students will be required to possess suitable medical and other insurance.

The proposed exchange agreement does not bind either party to a financial commitment and offers an excellent opportunity to enhance international education at both institutions. If approved, the agreement will be effective the date of approval for the period of five years and can be terminated by either party at any time with six months’ notice in writing.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request of the Agreement on Dual Degree Program between Hanbat National University and the University of Louisiana at Monroe.
October 1, 2013

Dr. Sandra Woodley
President
University of Louisiana System
1201 North Third Street – Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

The University of Louisiana at Monroe respectfully requests permission to enter into an agreement on a DUAL DEGREE PROGRAM with Hanbat National University. Hanbat National University is a national institution of higher education that is located in Daejeon, Republic of Korea.

The degree programs that the two universities seek to promote in the agreement include, but are not limited to, Accounting, Business Administration, Marketing, and Computer Information Systems among other major areas that both universities offer.

The University of Louisiana at Monroe continues to build its cultural base to better prepare our students for living and working in a global society.

Sincerely,

[Signature]

Nick J. Bruno, Ph.D.
President
AGREEMENT ON A DUAL DEGREE PROGRAM
BETWEEN
HANBAT NATIONAL UNIVERSITY
AND
UNIVERSITY OF LOUISIANA AT MONROE

This AGREEMENT is entered into and is effective on the date in which it is fully executed, by and between Hanbat National University (hereinafter called “HANBAT”), which is a national institution of higher education that is located in Daejeon, Republic of Korea, and The University of Louisiana at Monroe (hereinafter called “ULM”), which is an institution of higher education that is located in Monroe, Louisiana, the United States of America.

1. GENERAL. The degree programs that the two universities seek to promote in this agreement include, but are not limited to, Accounting/Accountancy, Business Administration, Marketing, Computer Information Systems, Biology/Biotechnology, Computer Science/Computer Engineering, English, and other major areas that both universities offer. The two universities agree to the following terms:

2. INFORMATION. The host university will grant its bachelor degree to the eligible students of the other university upon the successful completion of program requirements. In the first two (2) years of study, the students of each university will study at their home institution with its faculty, and in the last two (2) years of study, the students will come to the campus of the host university to fulfill its bachelor’s degree requirements.

3. DURATION OF DUAL DEGREE. Students will be required to meet the minimum standards of the host university in order to maintain status as full time students. Students must complete all requirements of the host university—including prerequisite, general education, core and major requirements—in order to receive the dual degree from the host university. To fulfill these requirements, the duration of the program may exceed 2 years.

4. ELIGIBILITY. Students who are in good academic standing (not on probation or dismissal) at their home institution are eligible to benefit from the dual degree program. Students participating in the dual degree program are subject to the same matriculation and degree requirements governing all other students at the host institution.

5. ADMISSION. Nominations and documentation of minimal requirements will not in themselves guarantee admission to the host university. Offers of admission for students nominated by HANBAT will be made by ULM Office of Admissions. Offers of admission for students nominated by ULM will be made by Hanbat Office of Undergraduate Admissions in collaboration with the Office of International Affairs. Each student accepted into the dual degree program will receive a recommended plan of study from the partner university to allow for graduation within four to five semesters. Each student entering into the program should have his or her plan of study approved by academic advisers at both universities by the end of his or her first semester of study.
6. **REQUIREMENT.** Students nominated for this program by each university will have a grade point average equivalent to at least 2.00 at the host university and will meet all of the criteria required for acceptance into an undergraduate degree program at the host university, including requirements regarding proficiency in the English language.

7. **STUDENT RESPONSIBILITY.** It is the responsibility of participating students to know and observe all academic regulations and procedures relating to the degree program they are pursuing. In no case will a regulation be waived or an exception granted because the student pleads ignorance of, or contends that he/she was not informed of, the regulations or procedures. Questions on regulations, and their interpretation should be addressed to the advising office of the college in which the student’s major department is located.

8. **ACADEMIC RULES.** While participating in the program, students will be subject to the academic rules and discipline of the host university as well as to the normal regulations and grading policies of that institution. The courses to be pursued by the student will be determined by the Academic Advisor of department where the course is offered in cooperation with the corresponding administrative official of the host university.

9. **TUITION/ROOM AND BOARD.** The host university will charge the student its ‘In-State’ tuition in order to complete the program at the host university. The student will also be responsible for the payment of round trip transportation between institutions, for the payment of room and board costs at the host university, for the costs of books and student supplies associated with the courses taken at the host university, and for any additional normal expenses while studying at the host university.

10. **LANGUAGE COURSE.** Both universities, through mutual consent, may utilize language-training centers and establish language-training programs, if necessary. Details of language-training programs will be agreed to by mutual consent.

11. **ORIENTATION.** Students will be expected to participate in the regular Student Orientation Program of the host institution prior to the beginning of study and to pay the normal fee associated with such participation, if one exists.

12. **MEDICAL INSURANCE.** Students will be required to participate in the Student Health Insurance Program at the host university. Students must show proof of having coverage dates, medical evacuation for the amount of $10,000, and repatriation for the amount of $7,500.

13. **CONFIDENTIALITY.** Both institutions agree to hold all documents, information, data, and other materials provided to each other under this agreement in the strictest confidence. The institutions further agree not to disclose such information, including the content of this agreement, to third institutions other than supervisory boards, employees, agents, and counsel unless agreed to in writing by the other institution. Student records may be disclosed only upon written consent of the student otherwise in full compliance with FERPA.
14. **EQUAL OPPORTUNITY.** Both parties subscribe to a policy of equal opportunity and do not discriminate on the basis of race, color, gender, age, ethnicity, religion, national origin, or disability unrelated to an individual’s ability to perform the duties of a particular job or position.

15. **LAW.** Violation of host institution regulations or host country laws will subject students to immediate withdrawal of academic and immigration sponsorship as well as to the subsequent expulsion of said student(s) from the host country without monetary refunds either from the home or host institution.

16. **TERM.** This agreement shall be in force for the period of five (5) years commencing upon all required approvals of both universities. Continuation of this agreement after the first five (5) years will be negotiated by both universities six (6) months prior to the end of this agreement.

17. **CANCELLATION.** Either institution may notify the other of its intention to cancel this agreement with written notice six (6) months in advance.

18. **CONSTRUCTION.** This agreement shall be constructed in accordance with the laws of each country.

19. **ENTIRE AGREEMENT.** This is the entire agreement between the institutions as to the subject matter hereof and there are no other agreements or understandings, written or oral, expressed or implied.

**SIGNED BY:**

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<tr>
<th>Won-Mook Lee, Ph.D.</th>
<th>Nick Bruno, Ph.D.</th>
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<tr>
<td>President</td>
<td>President</td>
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<td>Hanbat National University</td>
<td>The University of Louisiana at Monroe</td>
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**DATE**
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2013

Item E.11. University of Louisiana at Monroe’s request for approval to award an Honorary Doctor of Humane Letters to Mr. Tex Kilpatrick at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

University of Louisiana at Monroe wishes to recognize the contributions of Mr. Tex Kilpatrick by awarding him an Honorary Doctor of Humane Letters degree. Mr. Kilpatrick, born and raised in Farmerville, Louisiana, holds a Mortuary Science degree from Commonwealth Mortuary School (Houston, Texas) and a chemistry degree from Louisiana State University. He has been a licensed funeral mortician for over 60 years. He is currently the CEO of Kilpatrick Enterprises where he manages multiple businesses throughout North Louisiana. He continues to contribute his time, talents, and resources to the betterment of his community and the North Louisiana region.

Mr. Kilpatrick has served Louisiana’s higher education community through memberships on boards such as LSU’s Alumni Board and University of Louisiana System Board (1997-2002). His unwavering dedication to ULM has been expressed over the years while serving the University in varying capacities. Tex has served as Vice President of ULM’s Foundation where he co-chaired a very successful fundraising effort to build Bon Aire, the President’s home. Mr. Kilpatrick served on two ULM Presidential Search Committees. As well, he has been active in supporting ULM’s Lyceum Series. His civic contributions include participating in organizations such as West Monroe Chamber of Commerce, Monroe Chamber of Commerce, West Monroe Lion’s Club, and West Monroe United Way. Mr. Kilpatrick was named honorary member of Beta Gamma Sigma, the International Honor Society for Collegiate Schools of Business. In 2009, Mr. Kilpatrick and his wife received the George T. Walker Lifetime Achievement Award from ULM.

Mr. Kilpatrick’s commitment to give back to his community and to ULM permeates his career. University of Louisiana at Monroe seeks to award this honorary doctorate to Mr. Kilpatrick as a deserving individual who is dedicated to serving North Louisiana and the University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval to award an Honorary Doctor of Humane Letters degree to Mr. Tex Kilpatrick at the Fall Commencement Exercises.
October 1, 2013

Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street – Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

I am requesting that you place on the October 22, 2013, Board of Supervisors agenda my request to be granted authority to award a Doctor of Humane Letters to Mr. Tex Rickard Kilpatrick. Mr. Kilpatrick is a businessman who has contributed his time, talents and resources to the betterment of his community and the North Louisiana region. Mr. Kilpatrick is currently CEO of Kilpatrick Enterprises where he manages multiple businesses throughout North Louisiana.

Tex has served this state’s higher education community in many ways. He has served as a member of LSU’s Alumni Board, his alma mater. His dedication to the University of Louisiana at Monroe, his wife’s alma mater, has been unwavering over the years. Tex was appointed by Governor Mike Foster to the University of Louisiana System Board where he served 1997-2002. Tex also has served ULM in many capacities including Vice President of the ULM Foundation, co-chaired the very successful fund raising effort to build Bon Aire, the President’s home at ULM; and has been active in supporting ULM’s Lyceum Series.

His civic contributions are as equally significant. Organizations he has led and/or participated including West Monroe Chamber of Commerce, Monroe Chamber of Commerce, West Monroe Lion’s Club, West Monroe United Way and has been recognized numerous times for his outstanding service.

Tex has been married to Carole Eady Kilpatrick for fifty-five years. They have three daughters and four grandchildren.

I am confident by reviewing the attached résumé you will agree that Tex Kilpatrick is worthy of this recognition.

Sincerely,

Nick J. Bruno, Ph.D.  
President

Office of the President • 700 University Avenue • Monroe, LA 71209-3000  
Phone: (318) 342-1010 • Fax: (318) 342-1019  
A Member of the University of Louisiana System - AA/EOE
Tex Rickard Kilpatrick was born in 1932 in Farmerville, Louisiana. He is a graduate of Farmerville High School and also has his degree in Mortuary Science from Commonwealth Mortuary School, which is in Houston, TX. Tex has been a licensed mortician for over 60 years. The funeral homes were established in 1927 in Union Parish by his father, but Tex and his brother, K.D. expanded the funeral homes to additional locations which are located in West Monroe, Monroe, Farmerville and Ruston. In 1957, they purchased an insurance charter for $10,000 and thus began Central American Life Insurance Company (CALICO). It grew to employ over 150 employees in Northeast Louisiana and Southern Arkansas. In 2001, Tex purchased K.D.’s stock. In 2008, CALICO merged with National Guardian Life (NGL) and at the time was the largest privately owned and operated life insurance company. In the same year, Kilpatrick Funeral Homes purchased Twin Cities Memorial Gardens and renovated the 28.0 acre property and was renamed Kilpatrick’s Serenity Gardens which is a perpetual care cemetery. Tex is currently the CEO of Kilpatrick Enterprises.

**Education:**
1953 graduate of LSU with Degree in Chemistry
1998 Ouachita Parish LSU alum of the year
Kappa Sigma Fraternity

**Higher Education Boards and Associations:**
Served on LSU Alumni Board
Served on ULM Foundation as Vice-President
Co-chaired financial drive to build Bon-Aire (ULM President’s residence)
Served on two separate presidential selection boards for ULM
Supported the ULM Lyceum Series since its beginning
Appointed by Governor Foster in 1997 to University of Louisiana System Board (5th Congressional District) and served until 2002:
1) Vice Chair of the Legislation Committee (1998)
2) Chair of Personnel Committee (1999-2000)
3) Chair of the Finance and Athletic Committee (2001)
4) Vice Chair of the Executive Committee (2002)

**Civic Activities:**
Past President of the West Monroe Chamber of Commerce
Past Board Member of Monroe Chamber of Commerce
Past President of West Monroe Lion’s Club
Past Chairman of the West Monroe United Way
Former Entergy Advisory Board (served for over 30 years on La. Power & Light Board)
Honorary Member in 2009 to the Beta Gamma Sigma, the International Honor Society for Collegiate Schools of Business
In 2009, Tex and Carole received the George T. Walker Lifetime Achievement Award from ULM
In 2012, Tex received the A.O. Evans Award from the West Monroe/West Ouachita Chamber of Commerce

ULM Bullet Points 2013
Tex Rickard Kilpatrick: continued

Business:
Past President of Louisiana Insurers Conference (LIC)
Member of Louisiana Funeral Directors’ Association (LFDA)
Member of National Funeral Directors Association (NFDA)
Member of Selected Independent Funeral Homes – By invitation only
Current Advisory Board Member Iberia Bank

Hunting and Fishing:
Avid hunter and fisherman
Served on State Board of Gulf Coast Conservation Association
Past State Chairman and National Trustee of Ducks Unlimited

Church:
Member of First Baptist Church of West Monroe, LA for 56 years
Member of a Men’s Tuesday Morning Bible Study and Prayer Group
Retired from the Finance committee in 2013
Raised funds for new sanctuary and “The Beacon” stain glass window

Personal:
Married to Carole Eady Kilpatrick for 55 years (who is a 1963, (History) graduate of Northeast La. State College/ULM) father of 3 daughters, Kerry Layne Kilpatrick (LSU undergraduate and LSU Law School), Robin Kilpatrick Fincher (Michael) (LSU undergraduate and Loyola Law School), and Laura Kilpatrick Marchelos (Zak) (NLU/ULM graduate and Parsons School of Design (Associate Degree) NYC) and 4 grandchildren, Kiley Ann Fincher, Layne Carole Fincher, Laura Lynette Fincher and James Kilpatrick Marchelos
Item E.12. University of Louisiana at Monroe's request for approval to award an Honorary Doctor of Humane Letters to Mr. George Luffey at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

University of Louisiana at Monroe wishes to recognize the contributions of Mr. George Luffey by awarding him an Honorary Doctor of Humane Letters degree. Mr. Luffey, a graduate of University of Louisiana at Lafayette (Bachelor of Science) and University of Mississippi (Master of Education), has contributed to the advancement of higher education in Louisiana as well as to the University of Louisiana at Monroe for many years. He served for eighteen years as a member of the Board of Regents and has served on ULM’s faculty as an assistant football coach and head baseball coach. Additionally, Mr. Luffey has assisted many students through financial and other support in order that they may achieve their goal of attaining a higher education degree and, in many cases, professional degrees.

Mr. Luffey is known for his athletic skills in the areas of baseball and football. In 1945, he was the first player voted All State in football at Neville High School, where he went on to hold an assistant coach position in 1951. Mr. Luffey signed with AA Shreveport Pro Baseball League, and served as Northeastern Louisiana University’s assistant football coach and baseball coach for several years. Mr. Luffey guided the University to the first ever baseball championship in 1964. Mr. Luffey was also awarded Gulf State Conference Baseball Coach of the Year.

Mr. Luffey, a strong advocate for the University, established and maintains the George L. “Chip” Luffey, Jr. Student Scholarships in memory of his son. Also, he has established the ULM George L. “Chip” Luffey, Jr., Endowed Professorship in Kinesiology. George has received several awards in recognition of his contributions such as the ULM Slim Scoggins Award, SFMC Mother Gertrude Hennessy Humanitarian Award, and George T. Walker Lifetime Achievement Award.

Mr. Luffey, a strong advocate for the University of Louisiana at Monroe, is deserving of this honorary doctorate degree. He is a successful businessman who has been involved in the betterment of his community and Louisiana.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval to award an Honorary Doctor of Humane Letters degree to Mr. George Luffey at the Fall Commencement Exercises.
Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street – Suite 7-300  
Baton Rouge, LA 70802

October 1, 2013

Dear Dr. Woodley:

I am requesting that I be granted the authority to award a Doctor of Humane Letters degree to Mr. George Luffey. As you will see from the attached information, Mr. Luffey has contributed to the advancement of higher education in Louisiana as well as to the University of Louisiana at Monroe for many years. He served for eighteen years as a member of the Board of Regents, and he served on the faculty of our university as an assistant football coach and Head Baseball coach from 1953 – 1965.

In addition, Mr. Luffey has assisted many students through financial and other support in order that they may achieve their goal of attaining a higher education degree and in many cases professional degrees. Mr. Luffey is a very successful businessman who has been involved in the betterment of his community and Louisiana. He has been a resource to many and always very giving of those resources in supporting numerous charitable groups throughout this region.

Mr. Luffey continues to be a strong advocate for the University of Louisiana at Monroe. In 1979, he established and continues to maintain the George L. “Chip” Luffey, Jr. Student Scholarships in memory of his son, “Chip”. In 2007, Mr. Luffey established the ULM George L. “Chip” Luffey, Jr., Endowed Professorship in Kinesiology. He is seen regularly at university events and promotes the university at every opportunity. Mr. Luffey gives freely and kind-heartedly to so many and expects nothing in return.

Mr. Luffey is a devoted family man. He has been married to Jane Puckett Luffey for fifty-five years and is the father three daughters, Lisa, Laurrie and Miranda, and the grandfather to three grandchildren.

I look forward to presenting his contributions to ULM and higher education at the October board meeting and appreciate your support of this request.

Sincerely,

Nick J. Bruno, Ph.D.  
President

Office of the President • 700 University Avenue • Monroe, LA 71209-3000  
Phone: (318) 342-1010 • Fax: (318) 342-1019  
A Member of the University of Louisiana System • AA/EOE
Personal Information:

Wife—Jane, married 55 years
Son—George L. “Chip” Luffey, Jr. - Deceased
Daughters—Lisa, Laurie and Miranda
Grandchildren—Matthew Marks, Mary Kathryn Breard, Daniel Breard

1945 – First player voted All State in football at Neville High School
1950 – Baseball Co-Player of the Year in Gulf State Conference
  (Went undefeated 22-0 in 3 years of pitching at USL)

1951 – Assistant Coach at Neville High School

  Signed with AA Shreveport Pro Baseball League. Sent to play in Alexandria, LA

  Drafted in the Army (Received early discharge after 21 months due to being in the
  teaching/coaching Educational field)

1953 – Coached and taught at Neville High School

1954 – NLU Assistant Football Coach

  NLU Head Baseball Coach for 11 years

1963 – Gulf State Conference Baseball Coach of the Year

1964 – Guided NLU to first ever baseball championship

1965 – Retired from coaching

  Opened Luffey’s Medical and Surgical Supply Company

1967 – Little League and Dixie League Baseball Board of Directors (lifetime member)

1972 – Served as Chairman on Monroe’s Recreational Board for 17 years
  (Helped put together the 470 acre Chennault Park)

1973 – Served on Louisiana Educational TV Authority for three years

1974 – President of NLU Booster Club
1975 – USL Hall of Fame

Member of NLU Stadium Selection Committee

Served on Louisiana Board of Regents for Higher Education for 18 years
(First original member appointed and also served four years as Chairman)

1979 – Established four individual $1,000 ULM Student Scholarships
in memory of George L. “Chip” Luffey, Jr.

1994- Awarded the SFMC Mother Gertrude Hennessy Humanitarian Award

1996 – NLU Hall of Fame

1999 – Retired and sold ownership of Luffey’s Medical after 34 years

2004 – Voted as one of the Ten Most Influential People in NE La. Business

2004 or 2005 – Received the ULM Slim Scoggins Award

2006 – Chairman of the ULM Mascot Committee

2007 – Established the ULM George L. “Chip” Luffey, Jr. Endowed Professorship in
Kinesiology

2008 – Received the George T. Walker Lifetime Achievement Award

Education:

Neville High School 1946

Southwestern La. Institute/University (USL, ULL) BS 1951

University of Southern Mississippi M.Ed. 1957

Notes:

In the years past he has advised and helped many college students get into law school, medical school, OT and PT schools (as long as they met the academic requirement.)

Helped many in personal endeavors in their life.
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2013

Item E.13. University of Louisiana at Monroe’s request for approval to award an Honorary Doctor of Humane Letters to Mr. John McCarter at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

University of Louisiana at Monroe wishes to recognize the contributions of Mr. John H. McCarter, Jr. by awarding him an Honorary Doctor of Humane Letters degree. Mr. McCarter, a graduate of Louisiana State University (Bachelor’s and Master’s degrees in Geology), has many achievements and experiences that have been amazing throughout his life. Although Mr. McCarter is best known for his career as a geologist, he also known for working on an aircraft he flew during World War II, during which time he became a decorated soldier in the U.S. Air Force.

Mr. McCarter’s contributions in higher education include his role as a professor at University of Louisiana at Monroe and Louisiana Tech University and the founder and head of the Geology Department at ULM. Over the course of his career, he has been a geographer, an author, an oil and gas operator and producer, and petroleum geologist emeritus. His continued love of learning is ongoing, and his knowledge and expertise have been the result of his personal inquiry and constant investigation.

Mr. McCarter took great pride in teaching and mentoring young geologists working in the oil and gas industry. Many people have benefited not only from his teaching in the classroom, but many continue to benefit from his oil and gas business. Mr. McCarter has been associated with many organizations such as the Geological and Mining Society, the National Geographic Society, and the American Association of Petroleum Geologists, where he was named to Emeritus Status.

Mr. McCarter’s commitment to give back to his community and to ULM permeates his career. University of Louisiana at Monroe seeks to award this honorary doctorate to Mr. McCarter as a deserving individual who has exhibited a strong commitment to serving.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval to award an Honorary Doctor of Humane Letters degree to Mr. John H. McCarter at the Fall Commencement Exercises.
Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street – Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

I am requesting that I be granted the authority to award a Doctor of Humane Letters degree to Mr. John H. McCarter, Jr. As you will see from the attached information, Mr. McCarter has many achievements and experiences that have been amazing throughout his life. He has seen much during his lifetime from working on aircraft that he would later fly in World War II where he became a decorated soldier in the U.S. Air Force. After his service to our country, Mr. McCarter went to LSU where he received both his Bachelor and Master’s degrees in Geology.

Although Mr. McCarter is best known for his career as a geologist, he also has been a professor at two universities (University of Louisiana at Monroe and Louisiana Tech), the founder and head of the Geology Department at the University of Louisiana at Monroe, a geographer, an author, an oil and gas operator and producer, and petroleum geologist emeritus. His continued love of learning is ongoing and his knowledge and expertise have been the result of his personal inquiry and constantly investigating.

Mr. McCarter took great pride in teaching and mentoring young geologists working in the oil and gas industry. Many people have benefited not only from his teaching in the classroom, but many continue to benefit from his oil and gas business. Mr. McCarter has been associated with many organizations such as the Geological and Mining Society, the National Geographic Society, and the American Association of Petroleum Geologist where he was named Emeritus Status (60 Year Member.)

I look forward to presenting his contributions to ULM and higher education at the October board meeting and appreciate your support of this request.

Sincerely,

Nick J. Bruno, Ph.D.  
President

Office of the President • 700 University Avenue • Monroe, LA 71209-3000  
Phone: (318) 342-1010 • Fax: (318) 342-1019  
A Member of the University of Louisiana System • AA/EOE
**Vita (brief)**

**John H. McCarter, Jr.**

*326 Bayou Bank Road*

*Monroe, Louisiana  71203*

Petroleum Geologist Emeritus, Geographer, Professor, Consultant, Oil and Gas Operator and Producer

**General and Educational Background:**

Born July 20, 1921 in Utica, Mississippi, Mr. McCarter attended area schools in Jackson, Mississippi. He entered Hinds Junior College in Raymond, Mississippi in 1939. After serving his country in World War II, he attended Louisiana State University in Baton Rouge graduating in 1948 with a degree in Geology. He later received the master’s degree in Geology from LSU and worked extensively toward the doctorate degree.

**Employment History:**

1939-1941 – Standard Oil Co. – Jackson, Mississippi - Apprentice

1941-1942 – Consolidated Aircraft – San Diego, California – Builder of the aircraft that he would later fly in during World War II.

  Trained at Kessler Field, Biloxi, MS making B24’s before being sent to Henry Ford’s B24 School in Michigan where he met and worked with Mr. Ford and Charles Lindburgh. Due to the high marks received, was given the option to attend Harvard to complete the training but declined in order to join the combat forces. Completed military duties in charge of the aircraft fleet at Selman Field in Monroe, Louisiana.

  Returning from World War II, he attended Louisiana State University in Baton Rouge pursuing a BS and MS degrees in geology and worked for the Office of Conservation. He was given the task of organizing and compiling all data that had not been filed in the years during the war for all the parishes, which included all of the wells of all of the oil and gas fields in Louisiana. Updated all oil, gas and mineral maps for the state, filed all
reports and learned to interpret electric logs correlated to driller’s logs. Also worked and served on the Louisiana Geological Survey and Louisiana Mineral Board during this time.

1951-1952 – Louisiana Tech University – Professor of Geography
Taught Louisiana Geography and 18 other geography classes while helping compile data and write the Geology of Lincoln and Ouachita Parishes for the Louisiana Geological Survey.

1952-1958 – Northeast Louisiana College (now University of Louisiana-Monroe)
First Geology Professor and founder of Geology Department.
Taught many geology classes and collected specimens for teaching and display.

1958-Present – Independent Petroleum Geologist/Consultant
From the 1950’s, began a career as a pioneer/innovator geologist and producer in the northeast Louisiana oil and gas fields. First to use sonic logs for correlation in the Monroe Gas Rock formation, first to use plastic tubing down hole, and one of the first to use plastic tubing in gas gathering pipelines. Drilled and cored hundreds of oil and gas wells, discovered multiple fields and taught and/or mentored many young geologists and petroleum engineers in the area. Extensive travels all over the world have yielded a vast collection of rock samples, fossils, and artifacts still used when invited to speak and/or teach at association functions.

Military Service:

1942-1945 Served with the 380th Division of the United State Air Force in the American and Pacific Theaters of World War II. He received the Air Medal and Good Conduct Medal three times. He was awarded four Bronze Stars for service in four different campaigns in World War II. He was decorated with the Distinguished Flying Cross and the Purple Heart.

Associations:

Shreveport Geological Society
American Association of Petroleum Geologist – Emeritus Status (60-year Member)
Geological and Mining Society
National Geographic Society
The Scottish Society of North Louisiana
Louisiana Gem and Mineral Society
Veteran of Foreign Wars
University of Louisiana at Monroe Museum of Natural History (Life Member)
Northeast Louisiana Archaeological Society
Item E.14. University of New Orleans’ request for approval to award an Honorary Doctor of Humane Letters degree to Mr. Pres Kabacoff at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

University of New Orleans wishes to recognize the contributions of Mr. Pres Kabacoff by awarding him an Honorary Doctor of Humane Letters degree at its upcoming Commencement program. Mr. Kabacoff has had a distinguished career and has been instrumental locally and nationally for his work in urban revitalization.

Mr. Kabacoff began his professional career, after receiving his Juris Doctor degree from Louisiana State University School of Law, in real estate law and general litigation. He then was managing partner of the International River Center, which developed and managed the New Orleans Hilton Riverside and Towers, the Riverwalk, and the International Cruise Ship Terminal on the New Orleans Riverfront. He served as an attorney and a member of the team that developed Beau Chene in Mandeville, Louisiana. In 1982, Mr. Kabacoff co-founded HRI Properties, which is based in New Orleans.

Mr. Kabacoff has been a key leader in visioning, planning, and rebuilding New Orleans post-Hurricane Katrina. His work resulted in conversion of the St. Thomas Housing Project into River Gardens, which has become a national model for the redevelopment of public housing. Mr. Kabacoff’s work in the New Orleans Warehouse District has resulted in his being noted as one of the leading historical preservationists in the United States. He recently received the 2013 Best Downtown Development Project award for redeveloping the iconic Hibernia Bank Tower.

Other major accomplishments by Mr. Kabacoff include bringing the World’s Fair to New Orleans in 1984, preserving and redeveloping historic building in the Fair area along the Mississippi, and working with stakeholders to launch the Riverfront Streetcar. Additionally, he has been active as a civic leader and in his professional organizations. Some of the positions held by Mr. Kabacoff include Chair of Mayor Mitch Landrieu’s Mayor of New Orleans Housing Task Force Committee; Past District Chair of the Louisiana Chapter of the Urban Land Institute; Advisory Board member of the Brookings Institution’s Urban and Metropolitan Policy; member of the National Advisory Council of the Trust for Public Land; Board member of the Public Affairs Research Council of Louisiana; Board member of the New Orleans Police Foundation; and Chair of the Coalition for Educational Excellence.
Executive Summary
October 22, 2013
Page 2

University of New Orleans wishes to recognize Mr. Kabacoff’s outstanding achievements in urban planning and revitalization, his commitment to his community, his long-time support of the University of New Orleans, and the recognition he has received from our city, state, and national leaders warrant recognition by granting a Doctor of Humane Letters.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request to award an Honorary Doctor of Humane Letters degree to Mr. Pres Kabacoff at the Fall Commencement Exercises.
October 1, 2013

Dr. Sandra Woodley
President
University of Louisiana System
1201 North Third Street, Suite 700-3
Baton Rouge, LA 70802

Dear Dr. Woodley:

It is with great pleasure that I request that an honorary degree, Doctor of Humane Letters, *honoris causa*, be granted to Mr. Pres Kabacoff. The Merritt C. Becker, Jr. New Orleans Transportation Institute’s faculty instituted this request, which was approved by Dr. Kevin Graves, Interim Dean of the College of Liberal Arts.

Mr. Pres Kabacoff has had a distinguished career and has been instrumental locally and nationally for his work in urban revitalization. He began his professional career, after receiving his Juris Doctor degree from Louisiana State University School of Law, in real estate law and general litigation. He then was managing partner of the International Rivercenter, which developer and managed the New Orleans Hilton Riverside and Towers, the Riverwalk, and the International Cruise Ship Terminal on New Orleans’ Riverfront. He served as attorney and a member of the team that developed Beau Chene, in Mandeville, Louisiana. In 1982, Mr. Pres Kabacoff co-founded HRI Properties, which is based in New Orleans. HRI has had a $2.105B impact in the local economy since its founding. Since its founding, HRI has completed 50 large scale projects, including 4,496 apartment units, 3,487 hotel rooms, and over 500,000 square feet of office and retail space.

Mr. Pres Kabacoff has been a key leader in visioning, planning and rebuilding New Orleans post-Hurricane Katrina. His work has resulted in conversion of the St. Thomas Housing Project into River Gardens, which has become a national model for the redevelopment of public housing. Mr. Pres Kabacoff’s work in the New Orleans Warehouse District has resulted in him being noted as one the leading historical preservationists in the United States. He recently received the 2013 Best Downtown Development Project award for redeveloping the iconic Hibernia Bank Tower.

Prior to the Hurricane Katrina, Mr. Pres Kabacoff was active in revitalizing New Orleans. He was instrumental in bringing the 1984 World’s Fair to New Orleans. This led him to preserving and redeveloping historic building in the Fair area along the Mississippi River. In the late 1980’s Mr. Pres Kabacoff worked with public and private stakeholders to launch the Riverfront Streetcar, which was the first new streetcar project in the United States since the 1920s. He has continued to play a significant role in working with the City of New Orleans, the Regional
Planning Commission, and the federal government to expand streetcars across the city, including the recent Loyola Avenue streetcar expansion, which opened a week before the 2013 Super Bowl.

Additionally, he has been active as a civic leader and in his professional organizations. His positions have included: Chair of Mayor Mitch Landrieu’s Mayor of New Orleans Housing Task Force Committee; Past District Chair of the Louisiana Chapter of the Urban Land Institute; Advisory Board member of the Brookings Institution's Urban and Metropolitan Policy; member of the National Advisory Council of the Trust for Public Land; Board member of the Public Affairs Research Council of Louisiana; Board member of the New Orleans Police Foundation; member of the Dillard University Board; member of the Governor’s NFL Stadium Commission; Founder of the New Orleans Council for Young Children; Past member of the Orleans Parish School Board; Chair of the Coalition for Educational Excellence; Co-Chair of the Mayor's Special Task Force on Children, Youth and Families.

Mr. Pres Kabacoff has been recognized for his lifetime of good works by receiving the following: the 1989 First Citizen of the Learning Society award; selected of one of 25 Role Models by the Young Leadership Council; the New Orleans Peace Foundation Peacemaker award for his love and dedication to the City of New Orleans; the prestigious Hannah G. Solomon Award from the New Orleans Section of the National Council of Jewish Women.

Mr. Pres Kabacoff and his family have been long-time supporters of the University of New Orleans. The University of New Orleans’ Lester E. Kabacoff School of Hotel, Restaurant, and Tourism Administration was established through the generosity of the Mr. Pres Kabacoff and his family. Mr. Lester E. Kabacoff encouraged the University of New Orleans in 1975 to establish a hotel-restaurant program. The school is part of his legacy and acknowledges his dedication to the hotel and tourism industry's development. Mr. Lester Kabacoff was closely involved with the School's program evolution providing guidance and support. This has enabled the School to develop its program and establish within the College of Business Administration a Hospitality Research Center.

Mr. Pres Kabacoff accomplishments have been noticed by many. Please note the letters of support for my request from United States Senator Mary L. Landrieu, Audubon Nature Institute’s President and CEO L. Ron Forman, the Regional Planning Commission’s Executive Director Walter Brooks, Veolia Transportation's (managers of the New Orleans Regional Transit Authority) Vice President Justin Augustine, and LOCUS’ President Christopher B. Leinberger.
Mr. Pres Kabacoff's distinguished career in urban planning and revitalization, his commitment to his community, his long-time support of the University of New Orleans, and the recognition he has received from our city, state, and national leaders warrant recognition by granting a Doctor of Humane Letter, *honoris causa*. I hope that you agree and that the University of Louisiana System Board of Supervisors approves this request.

Sincerely,

[Signature]

Peter J. Fos, Ph.D., M.P.H.
President
TO:  President Peter J. Fos  
University of New Orleans

FROM:  Kevin L. Graves, Interim Dean  
College of Liberal Arts

DATE:  September 30, 2013

RE:  Honorary Doctorate Nomination for Mr. Pres Kabacoff

The College of Liberal Arts enthusiastically nominates Mr. Pres Kabacoff to be recognized by the University of New Orleans with the awarding of an honorary doctorate degree. This nomination has been initiated by the Merritt C. Becker, Jr. New Orleans Transportation Institute.

Mr. Kabacoff has had a distinguished career in the city of New Orleans ranging from being instrumental in bringing the 1984 World’s Fair to New Orleans; to helping launch the Riverfront Streetcar system; to pioneering the redevelopment of public housing projects in post Katrina New Orleans.

Throughout his career his many endeavors have been to revitalize and improve the quality of life in New Orleans. It is this match of improving the quality of life in New Orleans that UNO and Pres Kabacoff have in common. A mission of The University of New Orleans throughout her 55 year history has been to bring quality higher education to the citizens of New Orleans and hence improve the quality of life in New Orleans. Pres Kabacoff via his many endeavors has assisted in bring New Orleans back to the forefront of the national consciousness and has, once again, made New Orleans a leading destination city in the United States.

Attached is a packet that includes a letter of Nomination from Dr. John L. Renne, Director of the Merritt C. Becker, Jr. Transportation Institute. Also included are letters of support, Mr. Kabacoff’s resume and several items that highlight some significant advancements that Mr. Kabacoff has spearheaded for the city of New Orleans.

If I can provide additional information, please let me know and I look forward to your endorsement of this recommendation for an HonoraryDoctorate for Mr. Pres Kabacoff.
September 20, 2013

Dear Dean Graves:

As the Director of the Merritt C. Becker Jr. University of New Orleans Transportation Institute in the College of Liberal Arts, I wish to nominate Mr. Pres Kabacoff, co-Founder, President and CEO of HRI Properties for an honorary doctorate. Mr. Kabacoff has had a distinguished career and has been instrumental locally and nationally for his work in urban revitalization.

Former UNO Chancellor, Tim Ryan authored a study last year, which concluded that under Mr. Kabacoff’s leadership, HRI Properties has had a $2.105 billion impact on the local economy since the company was founded in 1984. Yet Mr. Kabacoff’s work extends beyond monetary success. He authored a vision for the future of New Orleans called a “Return to Splendor,” which was published in the Gambit in 2010. This vision relates to numerous public service positions held by Mr. Kabacoff over the years, including chairing Mayor Landrieu’s transition team committee that focused on housing and neighborhood revitalization. He has also been a key leader in visioning, planning and rebuilding New Orleans in the post-Katrina era. However, his work in revitalizing New Orleans began long before Hurricane Katrina.

Mr. Kabacoff was instrumental in bringing the 1984 World’s Fair to New Orleans. While the Fair was not financially successful, it led him to begin preserving and redeveloping historic buildings in the Warehouse District. His work resulted in a resurrection of a mostly abandon district in the 1980s to one of the most vibrant neighborhoods today.

In the late 1980s, Mr. Kabacoff worked with public and private sector stakeholders to launch the Riverfront Streetcar, which opened in conjunction with the Republican National Convention in 1988. This was the first new streetcar project in the United States since the 1920s. Since then Mr. Kabacoff has played a significant role in working with the City of New Orleans, the Regional Transit Authority, the Regional Planning Commission and the federal government to expand streetcars across the city, including the recent Loyola streetcar expansion, which opened a week before the 2013 Super Bowl.

Mr. Kabacoff’s work pioneered the redevelopment of public housing projects from 100 percent public housing to a new model of mixed income communities. This model was utilized for the redevelopment of the St. Thomas project into River Gardens and has become adopted as a national model for the redevelopment of public housing. Moreover, the neighborhood surrounding River Gardens has transitioned from having one of the highest murder rates in the nation to a thriving community today. In recent years, Mr. Kabacoff developed the Bywater Community Healing Center as a nonprofit venture. This compliments the successful Bywater Artist Lofts and has also stimulated a significant transformation of the surrounding neighborhood.
Building upon Mr. Kabacoff’s work in the Warehouse District, he is noted as one of the leading historic preservationists in the nation. His work has won numerous awards for saving iconic structures locally and in cities around the country. In New Orleans, Mr. Kabacoff successfully redeveloped the landmark American Can Company Building. He recently won the 2013 Best Downtown Development project for redeveloping the Hibernia Tower.

Today, the City of New Orleans is a thriving community that is grappling with many complex issues including crime, inequality, and climate change. Mr. Kabacoff is passionate about these issues and working to make New Orleans a model for success. He is working hard with other business leaders and politicians to reduce the incarceration rate among African American males statewide. He has been an ardent supporter of sustainable transportation connected to mixed income and livable communities to ensure equitable access to jobs and services across all members of our community. Mr. Kabacoff has been a strong supporter for green and affordable energy solutions. He feels strongly that our nation needs to reduce our dependence on fossil fuels so we can reduce our carbon footprint and therefore work to ensure that Coastal Louisiana is better prepared to face the challenges of climate change and rising seas.

Mr. Kabacoff has been a strong fighter for the City of New Orleans and the revitalization of derelict neighborhoods into thriving communities, not for the sake of revitalizing buildings and infrastructure but for the people that inhabit the spaces. He is passionate and inspiring to others. For these reasons, I feel that Mr. Pres Kabacoff would be an excellent choice to receive an honorary doctorate from the University of New Orleans.

Sincerely,

John L. Renne, Ph.D., AICP
Associate Professor and Director
Merritt C. Becker Jr. Transportation Institute
University of New Orleans
M. Pres Kabacoff

Education

Juris Doctorate, 1970, Louisiana State University Law School
Bachelor of Science, 1967, University of Denver

Experience


1970-1977: Pres Kabacoff was Assistant to the Managing Partner of International Rivercenter (IRC), which was the developer and managing partnership of the New Orleans Hilton Riverside and Towers, a 1,600-room convention center hotel; Riverwalk; and International Cruise Ship Terminal; and was the attorney and team member in the development of Beau Chene, a 3,000-unit recreational community in St. Tammany Parish, Louisiana.

1982-present: Pres Kabacoff co-founded HRI Properties, based in New Orleans. HRI is a full-service real estate company and a leader in the adaptive reuse of historic structures. Its mission statement is to revitalize cities by creating diverse, vibrant, and sustainable communities.

Professional Affiliations

- Chair, Mayor of New Orleans Housing Task Force Committee – Mayor Mitch Landrieu
- Member, Urban Land Institute (ULI), whose mission is to provide responsible leadership in the use of land in order to enhance the total environment.
- ULI Council Member, Public-Private Partnership Council.
- Past District Chairman of the Louisiana Chapter of the Urban Land Institute.
- Advisory Board Member of the Brookings Institution’s Urban and Metropolitan Policy, one of the nation’s first public policy research organizations.
- One of 250 Trustees of the Committee for Economic Development (CED), a national research and education organization whose goal is to study and seek solutions to pressing social and economic issues affecting the long-term health of our nation’s economy.
- Board Member, Preservation Action, the national lobbying organization for historic preservation.
- Member, Metropolitan Neighbors, the Task Force on Regionalism.
- Member, National Advisory Council of the Trust for Public Land (TPL), a national nonprofit land conservation organization that works to conserve land for people.
- Co-Chair, Top 10 by 2010, a citizen-based nonprofit initiative to chart a new direction for the Southeast Louisiana Region.
- Member, Housing Task Force of the Committee for a Better New Orleans, whose mission is to achieve the brightest economic future for all of its citizens.
- Board Member, Public Affairs Research Council of Louisiana, a nonprofit watchdog over political issues.
• Board Member, New Orleans Police Foundation.
• Board Member, MetroVision Executive Committee, whose mission is to increase regional cooperation.
• Board Member, Dillard University, New Orleans, Louisiana.
• Member of the Governor’s NFL Stadium Advisory Commission.
• Director, Economic Development, Dillard University, New Orleans, Louisiana.

Civic Affiliations

• Founder, New Orleans Council for Young Children.
• Past Member of the Orleans Parish School Board.
• New Orleans Public Schools Early Childhood Task Force.
• Chair, Coalition for Educational Excellence, better known as COED-2000.
• Participant on the Governor’s Panel on Education and chaired the committee “At-Risk Children.”
• Participant on the educational component under the Governor of the committee “Redirecting State Dollars.”
• Co-Chair, Mayor’s Special Task Force on Children, Youth and Families.

Honors

• Recipient of the 1989 First Citizen of the Learning Society, a business/education award presented by the University of New Orleans Council for Lifelong Learning.
• The Young Leadership Council selected Pres Kabacoff as one of 25 Role Models in 1988.
• Recipient of one of five individual Peacemakers’ awards by the New Orleans Peace Foundation for his love and dedication to the City of New Orleans.
• The National Council of Jewish Women (NCJW) Greater New Orleans Section selected Pres Kabacoff as the 1995 recipient of the prestigious Hannah G. Solomon Award (Founder).

Mr. Kabacoff was one of the ten honorees in 1997 of the Family Service of Greater New Orleans. Family Service is a community-centered, nonprofit organization that strengthens the emotional health of individuals and families by providing counseling and community education in an effective and compassionate manner.

Founded in 1982 by Edward B. Boettner (1933-2000) and Pres Kabacoff, HRI is dedicated to the pursuit of rebuilding neighborhoods and recreating entire communities. HRI has completed 50 large-scale projects, including 4,496 apartment units, 3,487 hotel rooms, over 500,000 square feet of office and retail space, with a total funding value of $1.4 billion. These developments were made possible by established and trusted partnerships between HRI and governmental units at the city, state and federal levels along with private sector lenders and equity investors.
September 16, 2013

Dr. Peter J. Fos
President
University of New Orleans
2000 Lakeshore Drive
New Orleans, Louisiana 70148

Dear President Fos:

It is my understanding that the University of New Orleans is evaluating the career of Mr. Pres Kabacoff as a candidate for an honorary doctorate. It is with great pleasure that I write to highlight Mr. Kabacoff’s many contributions to the city of New Orleans and highly recommend that he receive such an honor.

Mr. Kabacoff’s career and civic activities span a number of fields, including real estate development, historic preservation, affordable housing, urban planning, and public policy. Under his leadership, HRI Property has made a profound impact on New Orleans’ local economy. His firm has helped lead the Warehouse District renaissance in New Orleans, development of the River Gardens and other public housing developments, adaptation of iconic landmarks for contemporary use and expansion of streetcars and bicycle lanes across the city of New Orleans. Mr. Kabacoff’s visionary leadership has undoubtedly contributed to the revitalization of the city of New Orleans post-Hurricane Katrina.

I commend his efforts to preserve the beauty and history of New Orleans while updating the city’s infrastructure as the foundation for more environmentally sustainable communities. Mr. Kabacoff’s career has been marked by many notable accomplishments within both professional and civic organizations. He has led a stellar career with accomplishments that have greatly benefitted the city of New Orleans and people of Louisiana.

Again, Mr. Pres Kabacoff has my highest recommendation for this honor and I respectfully request that you give his candidacy every appropriate consideration. If you have any questions, please do not hesitate to contact me through my assistant, Alexander Sewell at 202-224-1521.

With warm regards, I am

Sincerely,

Mary L. Landrieu
United States Senator

MLL: aec
September 16, 2013

President Peter Fox
University of New Orleans
2000 Lakeshore Drive
New Orleans, Louisiana 70148

Dear President Fox:

It is my understanding that the University of New Orleans is evaluating the career of Mr. Pres Kabacoff as a candidate for an honorary doctorate. I am writing to strongly endorse the contributions that Mr. Kabacoff has made in his career, which has improved the lives of so many people across the City of New Orleans as well as residents of other cities across the nation. Mr. Kabacoff’s career and civic activities span a number of fields, including real estate development, historic preservation, affordable housing, urban planning, and public policy. His achievements are numerous, however, I wish to focus on a specific few to illustrate the magnitude of his accomplishments.

- Former UNO Chancellor and economist Dr. Tam Ryan found that HRI has had a $2.105 billion impact on the local economy since HRI was founded in 1984. (see attached)
- Vision for New Orleans’ “Return to Splendor” published in the Gambit in 2010. (see attached)
- Started with Warehouse District renaissance in New Orleans
- River Gardens and other public housing redevelopments
- Adaptive reuse of iconic landmarks, such as the American Can Company building in New Orleans
- Work to expand streetscapes and bike lanes across New Orleans
- Bywater Community Healing Center and Art Lofts
- Green and affordable energy
- Community visioning and leadership about how New Orleans can recover post Katrina and reestablish itself as a great American city
- Advancing the field of historic preservation
- Advancing the field of sustainable and livable communities
- Advancing the field of affordable housing
- Work to reduce the mass incarceration rate in Louisiana

Again, it is my pleasure to recommend Mr. Pres Kabacoff for this distinguished honor. If you have any questions, please do not hesitate to contact me.

Sincerely,

Ron Fournier
President & CEO

Celebrating the Wonders of Nature
President Peter Fos
University of New Orleans
2000 Lakeshore Drive
New Orleans, Louisiana 70148

Dear President Fos:

It is my understanding that the University of New Orleans is evaluating the career of Mr. Pres Kabacoff as a candidate for an honorary doctorate. I am writing to strongly endorse the contributions that Mr. Kabacoff has made in his career, which has improved the lives of so many people across the City of New Orleans as well as residents of other cities across the nation. Mr. Kabacoff’s career and civic activities span a number of fields, including real estate development, historic preservation, affordable housing, urban planning, and public policy. His achievements are numerous; however, I wish to focus on a specific few to illustrate the magnitude of his accomplishments.

I have known and had the opportunity to work with Mr. Kabacoff on several urban revitalization projects over the past thirty years. Pres has always provided essential leadership in helping to articulate a new vision for depressed areas within our community. Pres’s vision and involvement served as an important catalyst in the planning of the 1984 World’s Fair and subsequent renaissance of the Warehouse District.

He worked with the RPC in the development of a new transit plan for the New Orleans CBD area – one which emphasized streetcar and light rail as a way to provide more residential opportunities and strengthen place making in the Central Business District. His successful efforts in redeveloping public housing areas into vibrant mixed-income communities has significantly helped our City to capitalize on new federal investments for housing and supporting transportation infrastructure.

His redevelopment projects reflect his understanding and personal commitment to the principles of Smart Growth. Projects such as the American Can Company and the Bywater Community Healing Center demonstrate his planning abilities and talent for integrating historic preservation and sustainable community development.

Mr. Kabacoff has consistently demonstrated his commitment to this City and the unique ability to translate sound urban planning practices into vibrant urban redevelopment projects. It is my pleasure to recommend Mr. Pres Kabacoff for this distinguished honor. If you have any questions, please do not hesitate to contact me.

Sincerely,

Walter Brooks
Executive Director
Regional Planning Commission
September 27, 2013

President Peter Fos
University of New Orleans
2000 Lakeshore Drive
New Orleans, Louisiana 70148

Dear President Fos:

It is my understanding that the University of New Orleans is evaluating the career of Mr. Pres Kabacoff as a candidate for an honorary doctorate. I am writing to strongly endorse the contributions that Mr. Kabacoff has made in his career, which has improved the lives of so many people across the City of New Orleans as well as residents of other cities across the nation. Mr. Kabacoff’s career and civic activities span a number of fields, including real estate development, historic preservation, affordable housing, urban planning, and public policy. His achievements are numerous, however, I wish to focus on a specific few to illustrate the magnitude of his accomplishments.

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- River Gardens and other public housing redevelopments
- Adaptive reuse of iconic landmarks, such as the American Can Company building in New Orleans
- Work to expand streetcars and bicycle lanes across New Orleans
- Bywater Community Healing Center and Art Lofts
- Green and affordable energy
- Community visioning and leadership about how New Orleans can recover post-Katrina and reestablish itself as a great American city
- Advancing the field of historic preservation
- Advancing the field of sustainable and livable communities
- Advancing the field of affordable housing
- Work to reduce the mass incarceration rate in Louisiana

Again, it is my pleasure to recommend Mr. Pres Kabacoff for this distinguished honor. If you have any questions, please do not hesitate to contact me.

Sincerely,

Justin T. Augustine, III
Vice President

JTA/ddb
September 27, 2013

President Peter Fos
University of New Orleans
2000 Lakeshore Drive
New Orleans, Louisiana 70148

Dear President Fos:

As the University of New Orleans considers Mr. Pres Kabacoff as a candidate for an honorary doctorate, I would like to provide my complete and heartfelt support for his candidacy. I have known Pres for nearly two decades and have worked with him in many capacities. For a little background, I am president of LOCUS, Responsible Real Estate Developers and Investors, which advocates at the federal and state level for sustainable, walkable urban cities and towns. I am also a professor at George Washington University School of Business, Chair of the GW Center for Real Estate and Urban Analysis and non-resident senior fellow at The Brookings Institution.

I could go into Pres’ widely known achievements but I prefer to focus on what he has achieved that may not be as well known.

Pres helped create LOCUS in 2008 and currently serves as chair of the Executive Committee. His passion for sustainable development, which includes environmental and social sustainability, is what drives him and his company, HRI Properties (which stands for Historic Restoration, Inc., which embeds in its original name one of the focuses of the firm). There are few developers who have embraced sustainability and have built more affordable housing than Pres. Through Pres’ leadership, LOCUS has expanded the federal government’s ability to provide funding for crucial rail transit projects and he is using these resources to bring federal grants and loans to build the new streetcar lines in New Orleans. One of these new lines is focused on his redevelopment of the Treme neighborhood, which is one of the most significant redevelopment projects in the country with a built out value of over $1 billion. His love of his hometown and birthplace, New Orleans, is the major reason Pres and his company took on what most observers feel to be one of the most challenging and socially important redevelopment projects in the country.
I also serve on the board of a company Pres started, National Cities Fund, which is a recipient of New Markets Tax Credits. The company has invested in hundreds of millions of dollars of mixed-income commercial projects throughout the Southeast, focusing on the Gulf Coast. Pres’ vision and development skills translates into

As an academic, one thing that is probably not that well known about Pres is his intense curiosity. Nearly every time I talk with him, he is asking me what is the next book, article or academic journal piece that he should read. Many times he points out the most recent article he has read. I am always pleasantly surprised by the depth and breadth of his interests. It is very rare to have an action-oriented person also be a thoughtful, well-read person.

It is with great pleasure that I recommend Mr. Pres Kabacoff for this distinguished honor. If you have any questions, please do not hesitate to contact me.

Sincerely,

Christopher B. Leinberger
President, LOCUS, Responsible Real Estate Developers and Investors, a project of Smart Growth America

Charles Bendit Distinguished Scholar and research Professor of Urban Real Estate,
George Washington University School of Business
Pres Kabacoff outlines $1 billion vision to redevelop New Orleans' urban core

By Tyler Bridges, Staff writer 24 HOURS AGO 11 Comments

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Pres Kabacoff was tooling around downtown in his black Lexus, expounding on his favorite subject: how to transform New Orleans into an Afro-Caribbean version of Paris.

Shorn of the ponytail he sported for more than a year - a casualty of his meetings with bankers this summer - Kabacoff riffed on how many of the elements for Paris-on-the-Mississippi already exist. At times, he sounded like a dreamy romantic, at other times like a calculating developer.

New Orleans has choice restaurants, the country's greatest river, a thriving music scene, popular tourist attractions and historic neighborhoods. Kabacoff offered. And the city has become even more attractive in recent years, he said, with expanded streetcar lines (http://www.bestofneworleans.com/blogofneworleans/archives/2013/03/07/hta-reveals-preliminary-plans-for-rampart-claude-streetcar) and strengthened neighborhoods, particularly Faubourg Marigny, Bywater and the Warehouse District. It's becoming a city amenable to walking and biking.

But the core of the city remains incomplete, Kabacoff added, and as he drove around downtown, he pointed out the sights: the monumental but abandoned Charity Hospital on Tulane Avenue, vacant lots two blocks away on Canal Street and the fenced-off Iberville housing development, a block from Canal, where reconstruction at last has begun.

But where others might see ruin, Kabacoff sees promise. He is sketching out a vision that stitches the pieces together (http://www.youtube.com/watch?v=HF3mRPs_deo&feature=youtu.be): Iberville would become a mixed-income neighborhood. At Mayor Mitch Landrieu has proposed. City Hall would occupy one wing of Charity and the Civil District Court would take a second wing.
Pres Kabacoff outlines $1 billion vision to redevelop New Orleans’ urban core...

http://thelensnola.org/2013/09/24/pres-kabacoff-outlines-1-billion-vision-to-redevelop-new-orleans-urban-core/

The third wing, Kabacoff proposes, would house a neuroscience facility dedicated to advancing brain research for such diseases as Alzheimer’s.

The neuroscience facility idea is new, but it intrigues Cedric Grant, Landrieu’s deputy mayor for infrastructure projects. The facility, Grant said in an interview, “is very conceptual at this point. But I hope it comes together. It sounds like a fantastic opportunity for the city to build an industry.”

With thousands of new government workers, court officials and medical professionals at the renovated Charity and hundreds of new residents at a safe Iberville, national retailers would have a reason to invest downtown, Kabacoff figures. The vacant lots on Canal would become a New Orleans version of Lakeside Shopping Center and a magnet for locals and tourists.

And, he hopes, perhaps one day the elevated Interstate 10 nearby will come down, connecting downtown to Mid-City and the new Louisiana State University and Veterans Administration hospitals only blocks away.

Together, all of the different pieces would cost more than $1 billion, Kabacoff estimates, but he doesn’t have a clear way to pay for them. Still, Kabacoff believes the projects would make a good investment for taxpayers because they would put a key area of New Orleans into commerce, attracting new residents, new shoppers and new businesses.

“I don’t think of myself as an opportunist developer. I think of myself as on a mission.”
—Pres Kabacoff

“The key word is transformation,” Kabacoff said in a separate interview at his home. “If we can make this area better, it will lift all boats.”

Kabacoff admitted that he’s not pushing the idea entirely for altruistic reasons. His company, HRI Properties, would be an obvious choice to oversee Charity’s renovation, he said.

“I don’t think of myself as an opportunist developer,” Kabacoff said. “I think of myself as on a mission.”

Whatever you think of him, Kabacoff and his vision face huge obstacles. There isn’t money to fully redevelop Iberville. Mayor Landrieu, the main proponent for moving City Hall and the Civil District Court into a refashioned Charity (http://www.nola.com/politics/index.ssf/2013/07/mayor_landrieu_planning_to_mov.html), hasn’t yet identified how to pay the estimated $300 million tab, and the judges pooh-pooh the plan (http://theadvocate.com/news/7114190-123/mitch-landrieu-and-judges-still). The neuroscience facility is just a fanciful idea at this point.

Without a revamped Charity and Iberville, plans for retail stores on Canal Street are but a hope.

Kabacoff is undeterred. “It’s not a pipe dream,” he said. “We’re on the road to success. I’m very optimistic.”

DEVELOPER HAS SHIFTED FOCUS THROUGHOUT THE CITY
Pres Kabacoff outlines $1 billion vision to redevelop New Orleans’ urban core.

Kabacoff, 68, has had big successes before. A New Orleans native who graduated from LSU law school, he assisted his father Lester in turning a vacant Mississippi River cargo wharf into the riverside wing of the Hilton hotel.

Kabacoff was among the pioneers in the Warehouse District beginning in the mid-1980s with his conversion of the Federal Fibre Mills building. Along the way, he has tapped government subsidies, frequently in the form of historic tax credits, to turn his projects into reality and make gobs of money.

In the 1990s, HRG got the contract to overhaul the St. Thomas housing development, just upriver of the Pontchartrain Expressway. Down went the brick buildings and up went pretty houses with porches – as well as a Wal-Mart superstore fought unsuccessfully by preservationists.

After Hurricane Katrina, Kabacoff turned his attention to Bywater, a once-forlorn neighborhood that was quickly gentrifying. He and his wife Sallie Ann Glassman – a voodoo priestess and artist – built a two-story house that is chock full of her art and art from Mexico, Bali and Morocco.

“I hope that you don’t mind the lack of air conditioning,” he told two recent visitors, and excused himself to take a shower. He was sweaty after climbing stairs at his office in preparation for an upcoming hike up 19,000-foot Mount Kilimanjaro.

“Our physical city is the most important thing we have. It’s the foundation of our music, our culture and our food. If you don’t protect the physical fabric, you’ll irreparably harm the city.”
—William Borah, a land use attorney

Kabacoff and Glassman turned the vacant Universal Furniture building on St. Claude Avenue into the New Orleans Healing Center, which features an organic restaurant and coffee shop, a nightclub, a grocery store, an art gallery and dance and yoga studios.

All along, Kabacoff nurtured the idea of transforming downtown New Orleans. In 2010, after chairing a housing task force for Landrieu’s transition team, he wrote a paper that he called Return to Splendor. Critics accused him of favoring the wealthy at the expense of the poor. He rewrote it.

The current version focuses on Iberville, Charity and Canal Street and wins him plaudits from business leaders.

“Pres understands you need things like parks and bike sharing,” said Kurt Weigle, who is president and chief executive officer of the Downtown Development District. “He works with us to create those things. He understands that development has to serve more than just the wealthy.”

Preservationists praise Kabacoff’s construction of the Healing Center and his support for dismantling the I-10 elevated highway. But they express their mistrust because of his push for the Wal-Mart. With its enormous parking lot and cookie-cutter design, they believe the Wal-Mart represents the antithesis of everything that makes New Orleans unique and wonderful.

“Big box stores in New Orleans are destructive,” said William Borah, a land use attorney who played a key role in stopping the riverfront expressway that political and civic leaders in the 1960s wanted to cut along the edge of the French Quarter (http://www.fhwa.dot.gov/infrastructure/neworleans.cfm).
"Our physical city is the most important thing we have. It's the foundation of our music, our culture and our food," Borah said. "If you don't protect the physical fabric, you'll irreparably harm the city."

**IBERVILLE RENOVATION UNDER WAY**

Iberville is the one project in Kabacoff's plan where he can point to tangible progress.

Earlier this month, workers in hard hats began demolishing Iberville under a contract awarded to HRI by the Landrieu administration and the Housing Authority of New Orleans.

On a recent morning, Kabacoff stood by a chain-link fence with a "Keep Out" sign and explained the plan over the sound of hammering. The sprawling complex contains 820 units in 75 separate buildings. HRI is tearing down 59 buildings, keeping those on Bienville and Marais Streets to reintroduce the street grid.

**890** Mixed-income units planned in Iberville renovation

**227** Units now funded

Once completed, Iberville would include about 890 units of mixed-income housing in new and renovated buildings owned by a partnership with HRI in charge.

The 400 or so remaining residents at Iberville are being relocated by HANO, Kabacoff said. Many of the elderly will move to the former Texaco building on Canal Street. It, too, is now owned by HRI and its partners.

Kabacoff said Iberville's new buildings will have four floors and will evoke the Storyville era. Prices will accommodate a range of incomes, including former public housing residents, people making less than $30,000 per year and those willing to pay what the market will bear — perhaps $1,400 per month for a two-bedroom place.

"Density is good as long as you don't concentrate the poor," Kabacoff said, shifting into developer mode. Because Iberville abuts the French Quarter, "this is as good a location as you can have in New Orleans."

He added, "This plan gives us the kinds of buildings you want."

But HANO and HRI have enough money to build only 227 units (http://www.hano.org/media/press_releases/iberville%20Dense%20final2.pdf). Plans call for more mixed-income housing as part of what's known as the Choice Neighborhoods Initiative: approximately 660 more units at Iberville and another 1,500 units to be spread throughout downtown, Treme and part of Mid-City. Much of this housing will be apartment buildings and will require tens of millions of dollars more, Kabacoff said. Where will the money come from? He doesn't yet know.

HRI has applied to the Louisiana Housing Corp. (http://www.lhfa.state.la.us/brieffacts/brieffacts.aspx), to finance another 75, Kabacoff said.

HANO's senior officials would not be interviewed. The agency's spokeswoman, Lesley Thomas, said only in an email "that there remains a funding gap to complete the Iberville project, which is the developers' responsibility to close."

Kabacoff offered a developer's optimism: "You can sell more on the come. People who have avoided this part
CHARITY AS HOME TO NEUROSCIENCE CENTER AND CITY HALL?

No one would mistake the change at Charity if Landrieu could pull off his plan to move City Hall and the Civil District Court there. Both buildings suffer from leaks and balky elevators, and they are not equipped for the Internet age.

Charity, built in the 1930s with an Art Deco facade that makes architects swoon, was shut down after Katrina flooded its basement.

Steve McDaniel is a Philadelphia-based architect who analyzed the building after Katrina for the Foundation for a Historical Louisiana. Now working on Kabacoff’s plan, McDaniel said Charity remains structurally sound and could have reopened after Katrina. But LSU and state officials decided to build a new hospital elsewhere (http://www.savecharityhospital.com/fiscal-responsibility?page=1).

“The building can be refashioned,” said Cedric Grant, the deputy mayor. “If you can get the right tenants, it can work.”

In Landrieu’s conception for what he calls the Civic Center, Charity’s main entrance on Tulane Avenue would become the main entrance to City Hall. But City Hall would take up only about 40 percent of the building, and Landrieu has not proposed a use for Charity’s riverside wing.

Kabacoff’s pitch: Have it house publicly-financed doctors and scientists, as well as private start-up companies doing pioneering research into treating brain disorders.

He has the enthusiastic backing of Dr. Nicolas Bazan, a professor at LSU’s Health Science Center in New Orleans and director of its Neuroscience Center of Excellence. Bazan believes the time is ripe for such a research center. In April, President Obama called for spending $100 million to advance brain research (http://www.whitehouse.gov/infographics/brain-initiative).

The biggest risk factor for Alzheimer’s is age, Bazan said. “We cannot do anything for them. The number of patients is growing. If you can put together research minds, the care of patients will be enhanced. Prestigious doctors will come here. Start-up companies will come.”

Dr. Keith Van Meter, who heads LSU’s emergency medicine section, said he would work with Bazan and Kabacoff to create a lab to research the use of hyperbaric chambers in treating trauma victims. (Any clinical trials would take place at the new LSU hospital.)

In his office at West Jefferson Medical Center, Van Meter said doctors in the New Orleans area have made great strides over the past 40 years in using hyperbaric chambers to keep alive divers injured in offshore platform oil and gas accidents. Van Meter believes that hospitals around the country will soon use that knowledge to install hyperbaric chambers to treat victims of heart attacks, gunshot wounds and car crashes.

“If we can keep the heart pumping with a meaningful amount of oxygen,” he said, “then we can keep the brain more viable.”

Van Meter envisions New Orleans capitalizing on its pace-setting role. The Department of Defense could finance research that would improve treatment of soldiers injured in battle, he said. Oil companies would be willing to finance further research, he believes.

A PLAN FOR PUTTING COURTS AT CHARITY

Landrieu’s plan calls for Civil District Court to have a separate entrance in Charity’s lakeside wing, to
Judges Michael Bagneris and Kern Reese, sitting in Bagneris’ cramped office at the court next to City Hall, said Landrieu’s plan is unworkable because Charity’s columns obstruct the view inside the courtrooms. An architect hired by Kabacoff came up with a solution: 14 column-free courtrooms could be built between the two wings, along with judges’ chambers and jury rooms.

Kabacoff showed his plan to several judges, but Bagneris and Reese remain unmoved. They want a new courthouse on a patch of grass in Duncan Plaza that was formerly the site of a state building and the state Supreme Court. It would cost about $105 million, Reese said.

“We have the ability to raise the funds,” Bagneris said, by increasing court fees from $25 to $200 per filing, issuing bonds, building a parking garage and obtaining federal New Markets tax credits. He and Reese said the judges could move forward once the court and the state, which owns the land, work out an agreement.

**$300 million** For City Hall, courts and neuroscience center at Charity

40% Of building would be occupied by City Hall

Kabacoff, however, believes that the judges cannot raise enough money from selling bonds and that the parking garage would cost rather than contribute funds for a new courthouse. “The judges would be smart to buy into the mayor’s vision of co-locating in Charity, which will result, I believe, in achieving the financing they need for a new courthouse.”


In response, Grant said: “We’re proceeding with our idea. Who’s in it, who’s not — we’ll work through that.”

The two sides, though, are discussing meeting on Friday, said Walt Pierce, a spokesman for the Civil District Court.
This image from Pres Kabacoff's PowerPoint presentation shows how courtrooms could be constructed in the former Charity Hospital between the central and the lakeside tower (viewed from Gravier Street). This approach would sidestep the problem of columns that would obstruct the view in the courtrooms.

Grant said the Landrieu administration could finance Charity with state, FEMA and federal hazardous mitigation money.

The Jindal administration is not making any promises for now.

“We’ve always supported the re-development of Old Charity, and we support a feasibility study,” Kristy Nichols, the state Commissioner of Administration, wrote in an email. “We’re working with the city to determine the full needs of the project.”

What would happen to the current City Hall and Civil District Court? In separate interviews, Kabacoff and Grant said the site could be a prime location for a hotel or some other development.

NEW RETAIL DEVELOPMENT ON CANAL

The final piece of Kabacoff’s puzzle centers on two full blocks – one on each side of Canal Street - owned by the Coleman family, which has major real estate holdings in New Orleans. The Coleman and a Dallas-based real estate company have sketched out a retail project there called Canal Crossing.

It would have retail stores on the two ground floors -- 300,000 square feet total -- topped by three floors of parking with 1,000 spaces, said David A. Garcia, the son-in-law of Peter Coleman and the project's point person. He put the total cost at $100 million, but added that the price tag would rise if the Colemans decided to put apartments or condos above the parking levels.

“’We’re motivated to the extent possible to bring a great new project to this part of Canal. But it’s too early for putting the pieces together.”
—David A. Garcia, point person for Canal Crossing project

The national retailers, he said, won’t consider coming until the area has a critical mass of potential shoppers. That has no chance of happening unless Charity and Iberville are refashioned, Garcia said.
Pres Kabacoff outlines $1 billion vision to redevelop New Orleans’ urba...

As he was driving around downtown, Kabacoff made an offhand remark. “I could have done more damn McDonald’s in the suburbs. This is not for the faint-hearted.”

Several minutes later, discussing the three parts of his plan, he said, “It’s all in play.”

Told that he sounds like a developer, he replied, “I am a developer.”

A short time later, he added, “This is the swan song for me. I’m getting to be an old hoot.”
Pres Kabacoff: A Return to Splendor, Revisited

Published in the Gambit, 2010

Guest Commentary: Pres Kabacoff, Chief Executive Officer and Co-Chairman of the Board, Historic Restoration Inc. Properties

A Prefatory Note:

A few weeks ago, in response to a request that I put down on paper my vision for rebuilding New Orleans, I drafted an essay called A Return to Splendor, and circulated it widely, asking for response. I got plenty of response, a lot of it favorable, but a lot of it focused on my essay creating the impression that I wanted to put resources into wealthier, healthier neighborhoods, which was not my intention, and on my naming some neighborhoods that I suggested not receive immediate help, which was insensitive. I met with dozens of people who disagreed with some part of what I had written, and I have listened carefully to what they had to say, including that I should not have spoken of a return to splendor, because prosperity in New Orleans has never been widely enough shared, and what was splendor for some was deprivation for others. I have tried to learn from them.

Based on their input, I have clarified and reshaped the vision and redrafted the essay. My hope is that it is now more balanced, more clearly reflecting our joint commitment to equity and social justice, more aware of the needs of the entire community for recovery and rebuilding, and better focused in its argument for one central element of my vision, the necessity of building on our strengths, adding to the successful urban core, and replacing the blighted and vacant areas in the middle of our city with vibrant, diverse, magnetically attractive development. I know that for every dollar in locally controlled public funds available there will be two or three dollars of possible uses, all of them perfectly legitimate and some of them morally compelling. We will have to use all the tools at our disposal to create the city we want to live in. My key argument is that one of the most powerful and rewarding things we can do is to revitalize the core of our city, and that doing so deserves a high priority. I know this will be but one voice among many in the necessary dialogue about what should happen next in New Orleans. I hope it is a responsible voice and makes a valid contribution.

Pres Kabacoff

For the last fifty years, New Orleans-like many older American cities-has been in a downward economic spiral. The city reached its peak in population at around 650 thousand in 1960, and since then has lost middle class white families to the suburban and exurban areas. Young, educated people have left the city, and the remaining population suffers from deep concentrated poverty, jobs in shipping, oil, gas, stevedoring, and manufacturing have been lost. And the city was devastated in 2005 when 80 percent of its land mass was flooded by the failure of the levee system, and the majority of its population displaced.

Yet the city has never lost its magnetism, and has remained fascinating to the world. It is the unique, creative, resilient culture of New Orleans, and its healthy neighborhoods (mostly along the banks of the Mississippi River) that have kept the city vital. For New Orleans, its culture and its healthy neighborhoods are economic development, winning the love of the world, attracting millions of tourists each year, and now drawing young professionals who want to live here. So let's build on our strengths. This essay will articulate a vision for the future of New Orleans that includes expanding the successful areas along the river to a vibrant core on both sides of Canal Street between Rampart and Broad: an exciting city center, much of it walkable, rich in history and culture, offering world-class entertainment experiences, with jobs, retail, and attractive residential communities serving New Orleanians of all income levels. An earlier version of this essay gave the impression that creating such an urban core was somehow in conflict with the broader goals of recovery for the entire city. This
version has been crafted more carefully and with guidance from others to correct those unintended impressions.

The first mandate in rebuilding New Orleans is equity and social justice: as a city we have affirmed the right of every resident of the city to return, and our goal must be that they will be able to inhabit whole, livable neighborhoods—safe from flooding and crime, unmarred by blight, served by public transit, with good schools, community centers, places where people can gather socially, healthful grocery stores and other necessary retail, health care, and other social services. To achieve that will not be easy nor will it be immediate, but it is a commitment we must make. The Brookings Institution report on the state of the city five years after the flooding makes the point that affordable housing and social services to support those in the greatest need will be essential to the city’s recovery—and are not happening fast enough nor with enough robustness. Significant resources ought to be committed to support the work of the non-profits, many of them working with volunteers and philanthropic organizations, who are addressing the immediate needs of the homeless and of those for whom housing is unaffordable in the current economic environment. Our people deserve our investment as well as our places.

Throughout the city the principal role of government will be to make key public infrastructure investments that will in turn leverage private capital and enable healthy recovery. The whole city needs good streets, police stations, fire stations, schools, streetlights, and public transit—although those things cannot be achieved all at once or quickly. The school facilities plan for the Recovery School District has located an elementary school within a five minute walk of every child in the city—and each of those schools is designed as a nexus of community, with the auditorium, gymnasium, and other facilities open to public uses for the entire community—and with the intention that health care clinics, healthy grocery stores, early childhood education centers, and other necessary services will co-locate there. Mayor Landrieu has expressed his intention to marry other public facilities such as police and fire stations to the school plans and to the other needs of a successful neighborhood for services. Over seven hundred million dollars has already been approved for the first 29 schools, and more than a billion additional dollars are expected in the near future. The new school facilities will be one foundation of recovery, neighborhood by neighborhood.

Different parts of the city will face different specific challenges, requiring different kinds of public investment. In New Orleans East, one of the most deeply damaged sections of the city, there has been a remarkable return of residents, who have invested in restoring their homes and neighborhoods despite a lack of publicly funded resources. Some of the worst blighted properties in that part of the city have been demolished, and recent commitments to build a full service hospital and restore Joe Brown Park are responsive to what residents have said they want. They are also eager to see support for a return of retail especially at the Plaza in Lake Forest. In the lower Ninth Ward infrastructure investments should and no doubt will be guided by the work of resident organizations struggling to make their community viable.

The healthiest neighborhoods in the city will need only highly targeted infrastructure investments, and some of the neighborhoods that were deeply damaged and where residents have been slow to return will need a step by step process of investment guided by experience as we go forward. The New Orleans Master Plan divides the city’s neighborhoods into three categories: “Stable Neighborhoods,” which did not flood and have largely recovered their population; “Recovery Neighborhoods,” to which residents are returning but which lack important services; and “Revitalization Neighborhoods,” which were already struggling before 2005 and will face the greatest challenges in recovering. Much of our public investment and energy will logically be focused on parts of the city that are “on the cusp,” the “Recovery Neighborhoods,” neither so healthy that they are rebounding on their own, nor so deeply damaged that they are on a slow and uncertain path.

There are certain principles that ought to drive our decisions about public investment. We should connect our recovering neighborhoods with a strong public transit system, creating corridors of recovery. We are very close to financing the streetcar system on Rampart from Canal Street to Press
Street. In the same way we should connect people to jobs, and a study of the Claiborne Corridor is anticipated with that in mind. We should follow through where we have already invested significant public funds, such as in the areas where new mixed income housing has replaced former public housing projects, providing those communities with what is missing to make them fully livable and healthy. Those include the Harmony Oaks development on the site of the old CJ Peete project, and the Columbia Parc development on the site of the old St. Bernard project. We should complete the promised replacement of lost affordable housing, especially by seeing through the Providence Housing development on the site of the former Lafitte housing project and other neighborhoods. Together as much as a billion dollars has been or will be spent on housing; it would be foolish not to back that up with investment in other necessary public infrastructure to make those communities healthy.

In our public investment we should always be guided by four principles, of which the first two are goals and the last two the means to reach those goals. First, we have to support the needs of our people (Equity). Second, we have to create whole, successful communities (Livability). Those are the goals. Equity and Livability are the qualities of a city of neighborhoods, each adjacent to a transportation corridor, each with a neighborhood school, health, and community center, accessible retail and grocery stores, with mixed income residents, and with neither blight nor deep concentrated poverty. Many of those neighborhoods will be historically and culturally rich, urban and walkable. None of us believes that we will attain that utopian situation quickly or easily, but it is what should guide our decisions on public investment.

To get there, we have to remove the obstacles to, and attract, private capital investment, which typically outdoes public investment by a ratio of five to one (Leverage). And finally, we have to focus our spending so that each investment supports other investments and they work together to give us the best return (Synergy). Leverage and Synergy are the principles that will make our investment in our own future successful.

The principles of Leverage and Synergy require that we look closely at the areas where significant public funds from federal and state sources will be invested, and try to take maximum advantage of them when we allocate locally controlled funds. Federal City will bring thousands of jobs, as will the medical / biosciences district, and we should be allocating resources to support those projects and to attract private investment (including homeownership and residential construction) near them. As we have already noted, we should back up the investment we have already made, and will be making, in mixed income, affordable, and deeply affordable housing with public investments to insure whole, healthy communities and not just housing projects. We should coordinate our investment in schools and other public facilities, and in public transit, with each other and with our investment in neighborhoods. All this may be obvious, but it is not what has happened in the last five years.

Which brings me to the central point of this paper, I want to suggest that there is one more principle we must follow to be fully successful in creating the New Orleans of the future: we must attain critical mass. By that I mean that we must concentrate resources in some parts of the city to create vibrant success as rapidly as possible, not in neighborhoods that are already healthy but in places that are on the cusp and need public investment. Fully healthy, exciting places make cities work, and we need more of them. If we want to continue to attract young professionals, to encourage entrepreneurs to make New Orleans their home, and to grow not just in population but in the critically important demographics of educated workers, we have to be that kind of city.

One of the more controversial public projects already in process is the further development of the riverfront as a celebratory public space. Some have argued that it is wrong to make that investment because the riverfront was not damaged by the flooding, and we should be making right what was
damaged, not investing where there is relative health. But I fully support the riverfront project because it will be successful, as we know from the many other cities that have rediscovered and recreated their waterfronts (and as we know from our own experience with the Riverfront Streetcars, Woldenberg Park, and the increased access to the river in the French Quarter). It will attract and satisfy visitors, but it will also make the riverfront neighborhoods even more desirable places to live, and it will bring commerce there. Investment in the riverfront will yield dividends quickly and visibly.

There will undoubtedly be several other candidates for places that the city should focus on in the next phase of rebuilding to bring them to vibrant health. I have argued for areas close to the core of the city, and especially for the area that reaches from City Hall on Poydras across Armstrong Park, extending from Rampart Street to Claiborne Avenue and beyond, even to Broad Street.

That area includes the medical / biosciences district. It includes Charity Hospital, a iconic historic structure which will find adaptive use—a million square foot complex—perhaps as a new City Hall, the Municipal Courts, Public Library, school/Community Center, retail, residential and hotel. It is next to the proposed sports district, and includes an area of open space east of Charity Hospital between Tulane and Canal where innovative retail development can combine with residential development and offices in an urbanized version of the lifestyle centers that are proving successful in suburban locations. It includes the Iberville housing project, which has tremendous potential for redevelopment as a mixed income and use community (utilizing many of its historic buildings and providing housing for displaced residents, some of it in nearby renovated, NORA controlled blighted single family structures)—and it includes the Providence Housing development on the site of the demolished Lafitte housing project, which is critically important for providing affordable housing and meeting our goal of Equity. It includes the Treme neighborhood, which is at the heart of our cultural history and has long been poised for a blossoming that has been elusive until now. It includes Armstrong Park, whose auditorium can be renovated into music-related facilities; I would recommend without the fence which has divided it from the neighborhood. It includes some of the section of the I-10 along Claiborne Avenue that is being evaluated for demolition (and restoration of the classic green neutral ground that once graced that neighborhood). It includes the Lafitte Greenway, which promises to be one of the best urban green corridors anywhere. As I see it, when you add that area of the city to the already healthy adjacent or nearby areas of the French Quarter, Marigny, and Bywater, the CBD, the Warehouse District, and the Lower Garden District / Uptown, you create an even more powerfully magnetic New Orleans that will continue to capture the imagination and the hearts of the world. You might think of it as a transformation like the one New York City made from the time when it was considered a dirty and dangerous, and nearly bankrupt, city, to its present revitalization. But we would like to do a better job of making our revitalized city a place where all of our people can share in the renewal, and where housing remains affordable.

Such a comprehensive development removes the stranglehold blight now holds over our downtown core, replacing it with a healthy, safe, walkable, transit connected experience for all our citizens and visitors. Realizing this undertaking is supported by leveraging of readily available subsidy. Charity has been allotted $40mm in state funding and is eligible for historic tax credits if renovated via a public/private partnership; retail development can attract TIF District funding; Canal Street, entertainment and historic tax credits; Iberville, historic and low income tax credits and Federal Choice funding; and the Auditorium, FEMA dollars, to name a few sources of leverage.

There are other sections of the city that can make a strong claim on concentrated early resources. I can make a case for Central City, from Oretha Castle Hailey boulevard (or even from St. Charles or Baronne) to Claiborne, between Howard and Louisiana—which includes the Harmony Oaks mixed income housing development, the new Muses apartment complex, the Ashe cultural center and Café Reconcile, and which has been the home of a lot of intensive civic engagement—yet which remains challenged by poverty and blight. Balancing the responsibility we have to make our whole city livable with the need to create a critical mass of vibrant success in some parts of the city will not be easy and it will not be without controversy. But it is a necessary process.
I would like to offer one final recommendation. It is a time for action. It is not a time for more conventional planning, but for implementation. We have made half a dozen plans, overlapping and sometimes conflicting, without carrying them out. It is time we moved to a new mode of action in which we begin implementing the best of what those plans have produced, and constantly correct our course as we go along and learn from experience.

We have the resources, the Neighborhood plans, enlightened leadership, a professional charged with overseeing place-based development in the city, a developmental arm in place (NORA) which can address housing renovation on a large scale, a full block at a time, and a Federal Government wanting to invest in cities that pursue place-based strategies. Let’s steer this City, unique in the world, to an unprecedented splendor.
THE ECONOMIC IMPACT OF HRI PROPERTIES (HRI) ON THE NEW ORLEANS AND LOUISIANA ECONOMIES

Prepared by:

Timothy P. Ryan, Ph.D.

September 2012
EXECUTIVE SUMMARY

- The purpose of this report is to estimate the economic impact of HRI on the New Orleans and Louisiana economies over the period from 1984 to the present and beyond.

- What does it take to revitalize a neighborhood? Especially a neighborhood that has been decimated by the ravages of time and economic loss. The answer is that it takes many factors, all working together, to accomplish revitalization. One of the most important factors is having a developer who has a staff with experience in helping to create diverse, vibrant, and sustainable communities. A developer who is willing to make an investment in an area when logic and traditional economic realities tell him to put his resources somewhere else, somewhere with a proven track record, somewhere where the risk of failure is much lower. HRI is such a developer.

- Over the 28 years of its existence, HRI’s construction projects have created a total of $967.87 million of direct development and construction spending, $903.70 million of secondary spending, and total spending of $1,871.57 million or $1.88 billion in the New Orleans economy alone. In addition, HRI’s projects have created a total of $120.95 million of direct construction spending, $112.93 million of secondary spending, and total spending of $233.89 million in Louisiana cities outside of the New Orleans area. In total, the economy of the State of Louisiana has benefited to the tune of $1,088.82 million in direct spending, and $1,016.63 million in secondary spending for a total impact of $2,105.53 million or $2.105 billion over the 28 year active life of the company. Thus, every year since its inception, $75.19 million of economic impact has been created by HRI’s activities.

- The development and construction activities alone have created a total of $82.19 million of state and local tax revenue in New Orleans. That total is made up of $49.33 million of state tax revenues and $32.86 million of local government tax revenue. Including all HRI activities in Louisiana, $92.47 million of state and local tax revenue has been created, $55.50 million of that for the State and $36.97 million for local governments. Thus, over the 28-year life of the company, an average of $3.30 million of state and local tax revenue has been created each year by just the construction activities of HRI.

- The construction impacts are only a small, but important, part of the impact of HRI on the New Orleans and Louisiana economies. The ongoing impact has been crucial. Once the properties have been developed, the real process begins. Residents and business inhabit the developments, bringing new life to an area that was once devoid of much economic activity. In New Orleans, centrally located, healthy, workable neighborhoods are economic development as they reverse the out-migration that has occurred since the 1960s. As our downtown neighborhoods became healthy it sent a strong
message to the rest of the country and the rest of the world that New Orleans was again healthy and an attractive place to visit and enjoy our historic and culturally rich environment.

- These new residents and businesses in these neighborhoods not only spend money and create new economic activity in the area, they also create the environment for further development. Once the initial investment in the area is made by the pioneering developers such as HRI, it is now “safe” for more traditional developers to come in and continue the process. This section of the report estimates the ongoing impact of the spending of those residents and businesses that inhabit the HRI developments. **Unlike the construction impacts, these impacts are permanent and recur for many years to come.**

- In just New Orleans alone, the value of the ongoing activities of the tenants and inhabitants of the HRI projects is $450.48 million annually, creating $234.79 million a year in income for New Orleans residents and supporting 3,844 jobs in the local economy. Statewide, HRI’s projects have created a total impact of $507.99 million annually, created $272.96 million a year in income, and supported 4,346 jobs. These are impacts that will repeat every year for many years to come. In fact, as the company continues to invest in distressed New Orleans neighborhoods, such as the Iberville and Upper Canal redevelopment initiatives, the annual impact will grow substantially.

- Using the current year as a baseline, the HRI development projects have created $14.88 million in state tax revenues and $24.76 million in local tax revenues for a total of $39.63 million in the New Orleans area alone. This is revenue that will recur every year and grow as new projects come on line. In Louisiana, the HRI projects have created $16.98 million in State tax revenues and $26.89 million in local tax revenues for a total of $43.87 million per year.

- In addition to redefining and restoring some of the important historical neighborhoods of New Orleans, HRI has contributed significantly to the economy of the region. Over the life of the company, if not one more project is developed, HRI will have contributed $19.53 billion in present value terms to the economy of New Orleans and generated tax revenues that have a 2012 value of $942.73 million to local governments in the City of New Orleans.
INTRODUCTION

What does it take to revitalize a neighborhood? Especially a neighborhood that has been decimated by the ravages of time and economic loss. The answer is that it takes many factors, all working together, to accomplish revitalization. One of the most important factors is having a developer who has a staff with experience in helping to create diverse, vibrant, and sustainable communities. A developer who is willing to make an investment in an area when logic and traditional economic realities tell him to put his resources somewhere else, somewhere with a proven track record, somewhere where the risk of failure is much lower. But without these developers coming forward, these historic neighborhoods would continue to decline, continue to be a blight on the city in which they are located, and continue to drag other nearby neighborhoods down.

These pioneering developers are, in most cases, a different breed than traditional developers. They can't rely on normal capital streams – the risk is just too high for traditional lenders without some kind of public assistance in the form of historic tax credits, tax increment financing (TIF) proposals, or other forms of creative financing. Reliance on this type of financing often subjects the developers to the wrath of other developers, who don't use these types of financing, or the media who don't understand the process. In spite of this, without legitimate use of creative financing and without these pioneering developers, urban areas would not see the successful revitalization of these historic and critical neighborhoods.

HRI Properties is one of these developers. Starting in the early 1980s in New Orleans, HRI has been at the forefront of many critical neighborhood redevelopment projects that have come to define the urban landscape of the City of New Orleans.

HRI got its start in the mid 1980s with the redevelopment of the Warehouse District. Anyone who is only familiar with New Orleans over the past 20 years would be amazed to know that, in the 1970s and early 1980s, the Warehouse District was an area with very little life. When the warehouses that served the Port of New Orleans moved, for tax and logistical reasons, to Jefferson Parish, there was no economic activity to replace them. The area was blighted and getting worse rather than better. With the HRI led redevelopment, the Warehouse District became one of the “hottest” residential neighborhoods in New Orleans. Following the residential development, restaurants, bars, and eventually art galleries filled the area. Without bold leadership, this district would never have become one of the most successful and prosperous areas of the City.

HRI followed this success with a long list of similar bold initiatives in New Orleans, in Louisiana, and around the country. In New Orleans, projects include the American Can project in Mid-City, one of the first residential development of an abandoned manufacturing site in the City; the Chateau Sonesta Hotel, one of
the first redevelopment of a long-closed retail site into a hotel in New Orleans; the River Garden development, the first successful large scale Hope VI project in New Orleans; to name just a few of the New Orleans projects. The purpose of this report is to estimate the economic impact of HRI on the New Orleans and Louisiana economies over the period from 1984 to the present and beyond.

ECONOMIC IMPACT

This section of the report estimates the economic impact of HRI on the two economies from the first HRI project in 1984 to the present and beyond. The impact will be divided into two parts: the economic impact of the construction phase of the projects and the ongoing economic impact of the projects over time as they are finished and occupied. The latter phase will last for years and years and the annual impacts will be repeated every year.

The Development Phase

The development and construction phase of each project lasts anywhere from 12 to 24 months on average, although some are longer. This phase includes the actual costs of construction plus related costs, including site costs such as architecture and engineering. Table one presents the direct, indirect, and total spending related to the construction phase of HRI’s development activities in New Orleans, in the State of Louisiana outside New Orleans and the total for Louisiana.

The direct spending of the developer in the local economy is the spending that drives the entire economic impact. Direct spending is defined as the total dollar value of all monies spent by the developer in the local economy during the development phase of the projects. The direct spending in this context includes the purchase of construction materials, payment of wages and salaries for construction materials, contracts to architects and engineers and other services, and the like. The direct, or primary, spending produces additional spending in the economy, which is referred to as indirect and induced spending. Indirect spending includes the spending of local firms that provide supplies to the firms involved in the direct spending — such as the firm that sells the materials to the contractor. Induced spending is the spending by individuals who are directly employed by the companies. They spend part of their income in the local economy, which produces income for other local residents. Consider a hypothetical example. Suppose that the construction company hires a new employee whose salary is part of the direct impact. Now that he or she is employed, that employee might buy new clothes. The money spent on new clothes is additional "induced" spending. The owner of the clothing store now has additional income and will spend part of that additional income. The process continues to third, fourth, and higher rounds of spending.

The indirect and induced spending are added together to produce secondary
spending, which is sometimes referred to as the "ripple" or multiplier effect. The multipliers used in this study are calculated by the Bureau of Economic Analysis and published in the following reference: United States Department of Commerce, Bureau of Economic Analysis, Regional Multipliers, 2011. These multipliers are specific to each industry in each geographic area.

All of the spending identified above employs people. In addition to the direct jobs at job site itself, other jobs in the economy are supported by the economic activities of HRI’s construction spending. These jobs include support jobs as well as "spin-off" jobs. Construction or employee spending in the local area supports the employment of various people in the area. Subsequently, the recipients of that second level of spending spend their income, which, in turn, supports the employment of additional people in the local economy. All of this spending creates income for the individuals involved. This is an on-going process.

Using the U. S. Bureau of Economic Analysis employment multipliers, we can estimate the total number of jobs and the income that is attributable to the economic activity generated by the company and its employees. The employment multipliers are estimated on the basis of the dollar spending in each category. Table 1 presents a summary of all of this spending in the New Orleans area in in the State of Louisiana.

Over the 28 years of its existence, HRI’s construction projects have created a total of $967.87 million of direct construction spending, $903.70 million of secondary spending, and total spending of $1,871.57 million or $1.88 billion in the New Orleans economy alone. In addition, HRI's projects have created a total of $120.95 million of direct construction spending, $112.93 million of secondary spending, and total spending of $233.89 million in Louisiana cities outside of the New Orleans area. In total, the economy of the State of Louisiana has benefited to the tune of $1,088.82 million in direct spending, and $1,016.63 million in secondary spending for a total impact of $2,105.53 million or $2.105 billion over the 28 year active life of the company. Thus, every year since its inception, $75.19 million of economic impact has been created by HRI's activities.
Table 1

HRI Construction Impact
1984 - 2012
(Dollar figures in millions)

<table>
<thead>
<tr>
<th>Category</th>
<th>New Orleans</th>
<th>Outside N.O.</th>
<th>Within LA</th>
<th>Total Louisiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Spending</td>
<td>$967.87</td>
<td>$120.95</td>
<td></td>
<td>$1,088.82</td>
</tr>
<tr>
<td>Secondary Spending</td>
<td>$903.70</td>
<td>$112.93</td>
<td></td>
<td>$1,016.63</td>
</tr>
<tr>
<td>Total Spending</td>
<td>$1,871.57</td>
<td>$233.89</td>
<td></td>
<td>$2,105.46</td>
</tr>
<tr>
<td>Income Created</td>
<td>$613.82</td>
<td>$76.71</td>
<td></td>
<td>$690.53</td>
</tr>
<tr>
<td>Jobs Created</td>
<td>18,324</td>
<td>2,290</td>
<td></td>
<td>20,614</td>
</tr>
</tbody>
</table>

Source: HRI and Author's Calculations

In addition to new spending, income, and jobs in the local economy the development activities of HRI also creates new tax revenue for state and local governments in the area. State taxes that are generated by economic activity are taxes paid on the income generated by those operations and sales taxes paid directly on the sale of construction materials. Out of that income, the recipient pays his state income taxes; in addition, he buys goods and services and pays the taxes that apply to those goods and services. The retail sales tax applies to the purchase of some of those goods and services. The assumption used to estimate the revenue from all of these taxes is that the recipient of newly created income is no different from the average Louisiana consumer; thus, the proportion of income that is paid in these various taxes is equal to average values for the state as a whole.

State income taxes paid out of the income generated by the company's activities can be estimated by determining the proportion of income that the average person in the state pays in state income taxes. In 2009, the latest year for which data exists, the average person in the Louisiana paid 1.78% of his or her personal income in state income taxes (Source: United States Bureau of the Census, State Government Finances: 2009).
To estimate the amount of sales tax revenue attributable to the income generated, the same methodology is employed. According to the Census Bureau, Louisiana residents pay 1.76% of their income in the form of state sales taxes.

The next category of state tax revenue is specific excise taxes paid, sometimes referred to as selective sales taxes. In order to estimate the amount of these taxes paid as a result of the construction activities, we employ a methodology similar to the one used for the personal income tax. The Census Bureau provides estimates of the revenue raised by the state by the various excise taxes enumerated above. Dividing the total of this revenue by total state personal income produces the proportion if income that the average consumer spends on these taxes — the proportion is 1.22% for Louisiana and 0.186%. This proportion is then multiplied by the income generated by the company's activities, both direct and secondary, to produce an estimate of the amount of excise tax revenue.

The next category of taxes is business taxes. These include various license and state corporate income and franchise taxes. The sales and profits generated by the project will create significant business tax revenue for the two states. According to the Census Bureau, for Louisiana the proportion is 1.05%.

Finally, there are local taxes. The main local taxes are the local sales and property taxes. The methodology used to estimate the local sales tax is the same as that used to estimate the state sales tax.

The results of the tax estimates are presented in Table 2. The construction activities alone have created a total of $82.19 million of state and local tax revenue in New Orleans. That total is made up of $49.33 million of state tax revenues and $32.86 million of local government tax revenue. Including all HRI activities in Louisiana, $92.47 million of state and local tax revenue has been created, $55.50 million of that for the State and $36.97 million for local governments. Thus, over the 28-year life of the company, an average of $3.30 million of state and local tax revenue has been created each year by just the construction activities of HRI.
Table 2

HRI Construction Impact on State and Local Tax Revenues
1984 - 2012
(Dollar figures in millions)

<table>
<thead>
<tr>
<th>Category</th>
<th>Outside N.O.</th>
<th>Louisiana</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New Orleans</td>
<td>Within LA</td>
</tr>
<tr>
<td><strong>State Tax Revenues:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income</td>
<td>$10.94</td>
<td>$1.37</td>
</tr>
<tr>
<td>Selective Sales</td>
<td>$7.47</td>
<td>$0.93</td>
</tr>
<tr>
<td>General Sales</td>
<td>$26.28</td>
<td>$3.28</td>
</tr>
<tr>
<td>Business</td>
<td>$4.64</td>
<td>$0.58</td>
</tr>
<tr>
<td>Total State</td>
<td>$49.33</td>
<td>$6.17</td>
</tr>
<tr>
<td><strong>Local Tax Revenues:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td>$32.86</td>
<td>$4.11</td>
</tr>
<tr>
<td>Total Local</td>
<td>$32.86</td>
<td>$4.11</td>
</tr>
<tr>
<td>State Plus Local</td>
<td>$82.19</td>
<td>$10.27</td>
</tr>
</tbody>
</table>

Source: Author's Calculations

ANNUAL IMPACT

The construction impacts are only a small, but important, part of the impact of HRI on the New Orleans and Louisiana economies. The ongoing impact has been crucial. Once the properties have been developed, the real process begins. Residents and business inhabit the developments, bringing new life to an area that was once devoid of much economic activity. In New Orleans, centrally located, healthy, workable neighborhoods are economic development as they reverse the out-migration that has occurred since the 1960s. As our downtown neighborhoods became healthy it sent a strong message to the rest of the country and the rest of the world that New Orleans was again healthy and an attractive place to visit and enjoy our historic and culturally rich environment.
The new residents and businesses in these revitalized neighborhoods not only spend money and create new economic activity in the area, they also create the environment for further development. Once the initial investment in the area is made by the pioneering developers such as HRI, it is now “safe” for more traditional developers to come in and continue the process. This section of the report estimates the ongoing impact of the spending of those residents and businesses that inhabit the HRI developments. **Unlike the construction impacts, these impacts are permanent and recur for many years to come.**

In order to estimate this component it is necessary to identify the exact economic nature of the project in question. The final use of the property is critical in determining how much spending will be generated by the property on an ongoing basis. A hotel property has different impacts than a retail property or a restaurant, which has different impact from a residential or office property. Table 3 presents the breakdown of all of the projects by type for New Orleans. Tables 4 and 5 present the same data for the projects in Louisiana outside of New Orleans and for all Louisiana, respectively.

### Table 3

**HRI Projects Broken Down by Industry, New Orleans**

1984 - 2012

(Dollar figures in millions)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number of Projects*</th>
<th>Value of Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartments</td>
<td>29</td>
<td>$477.18</td>
</tr>
<tr>
<td>Condominiums</td>
<td>4</td>
<td>$74.14</td>
</tr>
<tr>
<td>Hotel</td>
<td>9</td>
<td>$184.73</td>
</tr>
<tr>
<td>Retail</td>
<td>11</td>
<td>$65.70</td>
</tr>
<tr>
<td>Office</td>
<td>3</td>
<td>$160.81</td>
</tr>
<tr>
<td>Solar**</td>
<td>1</td>
<td>$5.31</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>$967.87</td>
</tr>
</tbody>
</table>

Source: HRI

Notes:
* Some projects have more than one purpose. If that is the case, the project is counted in each category with respect to number of projects. The value is prorated so no double counting is contained in the Value column.
** Solar is counted as one project although many different houses and buildings were converted to solar.
### Table 4

HRI Projects Broken Down by Industry, LA not in New Orleans  
1984 - 2012  
(Dollar figures in millions)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number of Projects*</th>
<th>Value of Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartments</td>
<td>8</td>
<td>$63.43</td>
</tr>
<tr>
<td>Condominiums</td>
<td>0</td>
<td>$-</td>
</tr>
<tr>
<td>Hotel</td>
<td>1</td>
<td>$53.75</td>
</tr>
<tr>
<td>Retail</td>
<td>0</td>
<td>$-</td>
</tr>
<tr>
<td>Office</td>
<td>0</td>
<td>$-</td>
</tr>
<tr>
<td>Solar**</td>
<td>1</td>
<td>$3.77</td>
</tr>
</tbody>
</table>

Total 9                                      $120.95

Source: HRI  
Notes:  
* Some projects have more than one purpose. If that is the case, the project is counted in each category with respect to number of projects. The value is prorated so no double counting is contained in the Value column.  
** Solar is counted as one project although many different houses and buildings were converted to solar.
Table 5
HRI Projects Broken Down by Industry, Total Louisiana
1984 - 2012
(Dollar figures in millions)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number of Projects*</th>
<th>Value of Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartments</td>
<td>37</td>
<td>$540.61</td>
</tr>
<tr>
<td>Condominiums</td>
<td>4</td>
<td>$74.14</td>
</tr>
<tr>
<td>Hotel</td>
<td>10</td>
<td>$238.48</td>
</tr>
<tr>
<td>Retail</td>
<td>11</td>
<td>$65.70</td>
</tr>
<tr>
<td>Office</td>
<td>3</td>
<td>$160.81</td>
</tr>
<tr>
<td>Solar**</td>
<td>1</td>
<td>$9.08</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>$1,088.82</td>
</tr>
</tbody>
</table>

Source: HRI
Notes:
* Some projects have more than one purpose. If that is the case, the project is counted in each category with respect to number of projects. The value is prorated so no double counting is contained in the Value column.
** Solar is counted as one project although many different houses and buildings were converted to solar.

In terms of the number of projects, the largest single use is for apartments, followed by retail, hotels, condos, office space, and then solar. In terms of the dollar volume, the largest is for apartments, hotel properties, office space, condos, retail, and then solar. Much of the retail projects are mixed use with residential or hotels with a relatively small retail space.

In order to estimate the ongoing spending that results from the HRI projects, an economic bridge must be built between the construction and the operations of the building after construction is complete. For each use, an estimate must be made of the size of the resulting business enterprise. In order to derive the estimate for the dollar volume of spending that results from the projects, the size of the finished project must be taken into account. National norms for sales per square foot are used to estimate the on-going direct spending that will be generated in the local economy by that project. Table 6 presents the total direct, secondary, and total spending created annually by the projects whose construction was made possible by the tax credit program.
Special note should be made about the hotel projects that are included in this report. The assumption is that the lion’s share (actually 65%) of the spending at the newly renovated hotels is new spending to the local economy. There are several facts that justify this assumption. First, most of the hotel projects are in New Orleans. Prior to Hurricane Katrina, New Orleans had approximately 39,000 hotel rooms. After the storm, in 2006, the total was approximately 30,000. This reduction had the affect of making the City less competitive for major conventions, trade shows, and events that require a large number of rooms. Thus, adding new rooms to the inventory actually helped the other hotels increase their REVPAR (revenue per available room). The second reason is that restored historical hotels tend to be an attraction in and of themselves. Visitors, especially visitors to an historic city like New Orleans, prefer to stay at historical properties. Finally, hotels have their marketing staff and meeting rooms and facilities that attract their own visitors. For all these reasons, it is reasonable to assume that 65% of the business of the newly restored hotels is net, new spending in the local economy.

### Table 6

HRI Projects Annual Impact, New Orleans
(Dollar figures in millions)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Direct Spending</th>
<th>Secondary Spending</th>
<th>Total Spending</th>
<th>Earnings</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartments</td>
<td>$85.49</td>
<td>$22.33</td>
<td>$107.82</td>
<td>$124.59</td>
<td>665</td>
</tr>
<tr>
<td>Condominiums</td>
<td>$17.66</td>
<td>$4.61</td>
<td>$22.27</td>
<td>$25.74</td>
<td>137</td>
</tr>
<tr>
<td>Hotel</td>
<td>$137.01</td>
<td>$103.98</td>
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<td>$73.04</td>
<td>2,576</td>
</tr>
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<td>Retail</td>
<td>$48.21</td>
<td>$12.59</td>
<td>$60.80</td>
<td>$9.39</td>
<td>375</td>
</tr>
<tr>
<td>Office</td>
<td>$13.42</td>
<td>$4.54</td>
<td>$17.96</td>
<td>$1.94</td>
<td>86</td>
</tr>
<tr>
<td>Solar</td>
<td>$0.50</td>
<td>$0.13</td>
<td>$0.64</td>
<td>$0.10</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>$302.29</td>
<td>$148.18</td>
<td>$450.48</td>
<td>$234.79</td>
<td>3,844</td>
</tr>
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</table>

Source: Author’s Calculations
### Table 7

HRI Projects Annual Impact, Louisiana Outside New Orleans  
(Dollar figures in millions)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Direct Spending</th>
<th>Secondary Spending</th>
<th>Total Spending</th>
<th>Earnings</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartments</td>
<td>$19.35</td>
<td>$5.05</td>
<td>$24.40</td>
<td>$28.20</td>
<td>151</td>
</tr>
<tr>
<td>Condominiums</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
</tr>
<tr>
<td>Hotel</td>
<td>$18.56</td>
<td>$14.09</td>
<td>$32.65</td>
<td>$9.90</td>
<td>349</td>
</tr>
<tr>
<td>Retail</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
</tr>
<tr>
<td>Office</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
</tr>
<tr>
<td>Solar</td>
<td>$0.36</td>
<td>$0.09</td>
<td>$0.45</td>
<td>$0.07</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>$38.27</td>
<td>$19.24</td>
<td>$57.51</td>
<td>$38.16</td>
<td>503</td>
</tr>
</tbody>
</table>

Source: Author's Calculations

### Table 8

HRI Projects Annual Impact, Louisiana Total  
(Dollar figures in millions)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Direct Spending</th>
<th>Secondary Spending</th>
<th>Total Spending</th>
<th>Earnings</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartments</td>
<td>$104.84</td>
<td>$27.38</td>
<td>$132.22</td>
<td>$152.79</td>
<td>816</td>
</tr>
<tr>
<td>Condominiums</td>
<td>$17.66</td>
<td>$4.61</td>
<td>$22.27</td>
<td>$25.74</td>
<td>137</td>
</tr>
<tr>
<td>Hotel</td>
<td>$155.58</td>
<td>$118.07</td>
<td>$273.64</td>
<td>$82.94</td>
<td>2,925</td>
</tr>
<tr>
<td>Retail</td>
<td>$48.21</td>
<td>$12.59</td>
<td>$60.80</td>
<td>$9.39</td>
<td>375</td>
</tr>
<tr>
<td>Office</td>
<td>$13.42</td>
<td>$4.54</td>
<td>$17.96</td>
<td>$1.94</td>
<td>86</td>
</tr>
<tr>
<td>Solar</td>
<td>$0.86</td>
<td>$0.23</td>
<td>$1.09</td>
<td>$0.17</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>$340.56</td>
<td>$167.42</td>
<td>$507.99</td>
<td>$272.96</td>
<td>4,346</td>
</tr>
</tbody>
</table>

Source: Author's Calculations
In just New Orleans alone, the value of the ongoing activities of the tenants and inhabitants of the HRI projects is $450.48 million annually, creating $234.79 million a year in income for New Orleans residents and supporting 3,844 jobs in the local economy. Statewide, HRI’s projects have created a total impact of $507.99 million annually, created $272.96 million a year in income, and supported 4,346 jobs. These are impacts that will repeat every year for many years to come. In fact, as the company continues to invest in distressed New Orleans neighborhoods, such as the Iberville and Upper Canal redevelopment initiatives, the annual impact will grow substantially.

Table 9 presents the tax impacts of the HRI developments on state and local governments in New Orleans and around the State.

### Table 9

<table>
<thead>
<tr>
<th>Category</th>
<th>New Orleans</th>
<th>Outside N.O. Within LA</th>
<th>Total Louisiana</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Tax Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income</td>
<td>$4.19</td>
<td>$0.68</td>
<td>$4.87</td>
</tr>
<tr>
<td>Selective Sales</td>
<td>$2.86</td>
<td>$0.46</td>
<td>$3.32</td>
</tr>
<tr>
<td>General Sales</td>
<td>$6.06</td>
<td>$0.67</td>
<td>$6.73</td>
</tr>
<tr>
<td>Business</td>
<td>$1.77</td>
<td>$0.29</td>
<td>$2.06</td>
</tr>
<tr>
<td>Total State</td>
<td>$14.88</td>
<td>$2.10</td>
<td>$16.98</td>
</tr>
<tr>
<td><strong>Local Tax Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td>$7.58</td>
<td>$0.84</td>
<td>$8.42</td>
</tr>
<tr>
<td>Property</td>
<td>$17.18</td>
<td>$1.30</td>
<td>$18.48</td>
</tr>
<tr>
<td>Total Local</td>
<td>$24.76</td>
<td>$2.13</td>
<td>$26.89</td>
</tr>
<tr>
<td>State Plus Local</td>
<td>$39.64</td>
<td>$4.24</td>
<td>$43.87</td>
</tr>
</tbody>
</table>

Source: Author's Calculations
The methodology to estimate the various tax revenues is the same as that used for the estimation of tax revenues for the construction phases of the projects. There is one exception however and that is the property tax. We assume no property tax revenues during the construction phase of the project. Once construction is complete however, property tax revenues will be collected on the properties. The assumption used in these calculations is that the property is assessed at the construction value of the property. Land costs are not factored in since the land existed on the tax roles before the construction was done. It is true that land values are certainly higher once the redevelopment has been accomplished. That increase is not factored in, which makes the study very conservative in nature.

Using the current year as a baseline, the HRI development projects have created $14.88 million in state tax revenues and $24.76 million in local tax revenues for a total of $39.63 million in the New Orleans area alone. This is revenue that will recur every year and grow as new projects come on line. In Louisiana, the HRI projects have created $16.98 million in State tax revenues and $26.89 million in local tax revenues for a total of $43.87 million per year.

CONCLUSION

Over the 28 years of its existence, HRI has made a significant contribution to the physical landscape and the economy of New Orleans. Starting in the early 1980s in New Orleans, HRI has been at the forefront of many critical neighborhood redevelopment projects that have come to define the urban landscape of the City of New Orleans.

In addition to redefining and restoring some of the important historical neighborhoods of New Orleans, HRI has contributed significantly to the economy of the region. Over the life of the company, if not one more project is developed, HRI will have contributed $19.53 billion in present value terms to the economy of New Orleans and generated tax revenues that have a 2012 value of $942.73 million to local governments in the City of New Orleans (See Table 10).
<table>
<thead>
<tr>
<th>Year</th>
<th>Construction Impact</th>
<th>Ongoing Impact</th>
<th>Total Impact</th>
<th>Local Revenues Created</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>$7.64</td>
<td>$2.38</td>
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</tr>
<tr>
<td>1984</td>
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<tr>
<td>1985</td>
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<td>$4.75</td>
<td>$4.75</td>
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</tr>
<tr>
<td>1986</td>
<td>$8.08</td>
<td>$7.27</td>
<td>$15.35</td>
<td>$0.87</td>
</tr>
<tr>
<td>1987</td>
<td>$8.08</td>
<td>$9.78</td>
<td>$17.86</td>
<td>$1.07</td>
</tr>
<tr>
<td>1988</td>
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<tr>
<td>1989</td>
<td>$2.50</td>
<td>$12.35</td>
<td>$14.85</td>
<td>$1.10</td>
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<tr>
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<td>$9.34</td>
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<tr>
<td>1991</td>
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<td>$24.65</td>
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<tr>
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<td>$16.68</td>
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<td>2015</td>
<td>$-</td>
<td>$314.38</td>
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<td>$25.75</td>
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</table>
### Table 10 (Continued)

2012 Value of All HRI Projects  
(Dollar figures in millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Construction Impact</th>
<th>Ongoing Impact</th>
<th>Total Impact</th>
<th>Local Revenues Created</th>
</tr>
</thead>
<tbody>
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<td>2016</td>
<td>$-</td>
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</tr>
<tr>
<td>2017</td>
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<tr>
<td>2018</td>
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<tr>
<td>2019</td>
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<tr>
<td>2020</td>
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<tr>
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<tr>
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<td>$871.62</td>
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</tr>
<tr>
<td>2042</td>
<td>$-</td>
<td>$906.48</td>
<td>$906.48</td>
<td>$74.23</td>
</tr>
</tbody>
</table>

| Total   | $967.87         | $18,556.09     | $19,527.73   | $1,552.45             |
| 2012 Value | $1,152.26      | $11,036.10     | $12,188.36   | $942.73               |

Source: Author’s Calculations
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2013

Item E.15. University of New Orleans’ request for approval of a Letter of Intent for a Master of Science degree program in Transportation.

EXECUTIVE SUMMARY

University of New Orleans requests approval of a Letter of Intent to develop a Master of Science degree program in Transportation. The proposed program is being developed in response to Louisiana Senator Francis Heitmeier’s resolution calling for the establishment of “graduate, undergraduate and continuing education programs in Maritime and Intermodal Transportation Science.” The proposed program will allow graduate students to pursue careers in areas of transportation that are critical to Louisiana and to the field of transportation. The proposed program will include two primary concentrations: the Transportation Planning Concentration and the Transportation Administration Concentration. Students will also have the option to “self-design” a concentration in consultation with the program coordinator and faculty advisor, which will culminate in a thesis.

The goal of the Transportation program is to provide instruction in the most technically advanced, secure, efficient, accessible, competitive, dynamic, and environmentally responsible systems for the transport of goods and people. The program will be concerned with all modes of transportation – road, rail, maritime and air – and the connection of people and goods across these modes. The 33-hour degree program will provide graduate students the opportunity to engage with professionals through course assignments, capstones, and internships. As well, the University expects to attract non-traditional students already employed full-time and/or part-time in the transportation profession.

No similar program exists at the University or in the state. The proposed M.S. in Transportation will target graduate students who are looking for a specialized career in one of Louisiana’s most important industries. Consequently, the program will offer a unique opportunity to students and will facilitate a greater accountability to the needs of industry. There is a critical need in Louisiana and in the country for transportation officials and business to understand the multimodal nature of the transportation system. The job outlook in the Gulf States region for 2013 indicates a tremendous gap in qualified employees with advanced degrees. Furthermore, the five-state region (Texas, Louisiana, Mississippi, Alabama, and Florida) is expected to grow at a faster pace than the national rate with respect to transportation occupations. Implementation of the proposed program will produce individuals who are well trained to compete in a highly competitive transportation workforce.
Executive Summary
October 22, 2013
Page 2

The University projects an enrollment of 30 students for the first three years and 40 students for the following two years. UNO anticipates that the program will initially graduate 15 students and 25 students per year in the following three years. Establishment of this new program will be relatively inexpensive since current faculty can provide the majority of course instruction. The initial costs of the program will be paid through general funds that UNO allocates to the Transportation program. Initial costs may include marketing initiatives and administrative support. As the program grows, it is anticipated that the program will require two new faculty lines.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for a Letter of Intent for a Master of Science degree program in Transportation.
October 2, 2013

Dr. Sandra Woodley
President
University of Louisiana System
1201 Third Street, 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley,

I am requesting approval of a letter of intent to develop a new academic program, a Master of Science in Transportation. This proposed program has been formulated by UNO in response to Louisiana Senator Francis Heitmeier's resolution SR #49 in 2002 calling for the establishment of "graduate, undergraduate and continuing education programs in Maritime and Intermodal Transportation Science." This proposed Master of Science in Transportation will allow students to receive an advanced degree in a topic that is vital to the local, state and national economy.

I have attached a copy of the letter of interest.

Thank you for your consideration.

Sincerely,

[Signature]

Peter J. Fos
President
University of New Orleans
LETTER OF INTENT TO DEVELOP A NEW ACADEMIC PROGRAM

General Information

Campus: University of New Orleans
Program: CIP 45.9999
Master of Science in Transportation

Institutional Contact Person & Access Info [if clarification is needed]:
Kevin Graves
Interim Dean of the College of Liberal Arts
504-280-6266
kgraves@uno.edu

Date: 25 September 2013

1. Program Objectives and Content

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

Intermodal Transportation is a growing career field but higher education is currently insufficient in Louisiana. In response, Louisiana Senator Francis Heitmeier (D- New Orleans) introduced resolution SR #49 in 2002, calling for the establishment of “graduate, undergraduate and continuing education programs in Maritime and Intermodal Transportation Science.” Pursuant to the requirements of SR #49, the University of New Orleans (UNO) responded affirmatively to the requested expression of interest in the development of such a program. To fulfill the intentions of SR #49 and prepare students for careers in the transportation industry, UNO is proposing a new Master of Science (MS) in Transportation, which will allow students to receive an advanced degree in a topic that is vital to the local, state and national economy.

The MS in Transportation program, housed in the Merritt C. Becker Jr. Transportation Institute (UNOTI) within the College of Liberal Arts, in close partnership with the Department of Planning and Urban Studies, will allow graduate students to pursue careers in areas of transportation that are critical to Louisiana and to the field of transportation in general with local, state, national and international applications. It will include two primary concentrations: the Transportation Planning Concentration and the Transportation Administration Concentration, which include a yearlong (two semester) capstone requirement. The third concentration in Transportation will be self-designed in consultation with the program coordinator and faculty advisor, which will culminate in a thesis.

The goal of the Transportation Program is to provide instruction in the most technically advanced, secure, efficient, accessible, competitive, dynamic and environmentally responsible systems for moving goods and people. The program will be concerned with all modes of transportation—road, rail, maritime and air—and the connection of people and goods across these modes. Historically, the different modes of transport developed economically independent of each other, while training and research programs have focused on the movement of either freight (goods) or passengers (people). As a result, the entire system of transportation and the training for those within the field are rarely well coordinated.

The curriculum, described below, will include content on: the history and function of freight and passenger transportation; current issues in local, state and national policy; transportation funding and finance; travel data and critical analysis; skill building. The program will also prepare students to make professional contributions through applied coursework.

The program will provide graduate students with the opportunity to engage with professionals through course assignments, capstones, and internships. Moreover, we expect to attract non-traditional students already employed full-time and/or part-time in the transportation profession who are looking for a graduate degree to strengthen their skills and advance to become leaders in their companies and/or agencies.

The MS in Transportation will require a minimum of 33 semester credit hours of graduate coursework beyond a Bachelor’s degree. Table 1 outlines the basic requirements, which are split among core courses, a concentration, and capstone work.
Table 1. Summary of the minimum requirements for the Master in Transportation.

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core curriculum (6 core courses)</td>
<td>18</td>
</tr>
<tr>
<td>Concentration / Thesis</td>
<td>9</td>
</tr>
<tr>
<td>Capstone</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

The core courses must contain the following:
- Transportation Seminar: *TRAN 6010
- Introduction to Intermodal Freight Transport: *TRAN 6020
- Introduction to Transportation Planning: MURP 5061
- Environment and Energy: *TRAN 6100
- Finance and Management: *TRAN 6200
- Applied Techniques: MURP 5062

Students must complete a 9-credit concentration in Transportation Planning, Transportation Administration or a self-directed concentration, which will include a thesis. The two primary concentrations will utilize instructional offerings in the accredited Master of Urban Planning (MURP) degree program and the accredited Master of Public Administration.

- Transportation Planning Concentration eligible courses:
  MURP 5063, MURP 5200, MURP 5030, MURP 5160, MURP 5081, MURP 5050
  Other courses may be permitted with approval of the program coordinator

- Transportation Administration Concentration eligible courses:
  PADM 6020, PADM 6110, PADM 6160, PADM 6201, PADM 6401
  Other courses may be permitted with approval of the program coordinator

- Self-Directed Concentration with Thesis:
  Two courses (six credits) approved by program chair plus three credits of thesis research

All students must complete a six credit capstone sequence over the course of a year.
- Capstone: *TRAN 7001, 7002

* Indicates new course.

2. Need
Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/demand data appropriate to the discipline and degree level, etc.

The proposed Transportation Program’s dynamic format and diverse concentrations of study serve in support and enrichment of the University’s role, scope and mission. The program’s goal to provide instruction in the most technically advanced, secure, efficient, accessible, competitive, dynamic and environmentally responsible system for moving goods and people incorporates all aspects of the university’s mission to provide essential support for the educational, economic, cultural, and social well-being of the culturally rich and diverse New Orleans metropolitan area and the State of Louisiana. In concert with the university’s directives, the program is designed to: create partnerships that connect faculty, staff and students with the community; create joint projects with the public, private and non-profit sectors that enrich opportunities for education, improvement and enhancement of reliable transportation for citizens; and contribute to the overall well-being of the community and the integrity of the field.

The State of Louisiana and the United States rely on an efficient, safe, secure and environmentally responsible transportation system. By virtue of its location in an international city, UNO serves as an important link between
Louisiana, the nation, and the world. This geographical link in combination with the program’s field of study will prepare graduate students to pursue careers in areas of transportation that are critical to Louisiana. Neither the proposed graduate program nor a similar one has been offered at UNO previously, or is currently offered elsewhere in Louisiana. The proposed MS in Transportation will target graduate students who are looking for a specialized career in one of Louisiana’s most important industries. Moreover, it will foster innovation through research in science and technology, as it will be closely connected with UNOTI, which engages in applied research across Louisiana. Finally, because no other degree program in transportation exists in Louisiana, the program will offer a unique opportunity to students and will facilitate a greater accountability to the needs of industry. This also encourages more efficiency and effectiveness in the Postsecondary Education System because students will not have to leave the state in order to obtain this important and increasingly demanded degree.

There are few graduate degree programs in transportation in the U.S. (e.g. Massachusetts Institute of Technology, Texas A&M, Texas Southern, UC-Davis & Irvine), but only one program has been identified that focuses on both passenger and freight; this program is housed at Morgan State University. Most transportation programs originate in Engineering or Business. UNO’s Transportation program combines both Urban Planning and Public Administration and, thus, is unique in the nation. A few model programs also exist in the United Kingdom, which combine freight and passenger transportation, but given the distance we do not feel that they will be competing for the same students that will be attracted to UNO.

The job outlook in Gulf States region for 2013 indicates a tremendous gap in qualified employees with advanced degrees. Furthermore, the five state region (Texas, Louisiana, Mississippi, Alabama, and Florida) is expected to grow at a faster pace (9.53% growth) than the national rate with respect to transportation occupations.

**Table 3. 2013 Total Job Projections**

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Nation</th>
<th>LA</th>
<th>MS</th>
<th>AL</th>
<th>FL</th>
<th>TX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors/Managers</td>
<td>246,090</td>
<td>3,464</td>
<td>2,649</td>
<td>4,944</td>
<td>12,618</td>
<td>16,806</td>
</tr>
<tr>
<td>Logisticians/Planners</td>
<td>104,184</td>
<td>383</td>
<td>484</td>
<td>2518</td>
<td>4034</td>
<td>12,501</td>
</tr>
<tr>
<td>Transportation Inspectors</td>
<td>27,194</td>
<td>395</td>
<td>162</td>
<td>372</td>
<td>849</td>
<td>2,710</td>
</tr>
<tr>
<td>Subtotal</td>
<td>349,037</td>
<td>4,242</td>
<td>3,295</td>
<td>7,834</td>
<td>17,501</td>
<td>3,2017</td>
</tr>
</tbody>
</table>

The following tables illustrate the difference between annual job openings versus degree potential applicants.

**Table 4. Master Degree Completions Compared to Available Job Openings (2009)**

<table>
<thead>
<tr>
<th>2009 Completions</th>
<th>Degree</th>
<th>Region</th>
<th>LA</th>
<th>MS</th>
<th>AL</th>
<th>FL</th>
<th>TX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logistics and Material Management</td>
<td>Master</td>
<td>102</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>76</td>
<td>26</td>
</tr>
<tr>
<td>Operations Management and Supervision</td>
<td>Master</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
</tr>
<tr>
<td>Transportation and Transportation Management</td>
<td>Master</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>161</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>76</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Annual Job Openings</td>
<td>2307</td>
<td>109</td>
<td>111</td>
<td>227</td>
<td>615</td>
<td>1245</td>
<td></td>
</tr>
<tr>
<td>Shortfall</td>
<td>2196</td>
<td>109</td>
<td>111</td>
<td>227</td>
<td>539</td>
<td>1160</td>
<td></td>
</tr>
</tbody>
</table>

*Source: EMSI (Economic Modeling Specialists, Inc.)*

3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state’s adult population or foster innovation through research.

At UNO, the M.S. program will provide training in the active research areas of UNOTI, including (but not limited to): maritime and port planning, transit planning, streetcar systems, walking, bicycling and transit oriented development. The program will also explore applications in several advanced technology areas including G.I.S. (geographic information systems), economic modeling, air quality estimations, Computer-Aided Design, and remote sensing technology. As part of a larger collaborative degree program, a broader training which incorporates the complementary faculty research and education at the other universities is available. The degree program will become the educational component of UNOTI, which has made a significant contribution to UNO in
its role, scope and mission as a major statewide research university. Further, this program will enhance UNO's mission to produce a technologically advanced, diverse workforce for the State of Louisiana and surrounding region.

The proposed M.S. in Transportation program supports the Board of Regents' Master Plan for Public Postsecondary Education in Louisiana. Fostering innovation through Research in Science and Technology (FIRST) is the statewide plan for organizing and directing the research component of higher education in Louisiana. The MS in Transportation promotes multidisciplinary areas for cutting edge research and innovation that can impact existing and emerging industries, research areas that are of strategic importance to Louisiana such as social sciences, behavioral sciences and economic sciences.

FIRST Louisiana focuses on research domains that are of strategic importance to Louisiana, but also align with the existing and prospective needs of business and industry. One of Louisiana's high-priority concerns is the health and integrity of the state's coastlines, and of some of the world's most navigable waterways. Like most areas, Louisiana has particular research needs that grow out of its unique location, history, culture and opportunities. The following graph illustrates the economic importance of the transportation industry to Louisiana. The economic output of the transportation sectors has grown over the last decade and is projected to continue to grow at an estimate rate of 9.35%, well above the national average.

For the New Orleans metropolitan area, the transportation industry is one of the fastest growing and best paying industries in the local economy.

**Table 5. Metro New Orleans Transportation Jobs and Wages**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment: Transportation</td>
<td>Thousands of jobs</td>
<td>693</td>
<td>707</td>
<td>718</td>
<td>726</td>
<td>732</td>
<td>737</td>
<td>741</td>
<td>746</td>
<td>751</td>
<td>760</td>
<td>764</td>
</tr>
<tr>
<td>Compensation/Earnings</td>
<td>Thousands of $</td>
<td>59</td>
<td>61</td>
<td>64</td>
<td>67</td>
<td>70</td>
<td>74</td>
<td>77</td>
<td>81</td>
<td>84</td>
<td>87</td>
<td>91</td>
</tr>
</tbody>
</table>

This new program will complement the Master of Science in Urban Studies, the Master of Urban and Regional Planning, the Master of Public Administration and the Bachelor of Science in Urban Studies and Planning programs.

An M.S. in Transportation is the next logical step in the continued growth of UNOTI and the Department of Planning and Urban Studies; it will greatly enhance the department's ability to attract and retain high quality faculty members and graduate students, thereby increasing research output and educational attainment. It will further enhance faculty's ability to successfully compete on a national level and will allow them to take on bigger projects.
4. Students

Summarize student interest/demand for the proposed program.

The transportation industry is experiencing a skilled workforce shortage on a global level. As noted at the Transportation Research Board Annual Meeting 2009 (paper #09-3466), the industry is undergoing major change due to an aging workforce and rapid advances in information technology, with the impending retirement of approximately 40–50% of the workforce in the next ten years (see tables 3 and 4 in the Relevance Section above).

Louisiana plays an important role in the national transportation network, and transportation is important to Louisiana businesses, workers and residents. However, no degree program has ever been offered in any institution of higher learning in Louisiana to train our citizens to design, maintain, or operate the transportation system that serves the needs of Louisiana and the nation. Given the various modes of transportation operating in Louisiana and the broad range of services required by the transportation industry (with transportation, warehousing and wholesale trade activities alone accounting for over 10% of all jobs within the state), this program will attract students with a broad range of backgrounds and interests. The students are expected to come from Louisiana and the Gulf Coast, other states of the nation, and from foreign countries.

The various programs in the College of Liberal Arts already attract students from across the country and internationally. Since Katrina, the number and caliber of students applying to the College’s highly regarded urban planning and public administration programs have significantly increased. Its link with transportation strengthens both transportation and planning and bodes well for attracting students who have had the many aspects of transportation and planning (from roads to rail to evacuation) thrust to the forefront of their lives in these last several years. Beyond current recruitment methods, additional recruitment is expected to come from the programs established within UNO/ITI, which is a federally funded University Transportation Center.

<table>
<thead>
<tr>
<th>Table 6. Estimated Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

*Some student will transfer into the program from the Master of Urban Planning and the Master of Public Administration.

5. Cost

Estimate costs for the projected program for the first five years. Indicate amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

Establishment of this new program will be relatively inexpensive since current faculty can provide the majority of the necessary course instruction. The majority of the initial cost of the program will be paid for with general funds that UNO allocates to the Transportation program (including funds specifically allocated by the State). Though no new funds are necessary to begin the program, a modicum of support is requested for marketing (expected not to exceed $15,000; this is a one-time cost) and administrative support (a cost of $20,000 annually). Additionally, UNO/ITI receives federal grants, which will support students through scholarships and work study opportunities; however, these federal resources are not necessary for the successful delivery of the program. As the program grows, it is anticipated that the program will require two new faculty lines ($70,000 each annually).

This degree program is unique and should be in high demand; thus we expect the University to receive increased tuition from students recruited specifically to those programs who otherwise would not have enrolled at UNO. Estimated revenue is based on conservative enrollment numbers (30 students the first year, 40 students the second year and a steady rate of 50 students a year for Years 3-5). It is anticipated that from its inception (Year 1), the program will be self-sustaining as revenues will exceed the new costs.
### Table 7. Estimated Cost and Revenue

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs (estimates)</td>
<td>$0</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$140,000</td>
<td>$140,000</td>
</tr>
<tr>
<td>Full-time faculty (No Fringe)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Marketing</td>
<td>$15,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Costs (not including overhead)</td>
<td>$35,000</td>
<td>$90,000</td>
<td>$90,000</td>
<td>$160,000</td>
<td>$160,000</td>
</tr>
<tr>
<td>Total with overhead (estimates)*</td>
<td>$50,750</td>
<td>$130,500</td>
<td>$130,500</td>
<td>$232,000</td>
<td>$232,000</td>
</tr>
<tr>
<td>Tuition**</td>
<td>$150,000</td>
<td>$220,000</td>
<td>$302,000</td>
<td>$399,300</td>
<td>$439,200</td>
</tr>
<tr>
<td>Formula Funding</td>
<td>$57,592</td>
<td>$76,790</td>
<td>$95,987</td>
<td>$115,185</td>
<td>$115,185</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$207,592</td>
<td>$296,790</td>
<td>$397,987</td>
<td>$514,485</td>
<td>$554,385</td>
</tr>
<tr>
<td>Revenues – Cost</td>
<td>$156,842</td>
<td>$166,290</td>
<td>$267,487</td>
<td>$282,485</td>
<td>$322,385</td>
</tr>
</tbody>
</table>

* current university indirect cost (F&A) rate will total 45% of direct costs

** achieving LA Grad Act performance targets is anticipated with associated increases in tuition

**CERTIFICATION:**

[Signatures]

Chief Academic Officer

[Signatures]

Chancellor/President

[Signatures]

Management Board

[Signatures]
Dr. Peter J. Fos, President  
University of New Orleans  
2000 Lakeshore Drive  
New Orleans, LA 70148

September 15, 2013

Dear Dr. Fos,

I am writing in strong support for the establishment of a Master of Science in Transportation (MST) at the University of New Orleans (UNO). There is a critical need in Louisiana and in the country for transportation officials and business to understand the multimodal nature of our transportation system. It may appear counter intuitive to offer a program that provides an understanding of both freight and passenger systems, but it is not. The public policy separation of the two transportation modes continues to haunt the efficiencies and safety of the transportation system nationwide. The separation of transit and highways has resulted in highways and roads not being transit friendly and in many cases transit hostile. Understanding the importance and dynamics of a multimodal transportation system is critical for a region/state/nation’s mobility, quality of life and economy. This program is a much needed first step in education current and future transportation leaders for Louisiana and the country.

Transportation today is more than civil engineering. Departments of transportation and businesses are looking for individuals who understand the complexities of a multimodal system and the need to integrate logistics with transportation planning. Graduates of the MST program will have opportunities for well-paid jobs in the city and state. There is currently no such educational program similar to this anywhere in the State of Louisiana. Few programs in transportation exist in the Gulf Coast Region and none of them include courses in both freight and passenger systems. This program will provide undergraduates from both UNO and peer institutions, as well as existing transportation professionals with advanced educational opportunities. Moreover, as I understand it, the degree will complement existing accredited graduate degrees at UNO in urban and regional planning and public administration.

I strongly endorse and commend the efforts of the University of New Orleans to establish the MST program that will train a highly competitive transportation workforce.

Sincerely,

[Signature]

William D. Ankner, PhD  
Formerly Secretary of Louisiana Department of Transportation and Development
Dr. Peter J. Fos  
President, University of New Orleans  
Administration Building, Room 2000  
2000 Lakeshore Drive  /New Orleans, Louisiana 70148

Dear Dr. Fos:

I am writing this letter in support of the establishment of the Master of Science program in Transportation (MST) at the University of New Orleans (UNO). This program will allow students to receive an advanced degree in a growing industry vital to the local, regional, state, national, and global economy. Moreover, the MST at UNO would be one of the first programs of its type in the United States that would educate students across both passenger and freight transportation systems. This unique approach will attract students from the Greater New Orleans community, statewide, nationally and internationally.

The MST program will provide the transportation workforce with professionals trained in enhancing the quality, safety and efficiency of our multimodal transportation systems. Graduates will have opportunities for well paid managerial, planning and policy, and technical jobs across the state of Louisiana. There is currently no such similar educational program offered in the State of Louisiana. Few transportation programs exist in the Gulf Coast Region and none of them include courses in both freight and passenger systems. This program will provide undergraduates from both UNO and peer institutions with advanced educational opportunities. Moreover, the degree will complement existing accredited graduate degrees at UNO in urban and regional planning and public administration.

I enthusiastically endorse and commend the efforts of the University of New Orleans to establish the MST program that will train a highly competitive transportation workforce.

Sincerely,

Senator Conrad Appel  
Chairman, Senate Education Committee
September 12, 2013

Dr. Peter J. Fos, President
University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148

Dear Dr. Fos,

I am writing this letter in support of the establishment of a Master of Science in Transportation (MST) at the University of New Orleans (UNO). This program will allow students to receive an advanced degree in a growing industry that is vital to the local, regional, state, national, and global economy. Moreover, the MST at UNO would be one of the first programs of its type in the United States that would educate students across both passenger and freight transportation systems. This unique approach would not only draw students from the local region, but potentially from across the United States and beyond.

The MST program will provide the workforce with professionals trained in enhancing the quality, safety and efficiency of our multimodal transportation systems. Graduates will have opportunities for well-paid jobs in the city and state. There is currently no such educational program similar to this anywhere in the State of Louisiana. Few programs in transportation exist in the Gulf Coast Region and none of them include courses in both freight and passenger systems. This program will provide undergraduates from both UNO and peer institutions with advanced educational opportunities. Moreover, the degree will complement existing accredited graduate degrees at UNO in urban and regional planning and public administration.

I enthusiastically endorse and commend the efforts of the University of New Orleans to establish the MST program that will train a highly competitive transportation workforce.

Sincerely,

Walter R. Brooks
Executive Director
Regional Planning Commission

Telephone: (504) 483-8500 An Equal Opportunity Employer
Fax: (504) 483-8505 Email: rpc@nopr.org Web Site: http://www.rrpc.org

REGIONAL TRANSPORTATION MANAGEMENT CENTER
15 VETERANS MEMORIAL BOULEVARD • NEW ORLEANS, LOUISIANA • 70124-1162
September 18, 2013

Dr. Peter J. Fos, President
University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148

Dear Dr. Fos,

I am writing this letter in support of the establishment of a Master of Science in Transportation (MST) at the University of New Orleans (UNO). This program will allow students to receive an advanced degree in a growing industry that is vital to the local, regional, state, national, and global economy. Moreover, the MST at UNO would be one of the first programs of its type in the United States that would educate students across both passenger and freight transportation systems. This unique approach would not only draw students from the local region, but potentially from across the United States and beyond.

The MST program will provide the workforce with professionals trained in enhancing the quality, safety and efficiency of our multimodal transportation systems. Graduates will have opportunities for well-paid jobs in the city and state. There is currently no such educational program similar to this anywhere in the State of Louisiana. Few programs in transportation exist in the Gulf Coast Region and none of them include courses in both freight and passenger systems. This program will provide undergraduates from both UNO and peer institutions with advanced educational opportunities. Moreover, the degree will complement existing accredited graduate degrees at UNO in urban and regional planning and public administration.

I enthusiastically endorse and commend the efforts of the University of New Orleans to establish the MST program that will train a highly competitive transportation workforce.

Sincerely,

Dominik Knoll
Chief Executive Officer
Item E.16. University of Louisiana System’s proposed revision to Board Rules, Chapter II. Students, Section VIII. Baccalaureate Degrees Requirements, A. Categories of Requirements, I. General Education.

EXECUTIVE SUMMARY

Depending on the level of the academic credential awarded, education in composition, mathematics and analytical reasoning, natural sciences, humanities, social/behavioral sciences and fine arts are required as part of an undergraduate degree and certificate curricula at state colleges and universities.

The Board of Regents defines the Statewide General Education Requirements for degree attainment and adopted revisions in May 2012. These proposed changes are necessary in order to align the UL System Board Rules with those revisions.

The changes expand the requirements from college algebra to mathematics/analytics and increase the minimum number of credit hours from three to six.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana System’s proposed revision to Board Rules, Chapter II. Students, Section VIII. Baccalaureate Degrees Requirements, A. Categories of Requirements, I. General Education.
CHAPTER II
STUDENTS

SECTION VIII. BACCALAUREATE DEGREES REQUIREMENTS

A. Categories of Requirements. The requirements for a baccalaureate degree vary among System institutions, but generally fall into three categories:

1. General Education. This group of courses is mandated by the Board of Regents, and is generally taken within the first two years (freshman and sophomore) at the institution. Total credits for these courses range from 39-45 credit hours. Of these, a minimum of six semester hours must be in English composition and three six semester hours must be in college algebra-Mathematics/Analytical Reasoning in order to demonstrate competency.

2. Courses in the Major. Each institution will specify its own assortment of courses required to complete the degrees it offers. The number of credit hours will vary by program and by institution.

3. Electives or Selectives. Students choose additional courses to complete their college experience. Certain programs may have lists of courses from which students may choose to complement the required courses in a major.

B. Total Credit Hours for the Degree. The total number of credit hours required for a baccalaureate degree shall be 120 hours unless otherwise required for accreditation and/or professional certification purposes. In those cases where a degree program must exceed 120 hours, it shall first be submitted to the UL System Office for review and approval. (Revised August 2010)

C. Grade-Point Average (GPA). The minimum GPA for graduation is 2.0 on a 4.0 scale, generally. However, institutions may specify a higher GPA for certain majors.

D. Optional Requirements. Institutions may impose additional requirements such as selection of a minor, oral and written proficiency, assessment in the major, licensing examination scores, internships, practice or other field experiences, and/or other elements.