

**BOARD OF REGENTS SUPPORT FUND**

**GRADUATE FELLOWS PROGRAM**

Guidelines for the Submission of

Graduate Fellows Proposals

**FY 2005-06 Competition for Awards to Begin in FY 2007-2008**

Request for Proposals, Number 2005-09

P. O. Box 3677

Baton Rouge, Louisiana 70821-3677

(225) 342-4253

Revised: 9/2005

# REQUEST FOR PROPOSALS, NUMBER 2005-09

## 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 31, 2005, or until 4:30 p.m. of the first working day following this date. 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 31 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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# **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 faculty member), whatever its status (e.g., funded or unfunded, prior to or after external review) a copy of the proposal, by law, must 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 Mr. John Wallin, Associate Commissioner for Sponsored Programs Administration, Ms. Carrie Robison, Special Programs Manager, or another member of the Support Fund Program staff, at (225) 342-4253. 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 31, 2005, or until 4:30 p.m. of the first working day following this date. 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.

## **II. TYPES OF GRADUATE FELLOWS PROGRAMS**

The Board of Regents Support Fund Graduate Fellows Program consists of two components, the Traditional Graduate Fellows Program and the Graduate Fellowships for Teachers (GFT) Program. Potential applicants should be aware that: (1) the requirements for proposals vary depending upon the program; and (2) two sets of criteria have been established to evaluate these proposals. (See Forms 6.71 and 6.72 in Appendix C, for the criteria that will be used to evaluate proposals submitted in each subprogram.)

## **III. THE TRADITIONAL GRADUATE FELLOWS AND GRADUATE FELLOWSHIPS FOR TEACHERS PROGRAMS OF THE BOARD OF REGENTS SUPPORT FUND**

### **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, only graduate fellowships will be awarded through this Program. Recipients of Support Fund graduate fellowships shall not be assigned duties not required as part of their 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 important; 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 Support Fund 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. Although doctoral-level proposals are given priority, the Board has expressed concern in recent years over the dearth of master's-level graduates in areas critical to the State's economic development and the low submission rate of high quality proposals to recruit master's-level students in these areas. For these reasons, the Board has taken steps to stimulate the submission of master's-level proposals under the Traditional Graduate Fellows Program in academic disciplines of critical importance to economic development in Louisiana.

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 the secondary and below levels. College-level teachers shall not be eligible for fellowships through the GFT Program.

2. Eligible Disciplines

Table I, which is a part of the revised 1999 Strategic Plan, sets forth the years in which certain disciplines are eligible to participate. Eligible disciplines for FY 2005-06 are listed under **GROUPS I and II.**

**TABLE I: ELIGIBILITY OF DISCIPLINES\* IN THE GRADUATE FELLOWS PROGRAM**

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**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 2005-06, 2006-07, 2010-11**

Agriculture  
Business  
Education, including Literacy  
Mathematics

**GROUP III - ELIGIBLE IN FYs 2007-08, 2008-09, 2009-10**

Arts  
Humanities  
Social Sciences

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

\*\*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 permitted to submit a maximum of three proposals each when "Health and Medical Sciences" is an eligible category. "Health and Medical Sciences" was made eligible each year in the 1999 revision of the Strategic Plan.

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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), each of which is 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 its discipline of choice is an eligible area. Similarly, an interdisciplinary program with two or more participating departments must select the most appropriate discipline and submit proposals only in those 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 other additional special eligibility requirements for recipients of fellowships under the GFT Program.

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

For each of the eligible disciplines listed under section III.B.2 of this RFP, colleges or universities may submit one proposal in the Traditional Graduate Fellows Program 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 the Traditional Graduate Fellows Program when "Health and Medical Sciences" 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 and submitted as one coherent proposal.

**D. FUNDS AVAILABLE**

The Board will make the final determination relative to the amount of money that will be available for the Support Fund Graduate Fellows Program for awards that begin in fall of 2007, when it adopts the FY 2005-06 Support Fund Plan and Budget in January of 2006. 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 waivers for all fellowship recipients and encourages other cost sharing on the part of the submitting institution, such as the waiver of fees for the graduate fellows recruited under this Program and/or all expenses incurred by the institution in administering the proposed recruitment program. Indirect costs will not be allowed.

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 carefully 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.

Appropriate signatures on the cover page of the proposal 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 Director of the Agricultural Station and the Dean of the College of Agriculture).

## **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 C.) Proposals that receive average ratings in the range of 70-100 will be eligible to compete for graduate fellows 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**

After receiving recommendations from out-of-state experts, the Board decides 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 March or April of each year. This is the only debriefing information that will be 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 2005-06) to enable those institutions with successful applications to recruit students during Academic Year (AY) 2006-07. Funding will be provided for students for the first time in AY 2007-08, 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 either a Saturday, Sunday, or legal holiday, the deadline will be extended until 4:30 p.m. of the next working weekday:

- January 27, 2006 - Deadline for receipt of proposals in the Regents' office
- January - - Proposals reviewed by out-of-state experts  
March, 2006
- March/April, 2006 - Funding recommendations and stipulations of external experts  
forwarded to institutions of higher education; campus  
responses to funding stipulations solicited and reviewed by staff
- April or May, 2006 - Funding recommendations presented to Board of Regents;  
final action by the Board of Regents
- May or June, 2006 - Award information forwarded to institutions
- AY 2006-07 - One-year recruitment period
- May - June, 2007 - Contracts negotiated and executed
- October 1, 2007 - 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 institutions of higher education will be required to comply with reporting requirements established in the Board's comprehensive, four-step evaluation process for all Board of Regents Support Fund Programs. In Step I of the process, background information is solicited from the project director prior to the time that the contract is executed. This background information is used to develop baseline data. 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" on the status of students recruited. The submission and review of these reports constitutes Step II of the evaluation process. In Step III of the process, additional information is solicited from the project director relative to the impact of the grant three years after it was awarded. In Step IV, out-of-state experts evaluate the success of individual projects, as well as the overall Support Fund Program, using the materials gathered in Steps I, II, and III--in conjunction with site visits.

In May, 1997, the Board of Regents began transmitting most required post-award reporting forms for new and ongoing Support Fund projects in electronic format on downloadable software diskettes. Hard copies of all required reports are available upon request from the Board.

## **L. SPECIFICS ABOUT THE BOARD OF REGENTS SUPPORT FUND FELLOWSHIP POSITIONS**

### 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 - 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.

### 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 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 requirement for fellowship recipients set by the Board of Regents.
- 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 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.

As explained in the section on post-award evaluation, to ensure that recipients of Support Fund Graduate Fellowships are “superior” graduate students, post-award reporting requirements will be developed which are designed to track pre-award proposal standards established by the applicant for students to be 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 Support Fund Graduate Fellows proposals.

**IV. PROCEDURE AND DEADLINE FOR SUBMISSION OF PROPOSALS**

Graduate Fellows proposals must be submitted to:

| U. S. Mail  | UPS, Federal Express, Hand-Delivery  |
|---|--|
| Mr. John Wallin<br>Associate Commissioner for Sponsored Programs<br>Administration<br>Board of Regents<br>P. O. Box 3677<br>Baton Rouge LA 70821-3677 | Mr. John Wallin<br>Associate Commissioner for Sponsored Programs<br>Administration<br>Board of Regents<br>1201 North Third Street<br>Suite 6-200<br>Baton Rouge LA 70802 |

Proposals must be in the Board of Regents' office (not simply postmarked) by 4:30 p.m., January 27, 2006. If this date falls on Saturday, Sunday, or a holiday, the deadline will be extended until 4:30 p.m. of the next working weekday. If the applicant wants assurance that his/her proposal was received, a self-addressed, stamped postcard must be included with the proposal.

**V. PROPOSAL REQUIREMENTS AND FORMAT**

The format and requirements for proposals 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.

**A. GENERAL REQUIREMENTS AND STIPULATIONS**

**NOTE:** The applicant is solely responsible for any reviewer misunderstandings that occur because of pages that are missing and/or not in correct order as a result of incorrect or inadequate fastening, or because of missing/incorrect information in other parts of 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 the students that are recruited to complete their degree programs within the normally-expected time period. In other words, proposals may not be written in such a manner that a later proposal must be submitted (and approved for funding) to ensure continued payment of a fellowship already awarded to a student.

1. Number of Copies Required

An original (containing original signatures and supporting items, such as pictures) and seven copies of the proposal are required.

2. Addenda Submitted Before or After Receipt of 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.

3. General Format Stipulations

All sections of the proposal must be typed on plain, 8 ½" x 11" white paper with pages numbered and 1-inch margins at the top, bottom, and on each side, in type no smaller than 12 cpi (or the equivalent - 12pt). The original signed copy should be printed only on one side of each sheet. Additional copies may be printed on both sides. All copies of the proposal must be fastened securely and in a manner that makes them easily stackable with other proposals. Use of binder clips, spiral binders, etc., is strongly discouraged.

**B. SPECIFIC REQUIREMENTS AND FORMAT**

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

1. Cover Page

The format required for the cover page is enclosed in Appendix B (Form 1-GF). Each item on the cover page must be completed. The cover page MUST appear on the top (the first page) of the application.

2. Project Summary

The project summary may contain a maximum of 250 words and must be provided in the format supplied by the Board. (See Appendix B, Form 2.) It should be a concise description of the project, containing a clear statement of objectives and an outline indicating how the project will operate. The summary should also explain concisely how the project meets objectives of the Graduate Fellows Program.

3. Table of Contents

List all sections and subsections of the proposal, including the appendix, if applicable.

4. Profile of Graduate Program and Faculty

- A. Using Form 10-GF in Appendix B, provide a profile of the department's recruitment and admissions data, graduate student support history, and faculty. Supplementary material, including complete listings of faculty members and their achievements, should be included in appendices to the proposal.
- B. Provide a five-year retrospective profile of graduate and undergraduate students in the submitting department(s) or unit(s) using Forms 11-GF and 12-GF in Appendix B. For cases in which the department or unit is independent of undergraduate departments or units, it should be specified that only graduate-level information will be supplied.

5. Narrative

The narrative must not exceed fifteen (15) single-spaced pages with a type size of 12 point or greater, and should be succinct, avoiding repetition and irrelevant information. Pages must have one-inch margins and be numbered. Reviewers will not be responsible for reading more than fifteen narrative pages. The narrative should include each section described below in the order indicated. Reviewers will assign points based on the quality and specificity of the section as indicated.

A. Goals and Objectives

Briefly define project goals and measurable objectives.

B. The Current Situation

- i. Provide an overview of the nature of the degree program and department or unit to which students are to be recruited, including pertinent information about the department's historical and/or prospective status in the institution, indices of regional, national, or international prominence, descriptions of the department's principal research and teaching agendas, and other information deemed to be significant in terms of the request for support of superior graduate students.
- ii. Provide a complete description of the degree program(s) into which superior students will be recruited. Include a detailed account of required and/or recommended actions graduate students undertake to complete the degree. At a minimum, provide descriptions of course requirements and experience obligations and/or expectations, including teaching, laboratory work, K-12 service, and any other activities. In addition, present an account of departmentally organized faculty involvement in student progress, including descriptions of mentoring and monitoring, graduate colloquia, professional development, and any other related activities.
- iii. Provide current information on national accreditation, where applicable.
- iv. Provide dollar amounts for research, including sponsored projects, and characterize funding. In particular, list all previous awards received by faculty in the department or unit, whether they were in the Enhancement, R & D, or Graduate Fellows Programs, and explain the relationships, if any, of the current proposal to Support Fund monies awarded previously.
- v. Provide other information concerning the department and/or institution pertinent to the proposed activities.

C. Assessment of How the Recruitment of the Targeted Graduate Students Would 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

To make this assessment, information such as the following could be used: Board of Regents academic program reviews, other peer reviews, information about faculty accomplishments and achievements, pattern of placement of graduates, and other recognized indices of regional, national, or international prominence.

**NOTE:** In the past, reviewers have requested that more information be provided on the quality of the programs requesting funding; therefore, this question should be given particular and careful consideration.

D. Assessment of How Recruitment of the Targeted Graduate Students Would Elevate to Higher Levels of Performance Departments or Units Which Have Promoted--or Show Clear Promise of Promoting--ECONOMIC DEVELOPMENT in the State

This assessment could include a description of how the targeted students' educational and research interests and activities have the potential to promote the economic development of the State.

E. Assessment of the Department or Unit's Past and Planned Recruitment Efforts

- i. Describe, in narrative form, past and current success and/or lack of success in recruiting graduate students of high quality. Include an analysis of your success or lack thereof. If unsuccessful in the past, a plan must be submitted to overcome the difficulties identified.

- ii. If the department/unit has received previous Support Fund Graduate Fellows awards, Form 9-GF, “Summary of Previous Awards Received Under the Board of Regents Support Fund Graduate Fellows Programs (Traditional and Graduate Fellowship for Teachers Programs),” in Appendix B, must be completed.

F. Recruitment Plan

- i. Describe the general plan and activities to be undertaken to inform prospective superior graduate students of the availability of fellowships.
- ii. Describe the number of graduate students targeted for recruitment and rationale for selection of targeted audience and numbers.
- iii. Describe and justify standards to be used to ensure that targeted students are of superior academic ability, and are a “good fit” for your department. Standards should be discussed both in terms of how they relate to national recruitment norms in the field and how they relate to past departmental recruiting efforts. Clearly explain the circumstances under which the Program will permit exceptions to its established admissions policy. Project Directors should bear in mind that to ensure that recipients of Support Fund Graduate Fellowships are “superior” graduate students, post-award reporting requirements will be developed which are designed to track pre-award proposal standards established by the applicant for students to be recruited. Also, summaries of this information will be provided to reviewers of future Support Fund Graduate Fellows proposals.
- iv. Describe and, if necessary, justify the amount and duration of stipends to be awarded; provide information on institutional cost sharing. Describe and justify any other educational support deemed necessary, over and above the proposed amount for stipends.
- v. Describe the plan for the recruitment of minority and women students.

**NOTE:** In those fields at Louisiana institutions of higher education in which there has been historical under-representation of minorities and/or women, a recruitment plan targeted to these groups must be developed. Applicants should also note that: (1) points have been added to the pre-award rating forms for this section of the proposal; and (2) for all funded projects, the Board's staff will monitor progress and final reports to ensure compliance with the proposed minority recruitment plan. A definition of the term “underrepresented minority” as used by the submitting department or unit is required on Form 10-GF in Appendix B.

G. Definition of Satisfactory Progress and Description of Plan for Tracking Fellowship Recipients (Measurement and Certification of Fellows’ Progress)

H. Description of Plan to Involve Fellowship Recipients in Promoting Interest of K-12 Students in Careers in Mathematics, Science, and Engineering

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 D for more detailed information on the rationale for this requirement, as well as for specific examples of the types of service which might be required.) 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. Planning committees that serve in an advisory capacity to the Board of Regents—including the EPSCoR Subcommittee of the Support

Fund Planning Committee and the LaSIP Professional Partners Panel--will be available to assist successful applicants develop their plans for accomplishing this requirement, once specific Graduate Fellows projects have been funded by the Board and prior to their implementation.

**NOTE:** The EPSCoR Subcommittee oversees the activities of the Louisiana Stimulus for Excellence in Research (LaSER) project, an initiative funded by the National Science Foundation and the Board of Regents. LaSER's major goal is to increase the competitiveness of Louisiana's scientists, engineers, and mathematicians for Federal research money; a related goal is to increase the number of students who select careers in the sciences, mathematics, and engineering. The LaSIP staff, on the other hand, oversees the activities of the Louisiana Systemic Initiatives Program (LaSIP), an initiative which is funded jointly by NSF, the Board of Elementary and Secondary Education, and the Board of Regents, in which the major goal is to stimulate statewide systemic reforms in K-12 mathematics, science, and engineering education.

I. Description of Payment Schedule for Stipends

Include an account of the schedule on which students will be paid, and indicate whether students will be required as part of their fellowship responsibilities to enroll for nine-month academic year or twelve-month courses of study.

J. Description of How Addition of the Targeted Graduate Students Will Benefit the Department or Unit in Its Overall Research and Teaching Missions

Provide an account of the potential impact of targeted students on the department.

K. Illustration of Some of the Ongoing Research Projects That Will Be Available to These Graduate Students and the Prospects for Gaining Outside Funding for Them

L. Description of the General Role of the Submitting Department or Unit in the Future Plans of the Institution and the Extent to Which the Institution Intends to Provide Support for That Program

M. Performance Measures

Indicate how the Board of Regents or other entity will determine whether your project has been a success and the degree to which it has achieved its goals.

6. Proposed Budget (Not included in Narrative page limits)

- A. A detailed budget must be submitted on forms supplied by the Board. A justification page(s) must be attached to the budget page which fully explains every item for which the expenditure of Support Fund money is proposed. A general description of institutional and/or other support also must be included, if appropriate (Form 5-GF, Appendix B). If multi-year funding is requested, separate budget and budget justification pages must be completed for each year of the proposed project, and a cumulative budget must also be included.
- 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 and costs for recruitment activities should be considered part of the institution's cost sharing commitment.

- 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, for items such as fee waivers for fellows and recruitment costs, are encouraged.

7. Proposal Appendix

Essential material supplementary to the text of the proposal should be included in a single appendix. The appendix must be referenced in the proposal narrative. 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. Elements of the Appendix should be clearly delineated and numbered as they relate to sections of the proposal narrative.

## APPENDIX A

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

#### NATURAL SCIENCES - BIOLOGICAL

##### 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 -BIOLOGICAL (CONTINUED)

##### 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

### NATURAL SCIENCES - COMPUTATIONAL

#### Computer and Information Sciences

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

### ENGINEERING - A (CONTINUED)

#### Engineering - Electrical and Electronics

- 1201 Computer Engineering
- 1202 Communications Engineering
- 1203 Electrical Engineering
- 1204 Electronics Engineering
- 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
- 2002 Cognitive 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

## 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
- 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)

### Foreign Language and Literature

- 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)

### 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

(2005)

## **APPENDIX B**

The forms for Appendix B are presented in a separate document on the Internet.

## **APPENDIX C**

### **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 2005-06

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?

Proposal Number: \_\_\_\_\_

Institution/Dept: \_\_\_\_\_

Rating Form for Traditional Graduate Fellows Proposals

Page 2 of 2

**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.

BOARD OF REGENTS SUPPORT FUND  
GRADUATE FELLOWSHIPS FOR TEACHERS PROGRAM - FY 2005-06

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?

Proposal Number: \_\_\_\_\_

Institution/Dept: \_\_\_\_\_

Rating Form for GFT Proposals

Page

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#### **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. 6/2005)

## **APPENDIX D**

**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 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.