

training and postsecondary courses in preparation for further education and four-year universities will deliver baccalaureate and graduate education, teacher training, and essential research. Louisiana's professional schools, specialized institutions and units have unique missions and by design serve statewide educational, research, and service needs. In some instances, institutions provide services across RMLAs due to proximity, transportation corridors, and/or the specialized nature of a particular educational program.

Regional input is essential in determining local/regional needs, areas of economic development, and the better alignment of institutional offerings, research, and service with these needs. Understanding the particular needs of a region and the State will help to better define the role, scope and mission of Louisiana's postsecondary institutions. At a minimum, regional input is needed in:

1. Determining the definition of work-ready for the region and identifying the economic engines upon which the region will focus its future;
2. Developing plans for more effective and efficient delivery of postsecondary education services in the region;
3. Strengthening cooperation between and among public postsecondary institutions in the region, regardless of management board affiliation, through expansion of such initiatives as dual degree programs, faculty and personnel exchange, dual faculty appointments, and the sharing of special equipment and facilities; and
4. Identifying training and services to meet the needs of area employers.

REDEFINING ROLE, SCOPE AND MISSION STATEMENTS

The Board of Regents is committed to the development of a more balanced statewide system of higher education in which each institution progresses in accordance with clearly defined roles and functions. While the basic framework for such a balanced system exists in Louisiana, further differentiation of institutions, particularly within regions in general and proximate institutions in particular, is needed.

Statewide as well as regional needs must be addressed in determining institutional role, scope and mission. In the broadest sense, role, scope and mission statements can be described as the following:

Role – A statement of audiences served, programs/services provided and unique characteristics of the institution.

Scope – The boundaries/limitations placed on the role.

Mission – A broad statement of the fundamental purpose of the institution.

Attaining the goals and objectives outlined in this Plan requires a comprehensive, well-organized higher education structure with institutions contributing in both general and specific ways through uniquely defined roles. This holds true at both the State and regional levels. The Board

of Regents, in consultation with the management boards and the individual institutions, will redefine role, scope, and mission statements for each of Louisiana's public colleges and universities. In the development of these statements, the Board of Regents will follow a series of guiding principles:

1. The role, scope and mission statement represents the essence of the campus, its core priorities;
2. Role, scope and mission is a policy tool to help ensure Louisiana's institutions collectively have the capacity to meet the needs of citizens and employers in a cost-effective manner;
3. With few exceptions, role, scope and mission statements of institutions must reflect how they interact with and serve the economic and educational needs of the region in which the institutions reside;
4. Louisiana's flagship institution is the premiere public research university. The flagship university is expected to:
 - a. Provide leadership in higher education in the State;
 - b. Practice highly selective admissions;
 - c. Offer a wide variety of undergraduate programs;
 - d. Offer an extensive number of master's and doctoral programs;
 - e. Maintain an appropriate mix of undergraduate, graduate and professional students; and
 - f. Sponsor a broad range of research programs.
5. Louisiana's statewide institutions serve the entire State but in a specific and limited manner. The statewide university is expected to:
 - a. Provide leadership in prescribed disciplines and specialties;
 - b. Practice moderately selective admissions;
 - c. Offer a wide variety of undergraduate programs;
 - d. Offer a select number of master's and limited number of doctoral programs; and
 - e. Sponsor a targeted range of research programs.
6. Louisiana's regional institutions focus primarily on providing services to the local population and its economy. The regional university is expected to:
 - a. Provide educational leadership and cultural services to the regional communities;
 - b. Provide admissions criteria matching institutional expectations with student preparation;
 - c. Offer a variety of undergraduate programs in the arts and humanities, sciences, social sciences and service professions;
 - d. Offer a limited number of master's programs in traditional service areas (education, business) and selected others required in the region. Doctoral programs are offered only under the most extraordinary circumstances; and

- e. Undertake research activities primarily of an applied nature and targeted to projects designed to strengthen and diversify the region’s economy and to enhance the educational/instructional process.
7. Louisiana’s community and technical colleges focus primarily on serving local communities. Community and technical colleges are expected to:
 - a. Provide general education services for students wishing to transfer to four-year universities;
 - b. Provide career preparation programs for students wishing to pursue careers in the local economy;
 - c. Design and deliver customized training and rapid response workforce development services;
 - d. Develop and deliver community service (non-credit and other services) to the local population;
 - e. Provide developmental education to students needing academic remediation; and
 - f. Offer GED and other adult basic education opportunities.
 8. The budget realities of Louisiana require that institutions rethink their fiscal structures, adopt greater efficiencies, and to consider educational consortium agreements that maximize the utilization of academic resources and programs.
 9. Graduate and professional programs must be of superior quality, strategically placed, and be made more available through the use of educational technology. This will require the elimination of some existing graduate and professional programs.

The Need for Differentiation

From the Regents’ perspective, each institution occupies a specific niche in the Louisiana higher education delivery system. Although two institutions may appear to be similar because they serve similar roles, they may serve different regions of the State, each of which has its own attributes and its own educational needs. It is critical that each institution develop to the fullest its particular strengths, which have been designed to meet the specific needs of the students it serves. This process of developing institutions with distinct functions is called differentiation.

Among organizations that support the concept of differentiation is the Southern Regional Education Board. According to SREB, categories are not designed to create a hierarchy of institutions or to rank institutions based on prestige. Differences in numbers of degrees, types of degrees, breadth of program offerings in which degrees are granted, and concentration of degrees are the factors upon which SREB categories of institutions are based. A definition of the SREB categories and where Louisiana’s institutions fit into these categories appears in Appendix D.

Economic Considerations

All indications from both the national and state levels are that the next 5 to 10 years will be a time of diminishing support of higher education budgets from federal and state government sources. Higher education institutions must learn to operate more efficiently and be highly