

BOARD OF REGENTS SUPPORT FUND
GRADUATE FELLOWS PROGRAM

Guidelines for the Submission of
Graduate Fellows Proposals

FY 2008-09 Competition for Awards to Begin in FY 2010-11

Request for Proposals, Number 2008-09

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Revised: 7/2008

REQUEST FOR PROPOSALS, NUMBER 2008-09

IMPORTANT NOTICES

1. **Inquiries about the RFP**

In accordance with R.S. 39:1503, written and oral inquiries about this request for proposals (RFP) will be accepted until 4:30 p.m., October 1, 2008, or until 4:30 p.m. of the first working day following this date. Inquiries may be submitted via e-mail directly to the program manager. No inquiry will be accepted--whether written or oral--after that date. Operating in this manner ensures that all interested parties receive the same information.

2. **Suggestions for Improvements in this RFP**

The Board of Regents actively solicits constructive suggestions about ways in which this RFP can be improved. All such suggestions must be received no later than October 1 to be considered prior to the issuance of the next RFP.

3. **Board of Regents' Commitment to Reform-Based Undergraduate Education and Teacher Preparation**

At its May 22, 1997, meeting, the Board of Regents reaffirmed its commitment to the reform of undergraduate education and teacher preparation and encouraged all Support Fund program applicants to consider these priorities as they develop proposals. Further, Board staff will make all external reviewers aware of the Board's commitment to undergraduate reform and teacher preparation. Reviewers will be instructed that, when all else is equal, preference should be given to those proposals which emphasize, in a meaningful manner, reform-based undergraduate education and teacher preparation.

4. **Availability of the RFP on the Internet**

As part of the Board's ongoing effort to streamline RFPs, and to ensure that this document is as widely disseminated as possible while minimizing the number of paper copies that institutions must produce, this RFP is available on the Internet:

<http://laregents.org>.

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**BOARD OF REGENTS SUPPORT FUND GRADUATE FELLOWS PROGRAM
REQUEST FOR PROPOSALS**

I. GENERAL INFORMATION

A. BASIS OF AUTHORITY

Article VII, Section 10.1, of the Louisiana Constitution established two funds in the State Treasury: the Louisiana Education Quality Trust Fund (hereinafter referred to as the Trust Fund) and the Board of Regents Support Fund (hereinafter referred to as the Board of Regents Support Fund or Support Fund). The Trust Fund was established with approximately \$550 million received from settlement of disputed oil and gas revenues generated in the so-called 8(g) stipulation of the Federal Outer Continental Shelf Lands Act. Twenty-five percent of the interest earned from the investment of money in the Trust Fund, as well as 25 percent of recurring 8(g) oil and gas revenues, will continue to be returned to the Trust Fund, until it reaches a cap of \$2 billion. Each fiscal year the remaining 75 percent of the interest earned and 75 percent of the recurring oil and gas revenues are placed in the Support Fund for appropriation by the Legislature.

B. PURPOSES OF THE BOARD OF REGENTS SUPPORT FUND

On an annual basis, money in the Support Fund is divided equally between the Board of Elementary and Secondary Education (BESE) and the Board of Regents (hereinafter referred to as the Board) for higher education. According to Article VII of the Constitution, the funds available for higher education from the Support Fund are to be utilized “. . . as that money is appropriated by the Legislature and allocated by the Board of Regents for any or all of the following higher educational purposes to enhance economic development:

1. The carefully defined research efforts of public and private universities in Louisiana;
2. The endowment of chairs for eminent scholars;
3. The enhancement of the quality of academic, research or agricultural departments or units within a university; and,
4. The recruitment of superior graduate students.”

The Article further stipulates that “The monies appropriated by the Legislature and disbursed from the Support Fund shall not... displace, replace, or supplant other appropriated funding for higher education.”

Reflecting these constitutional mandates, the “Board of Regents Policy for Administration of Funds Received from the Board of Regents Support Fund” (hereinafter referred to as the Board's Policy for Administration), adopted in October, 1986, affirms that awards in all categories will be based on the following considerations:

1. the potential for the award to enhance the overall quality of higher education in Louisiana; and
2. the potential for the award to enhance the economic development of the State.

C. PUBLIC NATURE OF PROPOSALS SUBMITTED

Once a proposal is received in the Board's office, it becomes public record. Although the staff of its own accord will not disseminate proposals to individuals other than to reviewers, applicants should be aware that, if a copy of a proposal is requested (e.g., by a representative of the news media or a faculty member), whatever its status (e.g., funded or unfunded, prior to or after external review), a copy of the proposal must, by law, be provided.

D. GRADUATE FELLOWS PROGRAM ADMINISTRATOR; QUESTIONS ABOUT THIS RFP

Specific questions concerning this RFP and the requirements set forth herein should be directed to Ms. Carrie Robison, Graduate Fellows Program Manager, via e-mail to carrie.roider@la.gov. In accordance with R.S. 39:1503, written and oral inquiries about this request for proposals (RFP) will be accepted until 4:30 p.m., October 1, 2008. No inquiry will be accepted--whether written or oral--after that date. A complete list of questions and answers will be posted on the Board's website, <http://laregents.org>, as soon as possible after the deadline. Operating in this manner ensures that all interested parties receive the same information.

II. TYPES OF GRADUATE FELLOWS PROGRAMS

The Board of Regents Support Fund Graduate Fellows Program consists of two components: the Traditional Graduate Fellows Subprogram and the Graduate Fellowships for Teachers (GFT) Subprogram. Potential applicants should be aware that: (1) the requirements for proposals vary depending upon the subprogram; and (2) two sets of criteria have been established to evaluate these proposals. (See Appendix B for the criteria used to evaluate proposals submitted in each subprogram.)

III. PROGRAM ELIGIBILITY AND GUIDELINES

A. OBJECTIVES

The primary objectives in recruiting superior graduate students under the Support Fund Graduate Fellows Program are: (1) to elevate to higher levels of performance departments or units which have attained--or show clear promise of attaining--regional, national, or international standards of eminence commensurate with the degree offerings and/or functions of the submitting department or unit; and (2) to elevate to higher levels of performance departments or units which have promoted--or show clear promise of promoting--economic development in the State. To ensure that students may concentrate on completing degree requirements, recipients of Support Fund graduate fellowships may not be assigned duties or undertake work not required as part of their degree programs.

B. ELIGIBILITY CONSIDERATIONS

If a proposal does not meet the following eligibility requirements, it will be returned to the applicant for noncompliance and will not be reviewed further.

1. Eligible Degrees

The Strategic Plan for Higher Education's Portion of the Louisiana Education Quality Support Fund, adopted by the Board in June of 1988 and updated in 1993 and 1999, stipulates that although priority is given to proposals for doctoral study, master's programs in areas critical to the economic development of the State are also deserving of support; one-year graduate fellowships for teachers are included among these master's-level programs. For public institutions, only those degree programs which have been approved by the Board of Regents are eligible to compete for BoRSF fellowship monies.

a. Traditional Graduate Fellows Program

Doctoral degree shall be defined as the terminal degree beyond the master's degree. Proposals to recruit students for first professional degrees (i.e., M.D., J.D., D.V.M., and O.D.) are not eligible to participate.

b. Graduate Fellowships for Teachers (GFT) Program

Twenty percent (20%) of the annual allocation for the Graduate Fellows Program is set aside for high-quality proposals for in-service teachers seeking master's degrees. The following stipulations apply to the GFT Program: (a) only proposals for master's-level teacher stipends in disciplinary areas important to Louisiana's economic development shall be eligible to apply for funding under the GFT Program, and the burden of proof shall be on the applicant to demonstrate that the targeted disciplines are critical to Louisiana's economic development; (b) the specific disciplines in which the proposed Support Fund fellowship recipients would be teaching shall be an important evaluation criterion relative to economic development in the State; (c) all proposals shall be competitively reviewed, and funding decisions will be based on recommendations of out-of-state experts; (d) only those individuals who can complete the program in one academic year (i.e., one fall, one spring, and one summer semester) plus one additional summer term, if necessary, shall be eligible for fellowships; (e) individuals to whom institutions award fellowships under the GFT Program must sign an affidavit committing themselves to teach at least one semester in Louisiana for every semester they receive the Support Fund fellowship; and (f) teachers shall be targeted at elementary and secondary levels. College-level teachers shall not be eligible for fellowships through the GFT Program.

2. Eligible Disciplines

Table I sets forth the years in which certain disciplines are eligible to participate. **In the 2006 BoRSF Strategic Plan, the discipline eligibility rotation for Graduate Fellows was revised to a one-year-on, one-year-off cycle.** This will enable departments in rotating disciplines to use BoRSF graduate fellowships more consistently as part of recruitment and retention efforts. Eligible disciplines for FY 2008-09 are listed in **GROUPS I and II.**

GROUP I - ELIGIBLE EVERY YEAR

Biological Sciences
Chemistry
Computer and Information Sciences
Earth/Environmental Sciences
Engineering A and B
Health/Medical Sciences**
Physics/Astronomy

GROUP II - ELIGIBLE IN FYs 2008-09, 2010-11, 2012-13

Agriculture
Business
Education, including Literacy
Mathematics

GROUP III - ELIGIBLE IN FYs 2009-10, 2011-12, 2013-14

Arts
Humanities
Social Sciences

*See the attached listing of those sub-disciplines which are included in these larger groupings in Appendix D.

**Effective with the Board action of June 22, 1995, the LSU Health Sciences Centers in New Orleans and Shreveport and the Tulane University Health Sciences Center are each permitted to submit a maximum of three proposals in “Health and Medical Sciences” when it is an eligible discipline. “Health and Medical Sciences” was made eligible each year in the 1999 BoRSF Strategic Plan.

Please note: If the orientation of a department is such that it might be eligible to submit proposals in two distinct disciplines (e.g., economics, a subfield of social sciences and business), which are eligible in alternate years (e.g., as in the previous instance, social sciences and business), the department must select one discipline and submit proposals only in those years in which the chosen discipline is eligible. Similarly, interdisciplinary programs with two or more participating departments must select the most appropriate discipline and submit proposals only in years in which the selected discipline is eligible.

NOTE RELATIVE TO ELIGIBLE DISCIPLINES IN THE GFT PROGRAM: At its meeting of December 10, 1993, the Board of Regents took the following action: **For the next two years (i.e., proposals solicited during FYs 1994-95 and 1995-96), the Board shall restrict applications in the Support Fund Graduate Fellowships for Teachers Program to the fields of mathematics and the sciences. After that period, the staff, in conjunction with the Support Fund Planning Committee, shall reexamine the issues and present recommendations to the Board.** Pending the Board's receipt of Planning Committee recommendations relative to this issue, applications in the Support Fund GFT Program shall continue to be restricted to the fields of mathematics and sciences. All other guidelines and policies relative to the eligibility of disciplines remain the same.

3. Eligible Recipients of Fellowships

Recipients of fellowships under the Traditional and Graduate Fellowships for Teachers Programs must be American citizens or resident aliens holding permanent visa status. In addition, any student receiving a BoR award should not have been enrolled in the degree program for which the fellowship is designated prior to the semester in which his/her fellowship award begins. These fellowships are designated for recruitment purposes, and should not be used to support students already enrolled in affected programs. See III.B.1.b for additional eligibility requirements for recipients of fellowships under the GFT Program.

C. LIMITATION ON NUMBER OF PROPOSALS THAT MAY BE SUBMITTED PER CAMPUS

Eligible institutions may submit one proposal in the Traditional Graduate Fellows Program for each of the eligible disciplines listed under section III.B.2 of this RFP and one proposal each in mathematics and sciences in the Graduate Fellowships for Teachers Program, with the following exception: LSU Health Sciences Center in New Orleans, LSU Health Sciences Center in Shreveport, and Tulane University Health Sciences Center shall be permitted to submit a maximum of three proposals each under “Health and Medical Sciences” when it is an eligible category. A proposal may include multiple sub-disciplines (e.g., an engineering proposal may include mechanical, civil, chemical, environmental, and other engineering components) provided that these sub-disciplines are integrated into one coherent proposal.

D. FUNDS AVAILABLE

The Board will make the final determination relative to the amount of money to be available for the Graduate Fellows Program for awards that begin in fall of 2010 when it adopts the FY 2009-10 Plan and Budget in January of 2009. As explained in section III.B.1.b of this RFP, 20% of the total Support Fund allocation for the Graduate Fellows Program will be set aside for the GFT Program.

E. COST SHARING AND INDIRECT COST RATE

The Board of Regents requires full tuition be provided for all fellowship recipients and encourages other cost sharing on the part of the submitting institution, such as the waiving of fees for the fellowship recipients recruited through this Program and/or provision of all expenses incurred by the institution in administering the proposed recruitment program. Indirect costs may not be requested from the Board, though may be provided as institutional match.

The amount and nature of the institutional cost-sharing commitment are considered direct evidence of: (1) the institution's desire to see the project implemented; and (2) its commitment to the proposed project's ultimate success. As a result, the awarding of a grant is influenced by the amount and nature of the institutional commitment. Potential applicants and university officials should note, however, that institutional cost-sharing commitments are not taken lightly, either by the peer review panels of out-of-state experts who evaluate proposals and develop funding recommendations, or by the Board which makes final funding decisions. Additionally, if the proposal is recommended for funding, the employing university will be required to honor the commitments made in the original proposal. Although the Board strongly encourages the sharing of costs for proposed projects, the institution should only make those commitments it can realistically meet.

F. INSTITUTIONAL SCREENING COMMITTEE

The Board's Policy for Administration requires that proposals be screened by a campus committee to ensure that: (1) no conflict of interest exists (as defined by the "Code of Governmental Ethics," R.S. 1950, as amended, Title 42, Chapter 15); and (2) only the most meritorious proposals from each campus, which meet objectives and eligibility requirements as defined in this RFP, are submitted to the Board.

Institutional approval of the proposal and submission through LOGAN are considered a guarantee that no conflict of interest exists and that the proposal: (1) has been reviewed and approved for submission to the Board by all appropriate institutional officials who regularly are required to review proposals submitted for external review, including the submitting organization's authorized fiscal officer; (2) has met the objectives, eligibility requirements, and all other appropriate criteria as set forth in this RFP (e.g., the department or unit is eligible to submit a proposal in that year); (3) is in the format required by the Board; and (4) where appropriate, has been reviewed by campus officials within a particular system where similar types of projects might be ongoing (e.g., the dean of the appropriate college and director of the graduate school).

G. ASSESSMENT OF PROPOSALS BY OUT-OF-STATE EXPERTS

All proposals that meet the eligibility requirements and guidelines established for the Program will be reviewed by out-of-state experts for merit. Considerable care will be taken to ensure that these reviewers are: (1) experts in their fields; and (2) impartial evaluators. Proposals will be rated based on the extent to which they meet specified criteria and ranked according to their scores. (See Rating Forms in Appendix B.) Proposals that receive average ratings in the range of 70-100 will be eligible to compete for Graduate Fellowships funds. Only in exceptional and unforeseen circumstances will the Board fund proposals which receive an average rating of 69 or less.

NOTE: At its May 22, 1997, meeting, the Board of Regents reaffirmed its commitment to the reform of undergraduate education and teacher preparation and encouraged all Support Fund program applicants to consider these priorities as they develop proposals. Further, Board staff will make all external reviewers aware of the Board's commitment to undergraduate reform and teacher preparation. Reviewers will be instructed that, when all else is equal, preference should be given to those proposals which emphasize, in a meaningful manner, reform-based undergraduate education and teacher preparation.

H. FINAL SELECTION OF PROPOSALS TO BE FUNDED

Based upon recommendations from out-of-state experts, the Board determines which proposals will be funded.

I. DEBRIEFING

Assessments completed by consultants for each proposal reviewed will be mailed as a part of the complete consultants' report to institutions of higher education in April of the competition year. This is the only debriefing information available for Traditional Graduate Fellows and Graduate Fellowships for Teachers proposals.

J. TIMETABLE

Timely implementation of this Program requires solicitation of proposals in the current fiscal year (FY 2008-09) to enable those institutions with successful applications to recruit students during academic year (AY) 2009-10. Funding will be provided for students for the first time in AY 2010-11, contingent upon Board and Legislative action. The following schedule for submission, assessment, and approval of Graduate Fellows proposals will apply. If any of these dates fall on either a Saturday, Sunday, or legal holiday, the deadline will be extended until 4:30 p.m. of the next working weekday:

November 14, 2008, 4:30 p.m.	Deadline for receipt of proposals submitted via LOGAN
November 2008-March 2009	Proposals reviewed by out-of-state experts
March 2009	Final panel determines funding recommendations
April 2009	Funding recommendations and stipulations of external experts forwarded to institutions of higher education; campus responses to funding stipulations solicited and reviewed by staff
April/May 2009	Board approves panel recommendations
AY 2009-10	One-year recruitment period
May 2010	Contracts negotiated and executed
October 1, 2010	First status reports and invoices due from Principal Investigators

K. POST-AWARD EVALUATION OF FUNDED PROJECTS AND REPORTS REQUIRED

The Board's Policy for Administration states that: "The Board of Regents will require that institutions receiving money under the Support Fund report periodically on the utilization of that money. All programs supported by the Fund will be reviewed at least annually. Data and information collected for review will vary depending upon the type of activity involved, but all information necessary to assess the effectiveness of each project will be gathered. As appropriate, the services of out-of-state consultants may be utilized in the evaluation process."

Successful projects will be required to comply with reporting requirements established by the Board. During the contract term, the project director is required to submit three types of reports, including: a one-time "Recruitment Report;" annual "Progress and Financial Status Reports;" and biannual, cumulative "Status Reports" indicating the current status of students recruited. Reporting formats are provided by the Board.

L. SPECIFICS ABOUT BoRSF FELLOWSHIPS

1. Maximum Length of Appointment and Enrollment Status of Fellowship Recipients

- a. Traditional Graduate Fellows Program:
 1. Doctoral Fellows - The maximum length of the award will be four (4) years.
 2. Master's Fellows - The maximum length of the award will be two (2) years or, in the case of a terminal Master's degree (e.g., M.F.A.), the duration the academic program requirements dictates.
- b. GFT Program (Master's Fellows only) - The maximum length of the award will be one (1) year, plus one additional summer semester.

Recipients of graduate fellowships under the Traditional Graduate Fellows Program must be full-time students and graduates of accredited institutions of higher education. Recipients of fellowships under the GFT Program must fit the criteria detailed in section III.B.1.b of this RFP. All projects begin on August 1 of the first award year.

2. Suggested Standards for Superior Academic Ability

In the evaluation of proposals, considerable weight will be given to the standards by which the institution measures superior academic ability. Which measures will be used and what weight will be assigned to them is left to the judgment of the campus, program, or department, and not set by the Board of Regents. The campuses must, however, gather multiple measures of a student's ability in order to justify the awarding of GF fellowships. Absent other factors, the institution must set minimum grade point averages and scores on the Graduate Record Examination (GRE) or other appropriate standardized admissions tests. The institution must explain clearly the circumstances under which it would permit exceptions to its established admissions policy. The following standards are suggestions:

- a. Grade Point Average (GPA) - The minimum acceptable GPA for both undergraduate and graduate work might be 3.5 on a 4.0 grading scale.
- b. Graduate Record Examination (GRE) - There is no minimum GRE score set by the Board of Regents for fellowship recipients. Composite scores should not be cited in the proposal.
- c. Writing sample and/or statement of purpose - Depending on the qualifications and skills necessary for success in a field of study, programs might request brief essays, research papers, and/or statements of purpose from applicants. Programs may also solicit a statement from the prospective fellow concerning his/her research interests.
- d. Letters of Recommendation - Programs may request letters of recommendation from individuals who know about the prospective fellow's academic history and/or potential.
- e. Interviews and/or Campus Visit - Admissions officers and faculty may choose to interview students, either on campus or off.

As deemed appropriate, the institution may impose other standards and requirements to ensure that only superior students are recruited.

Recipients of graduate fellowships under the Traditional Graduate Fellows Program must be full-time students and graduates of accredited institutions of higher education. Recipients of fellowships under the GFT Program must fit the criteria detailed in section III.B.1.b of this RFP. Summaries of this information shall be provided to out-of-state reviewers of future Graduate Fellows proposals.

IV. PROCEDURE AND DEADLINE FOR SUBMISSION OF PROPOSALS

Graduate Fellows proposals must be submitted electronically, via the Louisiana Online Grants Administration Network (LOGAN), following the instructions provided online at <http://laregents.org/support>. Because institutional approval is granted by the submission of the proposal to the Board through each institution's Office of Sponsored Programs, signatures are not required and it is not necessary to submit a paper original or copy.

V. PROPOSAL REQUIREMENTS AND FORMAT

The format and requirements for proposal submission must be followed closely. Proposals not adhering to requirements will be returned to the applicant for non-compliance and not considered for funding in the year of submission. Applicants should be aware that the proposal requirements and format changed significantly and LOGAN submission became mandatory in 2007. Proposals using previous formats and/or not submitted through LOGAN will not be considered for funding.

A. GENERAL REQUIREMENTS AND STIPULATIONS

NOTE: The applicant is solely responsible for any reviewer misunderstandings that occur because of missing/incorrect information in the proposal, including the cover page.

Proposed projects must be of sufficient duration (see section III.L.1 for maximum lengths of appointment) and must request sufficient funds to enable newly recruited students to complete their degree programs within the normally allowed time period. Proposals may not be written in such a manner that further proposals must be approved for funding to ensure continued payment of a fellowship already awarded. In addition, proposals must permit the expenditure of all funds during the period of the contract. Funds may not be requested for expenditure after the conclusion of the contract period.

1. Number of Copies – Because proposals are submitted electronically, copies are not requested.
2. Addenda Submitted Separate from the Proposal – Proposals submitted to the Board must be complete upon submission. No addenda (e.g., letters of support) will be accepted before or after receipt of the proposal or separate from the LOGAN submission.
3. General Format Stipulations – All narrative sections of the proposal must be presented in a PDF document with pages numbered and 1-inch margins at the top, bottom and on each side, in type no smaller than 12 point. Data requested in the forms (see Appendix A) must be provided for all proposals. Proposals must be submitted via LOGAN.

B. SPECIFIC REQUIREMENTS AND FORMAT

Each proposal must include the following information and must be arranged in the following sequence:

1. Data Tables and Charts – GF data tables are available on LOGAN.
2. Narrative – The narrative should be comprehensive, providing requested information for all departments/units for which support is requested. All narrative sections should be compiled as a single PDF document to be uploaded to LOGAN. The total proposal narrative, which excludes forms, budget pages and appendices, should not exceed 20 pages in length.

a. Program Overview, History and Future Direction (7 pages maximum)

- i. Overview of Department/Unit: Briefly describe the department/unit, including numbers of faculty active in research, amount of external funding generated, student population, time to degree, and other relevant information.
- ii. Departmental Opportunities: Provide specific indices of existing excellence and evidence to support claims for future progress. All GF proposals should address the following questions: What is the submitting department's/unit's greatest opportunity for achieving or maintaining regional, national, and/or international standards of excellence? What is the department's/unit's greatest opportunity to contribute to the economic development of Louisiana? GFT proposals should include analysis of the needs of K-12 schools and teachers targeted by the requested fellowships.
- iii. Departmental Action: How has the department/unit taken action on opportunities over the last five years? How have existing resources been used to propel the department/unit toward eminence? What specific challenges has the department/unit faced? Support each case with concrete data and/or examples. Include accreditation information only when applicable and current. For GFT proposals, indicate departmental and program participation in school reform and teacher training efforts and specify any measurable impact of previous awards on the quality of education in the fellows' schools and districts.
- iv. Purpose of BoRSF Graduate Fellowships: What is the proposed purpose of BoRSF support? Where do BoRSF Graduate Fellowships fit into the described departmental/unit opportunities to achieve regional, national, and/or international eminence in terms of both research and education? How does BoRSF support link to plans for diversifying or broadening both pools of applicants and student populations? For GFT proposals, indicate the potential impact of these awards on your master's level program and on the science and/or mathematics education at the fellows' schools. Provide quantitative and/or anecdotal evidence, if possible. How will BoRSF awards help the department/unit to achieve its goals and capitalize on identified opportunities?

b. Work Plan (12 pages maximum)

- i. Degree Program: Describe the degree program(s) for which fellowships are requested. Include information on curriculum, basic program components, and program objectives.
- ii. Student Recruitment: Provide information on student recruitment experiences and future plans. In particular, describe:
 - a. Recruitment history related to and future plans for attracting a high-quality applicant pool among U.S. citizens and permanent residents. For GFT proposals, describe plans for and experience in recruiting and enrolling in-service teachers.
 - b. Recruitment history related to and future plans for attracting high-quality under-represented minority students.
- iii. Standards for Fellowship Recipient Selection: Describe and justify academic and other standards by which students will be selected to receive Board of Regents awards. If GRE scores are included as a selection standard, indicate which score – verbal, analytical, or

quantitative – is considered primary in evaluation of applicants. Note that ETS has indicated that the use of composite scores is inappropriate.

- iv. Mentoring and Student Tracking: Describe programs for mentoring and tracking progress of graduate students in your department/unit both before and after an advisor is selected. Include in this section information about student retention problems and successes, and relate these to future plans of action.
- v. Involvement of STEM Fellows in K-12 Education: Students who receive Support Fund fellowships in the sciences, mathematics, and/or engineering are required to participate in at least one event each semester they hold a Support Fund Graduate Fellowship in which they work with an elementary and/or secondary school or a local school association to enhance the interest of elementary and/or secondary students going into a science, engineering and/or mathematics field. (See Appendix C for the Board’s rationale.) All departments or units submitting proposals in the sciences, engineering, and/or mathematics disciplines, therefore, must include a plan by which the department(s) will involve Support Fund Graduate Fellowship recipients in these types of activities.
- c. **Stipend Request (1 page maximum):** Identify and provide a rationale for the stipend level proposed for these fellowships. Include a schedule by which students will be paid, and indicate whether students will be required as part of their fellowship responsibilities to enroll for the nine-month academic year or a twelve-month course of study.

3. Proposed Budget

- a. Detailed budgets and justifications must be submitted for each year of the proposed project, using electronic forms supplied by the Board through LOGAN. A general description of institutional and/or other matching support also must be included, if appropriate.
- b. Only with substantial justification and under exceptional circumstances will the Board authorize expenditure of Support Fund money in the Graduate Fellows Program for purposes other than stipends. Indirect costs, costs for recruitment activities, travel, fee waivers, supplementary stipends, and other expenses related to recruitment and retention of fellowship recipients may be included as part of institutional cost-sharing.
- c. Board of Regents Support Fund money may not be used to support regular, ongoing operating costs of existing or proposed programs, entities, or projects. As indicated in Section I.B of this RFP, “Purposes of the Board of Regents Support Fund,” Article VII, Section 10.1, of the Louisiana Constitution stipulates that “The monies appropriated by the Legislature and disbursed from the Support Fund shall not . . . displace, replace, or supplant other appropriated funding for higher education . . .” Applicants must make a case in their proposals for why what they are proposing does not violate this stipulation. Applicants should also be aware that Support Fund Program staff will make the final panel of out-of-state evaluators aware of this Constitutional prohibition, as well as the current economic climate for higher education in Louisiana. The panel will then be asked to develop recommendations relative to whether providing Support Fund funding for specific proposals under serious consideration would violate this constitutional stipulation.

- d. Institutions are required to provide a full tuition waiver for each fellowship requested. Other institutional matching commitments are encouraged.

4. Appendix (.pdf attachment)

Attach essential material supplementary to and referenced in the body of the proposal. The Appendix may include catalog entries for graduate courses of study, expanded faculty information, past or proposed recruitment materials, letters of support, and other materials immediately relevant to the aim and intent of the proposal. Note that a brief biosketch or abbreviated curriculum vitae for each key faculty participant is preferable to full a CV. Elements of the Appendix should be clearly delineated and numbered as they relate to sections of the proposal narrative. When possible, provide URLs for access of materials.

APPENDIX A

PROPOSAL SUBMISSION FORMS

Forms for submission of Graduate Fellowships proposals are available on LOGAN and in a MS Word document at <http://laregents.org>.

APPENDIX B

SAMPLE PROPOSAL EVALUATION FORMS

Form 6.71: Traditional Graduate Fellows Program
Reviewer Evaluation Form

Form 6.72: Graduate Fellowships for Teachers Program
Reviewer Evaluation Form

BOARD OF REGENTS SUPPORT FUND
TRADITIONAL GRADUATE FELLOWS PROGRAM - FY 2008-09

RATING FORM

Proposal Number: _____

Institution/Dept: _____

Each consultant will rate each proposal based on the weighted scale in categories I-IV.

I. Quality Considerations (40 points)

_____ of 25 pts.

1.1 Will the anticipated academic contribution of the targeted graduate students be likely to elevate to higher levels of performance departments or units which have attained- -or show clear promise of attaining--regional, national, or international standards of eminence commensurate with degree offerings and/or functions?

_____ of 15 pts.

1.2 Will the standards that have been established by the department or unit ensure that targeted students are of superior academic ability?

II. Economic Development Considerations (20 points)

_____ of 10 pts.

2.1 Will the anticipated academic contribution of the targeted graduate students be likely to elevate to higher levels of performance departments or units which have promoted--or show clear promise of promoting--economic development in the State?

_____ of 10 pts.

2.2 Will the targeted students' educational and research interests and activities have the potential to advance the economic development of the State?

III. Feasibility Considerations (30 points)

_____ of 9 pts.

3.1 Has the department or unit's past and current record of graduate recruitment been a successful one? If the department or unit's track record has been less than successful, does the plan for improvement hold significant promise for success?

_____ of 6 pts.

3.2 Does the department or unit have a program for recruitment of minorities and women in those fields at Louisiana institutions of higher education in which there has been historical underrepresentation? If so, does it appear to have the potential to be effective?

_____ of 5 pts.

3.3 Is the strategy for recruitment adequate and feasible?

_____ of 4 pts.

3.4 Are the selection procedures and criteria well thought out and fair?

_____ of 3 pts.

3.5 Are the standards that have been set to determine satisfactory progress adequate?

_____ of 3 pts.

3.6 Is the plan for tracking student progress adequate and feasible?

IV. Budgetary Considerations (10 points)

_____ of 5 pts.

4.1 Are the amounts of the stipends to be awarded reasonable, yet adequate to recruit truly superior students?

_____ of 5 pts.

4.2 Is the institution offering to share costs in an appropriate and significant manner?

_____ RATING TOTAL

V. Bases of Rating

Summarize briefly the notable features of each proposal which influenced most decisively the ratings given. Views of the entire committee relative to each proposal will be summarized in the general report.

GENERAL RANKING: _____

Ratings of individual consultants will be averaged to derive a single score for each proposal. Proposals will then be ranked based on this score. The ranking of proposals will be included in the general report of consultants which will be transmitted to each submitting institution.

(Form 6.71, Rev. 7/2008)

BOARD OF REGENTS SUPPORT FUND
GRADUATE FELLOWSHIPS FOR TEACHERS PROGRAM - FY 2008-09

RATING FORM

Proposal Number: _____

Institution/Dept: _____

ELIGIBILITY CONSIDERATIONS:

Yes No

___ ___ Only individuals who can complete the program in one year have been targeted.

___ ___ Only teachers at the secondary and below levels have been targeted for potential participation in this program..

___ ___ The applicant institution will require potential participants to sign affidavits committing themselves to teach at least one semester in Louisiana for each semester they receive a BoRSF graduate fellowship.

Each consultant will rate each proposal based on the weighted scale in categories I-IV.

I. Quality Considerations (35 points)

_____ of 23 pts. 1.1 Will the anticipated academic contribution of the targeted graduate students be likely to elevate to higher levels of performance departments or units which have attained--or show clear promise of attaining--regional, national, or international standards of eminence commensurate with degree offerings and/or functions?

_____ of 12 pts. 1.2 Will the standards that have been established by the department or unit ensure that targeted students are of superior academic ability?

II. Economic Development Considerations (35 points)

_____ of 15 pts. 2.1 Will the anticipated academic contribution of the targeted graduate students be likely to elevate to higher levels of performance department or units which have promoted--or show clear promise of promoting--economic development in the State?

_____ of 20 pts. 2.2 Will the targeted students' educational interests and activities have the potential to advance the economic development of the State? Has the applicant institution presented a persuasive argument that the specific discipline in which the proposed fellowship recipient would be teaching is important to the State's economic development?

III. Feasibility Considerations (20 points)

_____ of 5 pts. 3.1 Has the department or unit's past and current record of graduate recruitment been a successful one? If the department or unit's track record has been less than successful, does the plan for improvement hold significant promise for success?

_____ of 5 pts. 3.2 Does the department or unit have a program for recruitment of minorities and women in those fields at Louisiana institutions of higher education in which there has been historical under-representation? If so, does it appear to have the potential to be effective?

_____ of 5 pts. 3.3 Does the strategy for recruitment appear to be adequate and feasible?

_____ of 5 pts. 3.4 Are the selection procedures and criteria well thought out and fair?

IV. Budgetary Considerations (10 points)

_____ of 5 pts. 4.1 Are the amounts of the stipends to be awarded reasonable, yet adequate to recruit truly superior students?

_____ of 5 pts. 4.2 Is the institution offering to share costs in an appropriate and significant manner?

_____ RATING TOTAL

V. Bases of Rating

Summarize briefly the notable features of each proposal which influenced most decisively the ratings given. Views of the entire committee relative to each proposal will be summarized in the general report.

GENERAL RANKING: _____

Ratings of individual consultants will be averaged to derive a single score for each proposal. Proposals will then be ranked based on this score. The ranking of proposals will be included in the general report of consultants which will be transmitted to each submitting institution.

(Form 6.72, Rev. 7/2008)

APPENDIX C

PLAN TO INVOLVE SUPPORT FUND GRADUATE FELLOWSHIP RECIPIENTS IN MATHEMATICS, SCIENCE AND ENGINEERING IN PROMOTING INTEREST OF K-12 STUDENTS IN CAREERS IN THOSE DISCIPLINES

PLAN TO INVOLVE BOARD OF REGENTS SUPPORT FUND GRADUATE FELLOWSHIP RECIPIENTS IN MATHEMATICS, SCIENCE, AND ENGINEERING IN PROMOTING THE INTEREST OF K-12 STUDENTS IN CAREERS IN THOSE DISCIPLINES

In the past several years, studies have shown that the largest growth in employment occurs in sectors utilizing advanced and/or new technology. To attract industry to Louisiana, a sizeable labor pool that is technologically literate (i.e., well-schooled in mathematics, the sciences, and/or engineering) is needed. Efforts to increase the scientific and technological literacy of Louisiana's labor force should include a focus on the minority population of our State. In Louisiana, as elsewhere in the nation, minorities participate at a lesser rate in the science and engineering fields than in any other professional and/or occupational endeavor. Since Louisiana's minority population represents 30% of the potential work force, it is particularly important to foster policies that stress minority participation.

Some steps have already been taken to attempt to address the issue of increasing the interest of K-12 students in careers in mathematics, science, and engineering. For example, the EPSCoR Subcommittee had developed a program to link strong research groups to elementary and secondary schools. Additionally, the Louisiana Systemic Initiatives Program (LaSIP) supports projects designed to upgrade/enhance mathematics and science education in the K-12 age groups.

As one more step toward enhancing the science/engineering "pipeline" in Louisiana, recipients of Board of Regents Support Fund Graduate Fellows awards in the sciences, mathematics, and engineering that began in academic year 1993-94 – and all recipients of Support Fund Graduate Fellows awards in science, mathematics, and engineering thereafter – are required to participate in at least one event during each semester in which he/she holds a Support Fund Graduate Fellows award. Students will work with an elementary and/or secondary school of Graduate Fellows award to enhance the interest of elementary and/or secondary students in the sciences, mathematics, and/or engineering fields. Thus, a Support Fund Graduate Fellow might demonstrate a particular scientific concept to a class, give a talk about going into a science or mathematics field at a local secondary school, assist and/or advise a science teacher who is attempting to design a science/mathematics experience for students, give a talk on the importance of engineering at an in-service workshop for elementary/secondary school teachers, participate in judging a science fair, etc. This new program aimed at enhancing the interest of K-12 students in careers in mathematics, the sciences, and engineering will be administered by the LaSIP staff, in cooperation with the EPSCoR Subcommittee, under the general oversight of the staff of the Board of Regents. These entities will assist institutions of higher education in identifying opportunities of the type that will promote this goal. They will also act as a matchmaker, helping the students and their departments locate appropriate opportunities. Applicants must include a plan in their proposals, however, with specific examples, to accomplish this goal.

APPENDIX D

TAXONOMY OF DISCIPLINES

TAXONOMY OF DISCIPLINES
USED IN THE BOARD OF REGENTS SUPPORT FUND PROGRAMS

NATURAL SCIENCES - BIOLOGICAL
(CONTINUED)

Agriculture

- 0101 Agricultural Economics
- 0102 Agricultural Production
- 0103 Agricultural Sciences
- 0104 Agronomy
- 0105 Animal Sciences
- 0106 Fishery Sciences
- 0107 Food Sciences
- 0108 Forestry and Related Sciences
- 0109 Horticulture
- 0110 Resource Management
- 0111 Parks and Recreation Management
- 0112 Plant Sciences
(Except Agronomy, see 0104)
- 0113 Renewable Natural Resources
- 0114 Soil Sciences
- 0115 Wildlife Management
- 0199 Agriculture - Other

Biological Sciences

- 0201 Anatomy
- 0202 Biochemistry/Biophysics
- 0203 Biology
- 0204 Biometry
- 0205 Botany
- 0206 Cell and Molecular Biology
- 0207 Ecology
- 0208 Embryology
- 0209 Entomology and Parasitology
- 0210 Genetics
- 0211 Marine Biology
- 0212 Microbiology
- 0213 Neurosciences
- 0214 Nutrition
- 0215 Pathology
- 0216 Pharmacology
- 0217 Physiology
- 0218 Radiobiology
- 0219 Toxicology
- 0220 Zoology
- 0299 Biological Sciences - Other

NATURAL SCIENCES - COMPUTATIONAL

Computer and Information Sciences

- 0401 Computer Programming
- 0402 Computer Sciences
- 0403 Data Processing
- 0404 Information Sciences

NATURAL SCIENCES -BIOLOGICAL

Health and Medical Sciences

- 0601 Allied Health
- 0602 Audiology and Speech Pathology
- 0603 Chiropractic
- 0604 Dental Sciences
- 0605 Environmental Health
- 0606 Epidemiology
- 0607 Health Science Administration
- 0608 Immunology
- 0609 Medical Sciences
- 0610 Nursing
- 0611 Optometry
- 0612 Osteopathic Medicine
- 0613 Pharmaceutical Sciences
- 0614 Podiatry
- 0615 Pre-Medicine
- 0616 Public Health
- 0617 Veterinary Science
- 0699 Health and Medical Sciences - Other

NATURAL SCIENCES - PHYSICAL

Chemistry

- 0301 Chemistry, General
- 0302 Analytical Chemistry
- 0303 Inorganic Chemistry
- 0304 Organic Chemistry
- 0305 Pharmaceutical Chemistry
- 0306 Physical Chemistry
- 0399 Chemistry - Other

Physics and Astronomy

- 0801 Astronomy
- 0802 Astrophysics
- 0803 Atomic/Molecular Physics
- 0804 Nuclear Physics
- 0805 Optics
- 0806 Planetary Science
- 0807 Solid State Physics
- 0899 Physics and Astronomy - Other

ENGINEERING - A (CONTINUED)

Engineering - Electrical and Electronics

- 1201 Computer Engineering
- 1202 Communications Engineering
- 1203 Electrical Engineering
- 1204 Electronics Engineering

0405 Microcomputer Applications
0406 Systems Analysis
0499 Computer Sciences - Other

Mathematical Sciences

0701 Actuarial Sciences
0702 Applied Mathematics
0703 Mathematics
0704 Probability and Statistics
0799 Mathematical Sciences - Other

NATURAL SCIENCES - EARTH/ENVIRONMENTAL

Earth, Atmospheric, and Marine Sciences

0501 Atmospheric Sciences
0502 Environmental Sciences
0503 Geochemistry
0504 Geology
0505 Geophysics and Seismology
0506 Paleontology
0507 Meteorology
0508 Oceanography
0599 Earth, Atmospheric, and
Marine Sciences - Other
4403 Environmental Design
4405 Landscape Architecture

ENGINEERING - A

Engineering - Chemical

1001 Chemical Engineering
1002 Pulp and Paper Production
1003 Wood Science
1099 Chemical Engineering - Other

Engineering - Civil

1101 Architectural Engineering
1102 Civil Engineering
1103 Environmental/Sanitary Engr.
1199 Civil Engineering - Other

1299 Electrical and Electronics
Engineering - Other

ENGINEERING - B

Engineering - Industrial

1301 Industrial Engineering
1302 Operations Research
1399 Industrial Engineering - Other

Engineering - Materials

1401 Ceramic Engineering
1402 Materials Engineering
1403 Materials Science
1404 Metallurgical Engineering
1499 Materials Engineering - Other

Engineering - Mechanical

1501 Engineering Mechanics
1502 Mechanical Engineering
1599 Mechanical Engineering - Other

Engineering - Other

1601 Aerospace Engineering
1602 Agricultural Engineering
1603 Biomedical Engineering
1604 Engineering Physics
1605 Engineering Science
1606 Geological Engineering
1607 Mining Engineering
1608 Naval Architecture and
Marine Engineering
1609 Nuclear Engineering
1610 Ocean Engineering
1611 Petroleum Engineering
1612 Systems Engineering
1613 Textile Engineering
1699 Engineering - Other

SOCIAL SCIENCES

Anthropology and Archaeology

- 1701 Anthropology
- 1702 Archaeology

Economics

- 1801 Economics
- 1802 Econometrics

Law (5102)

Political Science

- 1901 International Relations
- 1902 Political Science and Government
- 1903 Public Policy Studies
- 1999 Political Science - Other

Psychology

- 2001 Clinical Psychology
- 2003 Community Psychology
- 2004 Comparative Psychology
- 2005 Counseling Psychology
- 2006 Developmental Psychology
- 2007 Experimental Psychology
- 2008 Industrial and Organizational Psychology
- 2009 Personality Psychology
- 2010 Physiological Psychology
- 2011 Psycholinguistics
- 2012 Psychometrics
- 2013 Psychopharmacology
- 2014 Quantitative Psychology
- 2015 Social Psychology
- 2099 Psychology - Other

Sociology and Social Work

- 2101 Demography
- 2102 Sociology
- 5001 Social Work

Social Sciences - Other

- 2201 Area Studies
- 2202 Criminal Justice/Criminology
- 2203 Geography
- 2204 Public Affairs and 4801 Public Administration
- 2205 Urban Studies and 4406 Urban Design
- 2299 Social Sciences - Other
- 4401 Architecture
- 4402 City and Regional Planning
- 4404 Interior Design
- 5101 Interdisciplinary Programs

SOCIAL SCIENCES (CONTINUED)

Communications

- 4501 Advertising
- 4502 Communications Research
- 4503 Journalism and Mass Communication
- 4504 Public Relations
- 4505 Radio, TV and Film
- 4506 Speech Communication
- 4599 Communications - Other

Home Economics

- 4601 Consumer Economics
- 4602 Family Relations
- 4699 Home Economics - Other

Library and Archival Sciences

- 4701 Library Science
- 4702 Archival Science
- 2002 Cognitive Psychology

ARTS

Arts - History, Theory, and Criticism

- 2301 Art History and Criticism
- 2302 Music History, Musicology, and Theory
- 2399 Arts - History, Theory, and Criticism - Other

Arts - Performance and Studio

- 2401 Art
- 2402 Dance
- 2403 Drama/Theatre Arts
- 2404 Music
- 2405 Design (including Industrial)
- 2406 Fine Arts
- 2499 Arts - Performance and Studio - Other

Arts - Other

- 2999A Arts - Other
- 5101A Interdisciplinary Programs

HUMANITIES

English Language and Literature

- 2501 English Language and Literature
- 2502 American Language and Literature
- 2503 Creative Writing
- 2599 English Language and Literature - Other

HUMANITIES (CONTINUED)

2601 Asiatic Languages
2602 Foreign Literature
2603 French
2604 Germanic Languages
2605 Italian
2606 Russian
2607 Semitic Languages
2608 Spanish
2699 Foreign Languages - Other

History

2701 American History
2702 European History
2703 History of Science
2799 History - Other

Philosophy

2801 All Philosophy Fields

Humanities - Other

2901 Classics
2902 Comparative Language and
Literature
2903 Linguistics
2904 Religious Studies; 4901 Religion;
and 4902 Theology
2999H Humanities - Other
5101H Interdisciplinary Programs

EDUCATION

Education - Administration

3001 Educational Administration
3002 Educational Supervision

Education - Curriculum and Instruction

3101 Curriculum and Instruction

Education - Early Childhood

3201 Early Childhood Education

Education - Elementary

3301 Elementary Education
3302 Elementary-level Teaching
Fields

EDUCATION (CONTINUED)

Foreign Language and Literature

Education - Evaluation and Research

3401 Educational Statistics and
Research
3402 Educational Testing Evaluation
and Measurement
3403 Educational Psychology
3404 Elementary and Secondary
Research
3405 Higher Education Research

Education - Higher

3501 Educational Policy
3502 Higher Education

Education - Secondary

3601 Secondary Education
3602 Secondary Level Teaching
Fields

Education - Special

3701 Education of the Gifted
3702 Education of the Handicapped
3703 Education of Special Learning
Disabilities
3704 Remedial Education
3799 Other Special Education
Fields

Education - Student Counseling and
Personnel Services

3801 Personnel Services
3802 Student Counseling

Education - Other

3901 Adult and Continuing Education
3902 Bilingual/Crosscultural Education
3903 Educational Media
3904 Junior High/Middle School
Education
3905 Pre-Elementary Education
3906 Social Foundations
3907 Teaching English as a Second
Language/Foreign Language
3999 Other Education Fields

BUSINESS

Accounting

- 4001 Accounting
- 4002 Taxation

Banking and Finance

- 4101 Commercial Banking
- 4102 Finance
- 4103 Investments and Securities

Business, Administration and Management

- 4201 Business Administration and Management
- 4202 Human Resource Development
- 4203 Institutional Management
- 4204 Labor/Industrial Relations
- 4205 Management Science
- 4206 Organizational Behavior
- 4207 Personnel Management
- 4299 Business Management - Other

Business - Other

- 4301 Business Economics
- 4302 International Business Management
- 4303 Management Information Systems
- 4304 Marketing and Distribution
- 4305 Marketing Management and Research
- 4399 Business Fields - Other

(2008)