

**UNIVERSITY OF LOUISIANA AT LAFAYETTE**

**REVIEW**

**JULY – OCTOBER 2007**

**James L. Fisher, Ltd**

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October 2007

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## **I. INTRODUCTION**

In July, 2007 the University of Louisiana System arranged for educational consultant Dr. James Fisher to provide an institutional review of the University.

The report is as follows:

On August 28-31, 2007, a team of five higher education professionals reviewed the general condition of the University (Appendix A). The Review included assessing materials and conducting interviews from July 2 through October 25, 2007.

The purpose of the Review was to: 1) assist the Board of Supervisors in assessing the condition of the University; 2) advise on the attitudes of University constituencies; 3) candidly identify and address issues and opportunities affecting the University; 4) recommend a tentative agenda which could guide a future strategic plan; and 5) recommend to the Board of Supervisors more efficient and effective governance premises.

The Review considered the following in terms of strengths, limitations, and/or aspirations:

- General condition of the University of Louisiana at Lafayette
- Academic programs
- Faculty
- Students
- Administration
- Technology
- Budget and finance
- Intercollegiate athletics
- Fund-raising
- Public relations
- Governance
- Other issues and conditions presented during the course of this Review

The team also focused on problems and prospects facing the next President and his or her most desirable characteristics.

Before beginning interviews, team members read and evaluated materials assembled by Lafayette staff. All counted, interviews and groups totaled over 250 persons including faculty, students, staff, alumni, elected/appointed officials, area residents, local businesspersons, members of the Board, benefactors and potential benefactors, professionals at the regional and national levels, persons selected because of special knowledge and randomly selected persons (Appendix B). Interviewees were selected based on position, stratified random sample, and random sample. All private interviews were confidential and followed a general format that included 19 separate areas (Appendix C).

Interviewers were to ask about, but not press, each of the areas and all interviewed were advised that their opinions might be used in the final report but *without* attribution.

Readers should bear in mind that, although much of the Review can be documented, much of it is based on the opinions of those persons interviewed. Wherever the opinions of the Review team are expressed, it shall be obvious.

**This Review is the exclusive work of James L. Fisher, Ltd and should not be attributed to individual members of the Review team.**

## **II. OVERVIEW**

The University of Louisiana at Lafayette (ULL) provides a sterling example of how one can achieve much with comparatively little. Located 60 miles west of Baton Rouge and 130 miles from New Orleans, ULL had humble beginnings as an industrial institute and has never been the recipient of high levels of funding. Nevertheless, the University was recently designated by the Carnegie Foundation as a research university exhibiting high levels of research activity. Its library now boasts more than one million bound volumes; it now has its own supercomputer; it has moved away from its historic open admissions policy for undergraduate students; and the attractive campus now includes more than 200 buildings.

The progress of ULL over the past few decades has been astonishing despite its relatively low levels of state financial support and student tuition. “*ULL has succeeded well beyond what anyone could reasonably have expected,*” complimented a legislator. “*Very few institutions nationally have done as much with as little,*” opined a knowledgeable former college president. The much more generous financial funding that the legislature provided this past year has the potential to accentuate further progress.

ULL has become famous for “*getting the most out of every dollar,*” according to a Board of Supervisors official. Tight financial discipline has enabled the institution to pursue specific, targeted goals such as a limited number of new doctoral programs and enhanced research activity with considerable success.

Many ULL personnel worked hard and made wise decisions in order for the institution to be able to advance to its current status. One of the more astute decisions was to take advantage of its location in the Acadiana region, which is known worldwide for its Cajun and Creole cuisine and Cajun and Zydeco music. The University’s athletic teams compete under the name “Ragin’ Cajuns” and that distinctive nickname alone has given ULL widespread attention and brand awareness. The fleur de lis that appears on most ULL printed material solidifies what one individual has labeled “*The Cajun Connection.*”

ULL plays up its connection to Acadiana and avers that it is a distinctive institution. Students agree. As a senior engineering student remarked, *“People get many of the other state institutions confused, but not ULL. They know we’re the Ragin’ Cajuns and where we’re located.”* A junior female business major observed, *“ULL has a personality and that’s why it’s such a great place.”*

With more than 16,000 students (58 percent women), ULL is the largest institution within the University of Louisiana System. In 1999, the University moved toward selective admissions with full implementation in 2005. Entering freshmen classes now exceed the national American College Testing (ACT) average. This has been no mean feat because ACT test scores in the State of Louisiana are below the national average. Thirty-eight percent of its incoming freshmen ranked within the top one-quarter of their high school graduating classes.

Students are generally happy with the ULL experience and give special plaudits to faculty. As one sophomore put it, *“Faculty will give you as much help as you need. They really seem to care about whether we learn.”* A transfer student from a large state university revels in the attention she is receiving at ULL: *“I can actually get appointments with anyone I need; where I used to be, it was almost impossible.”*

ULL has produced an imposing set of alumni, including Governor Kathleen Blanco, former Senator John Breaux, actor Daniel Sunjata, author James Lee Burke, exercise guru Richard Simmons, noted chef Paul Prudhomme, astronaut Albert Crews, and dozens of professional athletes, including pitcher Ron Guidry and quarterback Jake Delhomme. There is among the University’s alumni a fierce sense of loyalty and attachment, as well as an appreciation for what one called *“the push ULL gave me.”* An alumna described this as follows: *“I came to ULL not knowing what I wanted to do and not having a lot of confidence either. I left with a degree, a job, and lots of confidence. I owe the University a great deal.”*

One of the most remarkable aspects of the University of Louisiana at Lafayette’s rise has been its success in research. Extramural funding for research now approximates \$40 million annually and has been climbing rapidly. The University has utilized research centers to

give impetus to its research efforts. These centers focus on studies ranging from high energy physics and wetlands research to Louisiana culture and Acadiana studies. Recently, the University added “Zeke,” a supercomputer, which is also attached to the Louisiana Optical Network Initiative and national Lambda Rail network.

Most symbolic of the University’s research growth, however, is its relatively new Research Park and LITE (Louisiana Immersive Technologies Enterprise) building. LITE focuses on developing and commercializing University research within the state, especially at ULL. It is funded primarily by the state, with smaller and equally significant contributions coming from the University and the Lafayette Economic Development Authority. Seven companies now occupy the LITE building and a variety of federal agencies occupy space nearby in the Research Park. The potential for growth and development in this arena is immense. However, ULL now needs to make several structural changes in its modes of operation in order for LITE to truly flourish.

Related to these developments are the institution’s nine doctoral programs, including a well-established and highly regarded program in computer science. These doctoral programs, along with increased emphasis upon research, have been facilitated by flexible faculty load policies. Essentially, not all faculty are expected to perform the same tasks. Teaching responsibilities, therefore, vary with the nature of the faculty member’s skills and assignments. A general consensus is that faculty are both capable and loyal. However, the campus would benefit from a more diverse pool of employees in terms of ethnicity, gender and geographic background.

Emphasis placed upon local and regional economic development is a result of ULL’s research activities. We heard praise for the University’s efforts to provide an economic spark to the region. *“That’s one of the reasons why we all wear red,”* remarked a local businessman who is very appreciative of the University’s willingness to pitch in and work on numerous economic development issues. This focus has contributed to the distinct benefit of the region, though it carries with it an opportunity cost--the same money could generate student credit hours that would increase the University’s funding. **(1) We recommend that the new**

**President examine this commitment to boosting economic development carefully to ensure balance of benefits to the campus and to the region.**

One of the major success stories at ULL in recent years has been its ability to attract significant gifts to support its efforts. The ULL Foundation has assets of approximately \$140 million and ULL raises \$5 to \$10 million annually, aside from major gifts. President Authement has proven to be an excellent fund raiser. He has immense credibility within the region and state and his enthusiasm for ULL rubs off on alumni and donors. One noteworthy result has been the funding of more than 250 funded chairs and professorships.

While only 8% of alumni actually contribute to the University's annual fund, their loyalty and regard for ULL "*have increased in recent years*" (the observation of a local businessman). One indication is sales of ULL licensed goods (sweatshirts, etc.), which is approaching \$4 million annually.

Clearly, the primary architect of ULL's renaissance, expansion and impressive reputation has been its President of 34 years, Dr. Ray P. Authement. His strategic decision-making, energy, infectious enthusiasm for ULL, and his vision for the institution "*shine through every day,*" complimented a veteran member of the University's staff who spoke for many others. Highly regarded in the community, state and nationwide, Dr. Authement has improved the University in countless ways: the number, quality and accreditation of academic programs, budgets; facilities; intercollegiate athletic programs, reputation, and ranking; and increased faculty pay. Many improvements have been made during President Authement's tenure, which, as another president put it, "*has been one of the real success stories of American higher education in the past few decades.*" The only concerns referenced were about tight fiscal control and the bureaucratic approval process. Invariably, these concerns were raised in conjunction with respect and appreciation for the President.

Dr. Authement has signaled his intention to step down from the Presidency at the end of the Spring 2008 semester and the Board of Supervisors has initiated a search process for his successor. The next President will inherit an institution that is in excellent overall shape and



financially secure. Despite the University's magnificent progress, multiple challenges remain. Among the most important are: (1) the historic campus appears to be land-locked and faces a shortage of physical space to grow and mature; (2) the institution also appears to be locked in to a tuition and fee structure that handicaps the University's ability to serve its students and constituents; (3) more than a few campus buildings are badly in need of refurbishing and deferred maintenance needs are extensive; (4) the financial status of intercollegiate athletics poses ongoing challenges; and, (5) the potential decline in high school graduates according to the *Chronicle of Higher Education* suggests that it will be challenging for ULL to maintain its current headcount enrollment over the next decade unless it pursues different strategies. All of these will need the thoughtful attention of the next President.

The next President will likely face both the challenge and opportunity to develop his/her own executive team due to the fact that a number of administrators have served in excess of 30 years and will likely retire soon. While it is valuable to bring fresh approaches and new faces into an institution's administration, one cannot discount the need for staff senior administrators who understand the history and circumstances of the institution. Developing the appropriate mixture of the new and veteran is an easily understood notion, but not always an easy principle to apply. In the case of ULL, it is apparent that changes in the executive team are forthcoming. Those with institutional memory as well as those with fresh ideas and strategies to draw the right balance will be important to the future leadership of ULL.

As noted above, several of the significant challenges that will face the new President are physical in nature. First, more than a few campus buildings are badly in need of refurbishing and modernization. One individual noted ironically that a leaking roof in one building washed water over newly purchased computers. The HVAC systems in several buildings are in need of replacement and one wonders how much longer the useful life of several buildings can be extended without extensive renovations. Since the probability that the State of Louisiana will appropriate substantial funds to support such efforts is small, it will be up to the new President to devise a plan to address the most urgent needs of the campus. Some of the \$19.8 million in new recurring funds the campus received this year might well be devoted to that purpose.

Second, areas of campus grounds appear to need maintenance. Crumbling curbs, weeds growing in parking lots and visible accumulations of trash in various locations hint at the lean nature of buildings and grounds staffs over time. We believe it is time for ULL to increase the resources devoted to its general maintenance efforts and buildings and grounds activities. Some of the needed changes are only cosmetic, but important nonetheless.

The continued revivification of ULL's alumni and fund raising efforts will be a challenge for the new President. All things considered, the eight percent annual fund participation of alumni is unacceptably low. Further, state support for new buildings and renovations is likely to be minimal. This suggests the need for the new President to raise money for capital purposes. This should be a high priority.

### **III. ACADEMIC PROGRAMS**

ULL is a predominantly undergraduate institution, but offers a stable of attractive graduate programs as well within eleven colleges and schools. The University offers approximately 80 baccalaureate degree programs, 30 master's degree programs and ten doctoral programs. The newest doctoral program is an Ed.D. in educational leadership.

Every ULL academic program that has an external disciplinary accreditation agency of importance has also received accreditation from the group. Thus, the University's programs have earned disciplinary accreditation in areas such as business, education, engineering and nursing. In nursing, ULL boasts, on the average, a 94% pass rate by its students on the nursing board examination for the past ten years. This is a splendid accomplishment.

The academic programs typically have been challenged by small operating budgets, yet have been well supported by the Dupre Library, with its more than one million bound volumes, and by excellent computer connections.

To ULL's credit, on several occasions, degree programs have been eliminated because of a lack of enrollment as determined by the institution, the University of Louisiana System, and the Board of Regents. In spite of this year's infusion of new dollars, the next President should continue to examine ULL's portfolio of degree programs and continue the practice of pruning those that lag in numbers, quality and necessity.

At the same time, there are several attractive opportunities for the University to meet state and local needs by adding programs or expanding existing ones. We see nursing, the health sciences, and Educational Leadership as attractive (though often expensive) future growth areas for ULL and its region. The need for more nurses, allied health professionals and strong educational leaders all point to attractive areas for expanded efforts. Arguably, the New Iberia Research Center could provide support for such growth.

## **General Education Program**

University of Louisiana at Lafayette undergraduate students must complete a 39-semester-hour state core course requirement plus several additional local requirements to graduate. For those unfamiliar with the campus, the overlap between state mandated and locally mandated requirements is somewhat of a mystery. The University's *Undergraduate Bulletin, 2007-2009*, does little to dispel the nature of the overlap. A half dozen undergraduates called our attention to a table on page 30 of the *Bulletin* which purports to explain the overlap and difference between the state's core curriculum and the ULL core curriculum. **(2) We recommend that ULL review for clarity the academic core curriculum as stated in the *Bulletin*.**

While the core curriculum requirements may be challenging to understand, they are nonetheless laudable. In contrast to what holds true in the great majority of institutions nationally, students in public institutions in Louisiana must come to expect classic liberal arts coursework as part of the curriculum. This includes significant writing in mathematics, the behavioral sciences, and natural sciences; and work in the humanities and fine arts. In addition, the coursework is supposed to include "exposure to diverse cultures, both in the U.S. and abroad."

We have several recommendations that would enhance this already good general education program. First, **(3) we believe that every ULL baccalaureate product should complete at least two years of a foreign language and thus recommend such.** ULL graduates will work and play in an increasingly international and multiethnic world. Foreign language competence will be crucial. Spanish is already the second most common language in the United States and it is fair to say that anyone who does not have some command of Spanish likely will operate at a disadvantage in the future. In addition, language is the primary repository of culture and those who acquire competence in a foreign language will have taken a major step toward understanding an otherwise opaque "foreign" culture.

Second, **(4) we recommend that ULL formally require computer literacy as a core requirement.** No doubt most ULL students will come to the University with the ability to use microcomputers, utilize word processing and spreadsheet software, surf the Internet for information, and the like. However, given that these abilities have become an important, if not essential, prerequisite to the exercise of intelligent citizenship, it seems appropriate that ULL institute a computer literacy requirement. Students should satisfy the requirement either by taking an appropriate course or by successfully passing a competency examination.

Finally, **(5) we strongly recommend that ULL increase the extent to which it evaluates whether or not its general education program actually works.** That is, do students really absorb the content and related experiences associated with the general education curriculum? If so, what evidence is available? Many ULL personnel have a tendency to finesse this question by stating that examinations students take at the end of each class are measures of learning. That may be true, but ULL should strive to obtain nationally normed data to enable determination of where it is doing an especially good job (or the opposite). For example, where do ULL graduates stand when compared to the typical graduate of an institution with the same Carnegie research university (high research activity) designation? If ULL truly wants “*to run with the other institutions in this category*” (the words of a dean), then it must examine the degree to which student learning is sufficient enough to make its graduates effective in the workplace.

### **Faculty Advising**

Once undergraduate students select a specific major, they nearly always receive their academic advisement from faculty. Undecided students are advised centrally by non-faculty.

It is no surprise that some faculty are better and more conscientious academic advisors than others. However, student surveys indicate general satisfaction with the current academic advising system. Our conversations with faculty reveal that most take the task seriously and even look forward to talking with their student charges about their futures, their courses, and their prospects. “*I had a faculty advisor who made a difference in my life when I was an*

*undergraduate,”* noted a faculty member in the sciences, “*and I try to do the same for my students.*” In recognition of the importance of good advising, Dr. Authement recently instituted a program that provides financial rewards to outstanding faculty advisors.

The ULL academic advisement framework is lacking rigorous empirical evidence concerning its impact on student course selection, academic performance, retention, graduation, etc. **(6) We recommend a sophisticated multivariate analysis in order to generate student performance information.** This is yet another area of assessment where opportunity resides for ULL.

### **Research**

ULL currently generates about \$40 million of actual extramural research funding annually. The average faculty member generates about \$75,000 of funded research annually, a number that compares quite favorably with many large, flagship state universities.

One specific thrust in ULL’s research has been the development of its University Research Park. The LITE (Louisiana Immersive Technologies Enterprise) facility is an important focus in the future of the Park. While still in its beginning state, the Park holds great promise for ULL and the region. Nevertheless, that promise should not distract the institution from applying common sense business principles to its operations. That is, the research park should not become a place where faculty members perform research that is unsupported by external funds; the primary focus should be upon research that carries with it the promise of commercialization, patents and licenses; and, public/private partnerships should be emphasized. Therefore, **(7) we recommend that ULL continue the practice where faculty in the research park perform research that is supported by external funds.** Experience on other campuses reveals that it is difficult to adhere to these principles; however, satisfying them is the key to a profitable, productive research park.

We have read discussions of the future of ULL’s high energy physics work and the Louisiana Accelerator Center (LAC). We are not qualified to evaluate the intellectual heft of

this activity; however, we can issue a caveat--high energy and accelerator physics research are expensive and equipment-intensive. Many well-heeled national and international competitors already exist and they own facilities that ULL will find hard to match. The next President should understand these issues as they will affect the institution for years to come.

The growth of the University's research activity is a good news story that has attracted great publicity, and deservedly so. The University loves to note that this places it in the same category as institutions such as Auburn, Baylor and Syracuse. Nevertheless, the pride associated with this advance should not disguise the still relatively modest size of ULL's research enterprise. With more than \$40 million in annual extramural research funding and \$50 million in sight, ULL is nowhere near the top 100 institutions nationally, or even the top 100 public institutions nationally. Extramural funding totaling over \$100 million would be required to break into the top 100. This comment is not meant to minimize ULL's achievements, but rather to place them in the context of national higher education. Labels are not results and it is results that will count in the future for ULL.

If ULL wishes to be recognized for its research and make an impact, then it must do so in particular fields. This implies that it must pick and choose carefully where it invests its institutional funds. A "*We're going to support everybody*" approach (the negative reaction of a faculty member) simply will not do because every faculty member does not have the same capabilities or opportunities. Instead, ULL's prime possibilities might relate to specific areas of excellence such as science and engineering that rely upon the utilization of broad, regional resources (e.g., those relating to the environment and wetlands) and/or on governmental laboratories nearby. Economic development-oriented research and studies that address important regional issues also should receive great consideration.

A university president in another state put ULL's research situation this way: "*They've really done quite well, but need to be careful that they don't get into ruinous competition with M.I.T., or other giants.* Therefore, **(8) we recommend that ULL select its research avenues carefully and focus on its unique areas of excellence in order to maximize its impact.**

#### **IV. TECHNOLOGY**

Computer and Internet related technology at the University of Louisiana at Lafayette is advanced. The campus is connected to the Louisiana Optical Network Initiative (LONI), which in turn is connected to Internet 2 and the national Lambda Rail. Hence, those ULL faculty and researchers who have significant bandwidth and speed needs can have research needs nicely accommodated. ULL also maintains four supercomputer clusters for instruction and research.

More than 700 open access computers exist on the campus and students told us, “*We can usually get access nearly any time we wish.*” More than 6,500 computers exist on the campus for all purposes, not including students’ personal computers.

One of the keys to this development has been the STEP Program (Student Technology Enhancement Program), which allocates more than \$2 million annually for technology purchases on-campus. Full-time students pay \$100 per semester into this fund and it is students who have the primary say how the dollars are spent.

More than 60 multimedia classrooms exist on the campus providing faculty members with access to PCs, Internet, and other technology needs such as VCRs, DVD players, etc. Faculty members in the humanities ruefully noted that they often do not have access to the same resources. “*We’re always at the end of line,*” commented an acerbic humanist.

The campus itself is connected internally with a gigabit fiber optic network; the last three buildings are joining the network within the next year. The quality of the computing network between and inside buildings on campus often is much higher than the quality of the buildings themselves.

Academic instructional technology at the University often is in better shape than administrative technology. ULL utilizes Moodle, an open source, free piece of courseware that is sufficient for the University’s needs. The problem with Moodle is that many individuals do not know how to use it and instruction has been scarce. This has caused a preference in



Blackboard, or similar commercial products that are well-known, but considerably expensive.

**(9) We recommend that the University devote additional resources to training faculty and students in the use of Moodle.**

Students and staff interviewed expressed general satisfaction with their ability to obtain technical support on a timely basis. Each college has specific personnel devoted to handling its problems and in general they are highly regarded by faculty and staff.

ULL still relies upon a payroll system that is more than 30 years old. A legacy administrative system has been repeatedly tweaked over the years and is antiquated. Locally, numerous administrators and department chairs complained to us that they could not obtain timely budgetary information or monitor and manage their budgets online.

There appears to be consensus among interviewees that the institution must purchase a new system, but the \$10 million price tag associated with such has shocked many. Most of the ULS institutions are currently running or plan to transition to SCT Banner. Nevertheless, action must be taken. **(10) We recommend that the next President, in conjunction with appropriate campus and Board of Supervisors personnel, develop a plan for purchasing a new administrative software system and migrating to it over the next few years.** This strategy will improve the University's health and performance over time.

Students are able to pay their bills and register for classes via the Internet, but a degree audit system still does not exist. **(11) We recommend that ULL take actions necessary to place a degree audit system online within the next twelve months.**

## V. FACULTY

It is difficult to characterize any faculty with a few sentences, but there is general consensus that the ULL faculty predominantly contains individuals who are both capable and loyal. “*Most of us came here because we wanted to be here,*” averred a senior faculty member. By reputation, ULL faculty are diligent and concerned about their students. “*I couldn’t have asked for better professors,*” exclaimed a sophomore student.

Our discussions with faculty revealed that they perceive themselves by and large as effective pedagogues who spend considerable time preparing for their classes and meeting with their students. “*There are quite a few genuine master teachers on this faculty,*” commented an administrator.

Even though ULL historically has not always been able to provide up-to-date laboratories and equipment in some disciplines, the research productivity of its faculty is commendable. As noted earlier, the typical faculty member generates about \$75,000 of funded research annually, a very respectable number that many large, flagship state universities wish were true for them.

The rapidly rising research and scholarly expectations of the University have largely been applauded by the faculty. By the same token, some faculty believe that the strong emphasis upon research has distorted the institution, both in terms of its values and the eventual distribution of faculty positions. “*All we’re really, truly interested in around here is research money,*” complained a humanities faculty member. In general, it appears that younger faculty and those in the sciences and engineering are more supportive of higher research expectations. Yet, overall, the faculty seem to appreciate that all students need to experience quality teaching, empirical research, and meaningful service.

We were impressed with the flexibility ULL has developed in its faculty loads. “*This isn’t a ‘one size fits all’ place,*” praised a business faculty member. Faculty members who are more devoted to teaching than to research, or vice-versa, can mold their responsibilities with

their department chair and dean to fit their desires. Four specific “workload tracks” have been identified that provide the basis for this purpose. It appears that by so doing ULL has avoided many of the difficulties that we have observed on other campuses when only one faculty productivity model is allowed.

Extramural fund raising has resulted in 20 faculty chairs and 244 faculty professorships being funded. The centerpiece of these developments has been the matching funds policy of the state under the Board of Regents Support Fund (BORSF) program. This program was established as a result of a settlement between the Federal Government and the State of Louisiana entitling the State to a yearly portion of those dollars attributable to mineral production activity or leasing activity in the Gulf of Mexico. Louisiana wisely placed the proceeds in the constitutionally protected Louisiana Education Quality Trust fund in 1986. Fifty percent of the proceeds are deposited to the BORSF each year to be given out on behalf of the State. Sixty thousand dollars (\$60,000) raised privately is supplemented by \$40,000 from the state. This program has been quite successful at ULL.

While many faculty are national and international in terms of their scholarship and research productivity, approximately 12 percent of all faculty listed in the undergraduate catalog earned their highest degree from ULL.

Clearly, the high incidence of locally degreed faculty carries with it several advantages. Such faculty no doubt like the area and want to remain in Louisiana. In addition, experience suggests they are likely to be loyal to ULL and are less prone to leave in response to higher salaries that exist elsewhere. However, **(12) we recommend that ULL place increased emphasis upon developing faculty recruiting pools that are diverse, not only in terms of ethnicity and gender, but also in terms of geographic backgrounds and generational lines.**

There is a related set of issues that influences ULL’s ability to hire faculty. The current institutional practice is to limit each department to bringing in one faculty candidate for an open position. If that individual is not tendered an offer or declines an offer, then the department must resubmit paperwork in order to bring in another candidate. *“This can take*

*weeks and even months,”* lamented a department chair. “*We need to be able to bring in multiple candidates, just as most other universities do,”* asserted another chair.

Given this framework, there is incentive for some department chairs to invite lower-ranked candidates to campus because they fear they will not be able to fill the position. Further, since ULL often does not pay moving expenses, it is difficult to attract top-level talent.

**(13) We recommend that the new President change the current recruiting procedures and that nearly all faculty hiring be decentralized to the Vice President for Academic Affairs and the academic deans.** Multiple job candidates should be invited to the campus and moving expenses, or at least large proportions of such, should be reimbursed. Paperwork should be minimized and accelerated by placing the appropriate forms on the Internet so that they can be completed electronically. ULL’s increased funding should make all of these developments possible. It is crucial for the University to maximize its chances of hiring the very best talent.

### **Faculty Productivity**

ULL faculty generate respectable numbers of credit hours per semester, and teach respectable numbers of students, at least when measured against comparable institutions. *U.S. News and World Report*, using data supplied by ULL, reports that the average student/faculty ratio at ULL is 25:1. Consider, by way of comparison, several SREB Four-Year 2 institutions. The reported *U.S. News and World Report* student/faculty ratio at Louisiana Tech is 22:1; at Southern Mississippi, it is 17:1; at Western Kentucky, it is 18:1; at Old Dominion, it is 17:1; at the University of Texas, Arlington, it is 21:1.

Another way to examine this issue is to focus on the number of class sections an institution offers with fewer than 20 students. *U.S. News and World Report* reports that 29 percent of all sections at ULL contain fewer than 20 students; at Louisiana Tech, it is 47 percent; at Southern Mississippi, 49 percent; at Western Kentucky, 40 percent; at Old Dominion, 41 percent; and, at Texas-Arlington, 29 percent.

The elevated student/faculty ratio at ULL and larger class sizes reflect a variety of factors, including the paucity of funding the institution has received over the years, along with its relatively low levels of tuition and fees. Data reveal that the University spent \$3,090 per FTE student on instruction in 2005. The average expenditure using IPEDS data for twenty-one comparable SREB Four-Year 2 peers was more than twice as much---\$6,308. ULL ranked last among this group of institutions according to this criterion.

**(14) We recommend that the new President examine the general issue of spending for instruction per FTE.** To what are ULL's lower instructional expenditures a direct function of lack of funding and to what extent are they the consequence of resource allocation decisions? If the latter, then should these allocations be changed over time? This will be a critical issue for the next President.

### **Faculty Salaries**

Given the University's aspirations and its tendency to draw attention to its Carnegie classification, public doctoral institutions are probably the most logical comparators for ULL in terms of faculty salaries. The Board of Supervisors for the University of Louisiana System tends to prefer comparisons based upon Southern Regional Education Board (SREB) institutions and those comparisons are clearly legitimate. However, faculty labor markets are national in character and as ULL expands its programs and reputation, it is national salary structures that increasingly will have to be taken into account.

Though ULL has been constrained financially in many areas, somehow it has found a way to offer its full professors salaries that are well above the other institutions in the University of Louisiana System. That said, the average full professor's salary at ULL is 21 percent below the national average for public doctoral institutions. ULL's average salaries are 16.3 percent below the average at public doctoral institutions nationally, 22.8 percent at the assistant professor rank, and 7.1 percent at the instructor rank. ULL relies heavily on the rank of instructors in many disciplines.

The same general salary pattern applies when one examines SREB data for the 2005-2006 academic year. According to SREB, the average salary of a full-time faculty member was 13.3 percent higher at the twenty-one institutions it has assembled as comparables to ULL. However, significant salary improvement is on the horizon. President Authement has indicated that ULL will grant salary increments, effective the 2007-2008 academic year, that will bring ULL to SREB faculty salary averages by rank and discipline. We applaud this commitment, which will require a salary increment in the range of nine to twelve percent, according to Vice President for Academic Affairs Steve Landry.

In any case, while we believe the SREB data provide a useful measuring stick for ULL, its use should not distract anyone from the reality that markets for faculty are national in scope. ULL and other institutions in the University of Louisiana System must compete for faculty with institutions throughout the country, just as they compete nationally for research money, graduate students, and athletes.

Several junior professors who were interviewed opined that the cost of living is lower in Lafayette than in most other parts of the country and so the real value of their salaries was higher. Alas, the empirical evidence does not back up this contention. The oft-cited ACCRA cost of living index for Lafayette is 98.9 (with the national average being 100). Further, housing costs in the Lafayette area have an index of 105.7, indicating that housing, a major concern for new faculty, is more expensive than the national average.

We regard adequate, competitive faculty salaries as the long-term, vital lifeblood of any institution. Were it not for the private funds ULL has raised to supplement faculty salaries, its position during the past decade would have been dire. Moving to SREB salary averages is a highly desirable step, but only the first step on a long path. Eventually, the issue is relatively simple. If ULL seeks to be a national institution that makes national scholarly waves in a variety of disciplines, then it must continually improve its faculty salaries and focus upon national salary norms. **(15) We recommend the next President continue the emphasis that**

President Authement has placed upon faculty salaries and make it a high priority in terms of private fund raising and advocating for additional state support.

**ACADEMIC YEAR FACULTY SALARIES AVERAGES, 2006-2007**

(in thousands)

	Professor	Associate	Assistant	Instructor
<b>ULL</b>	<b>\$88.0</b>	<b>\$63.7</b>	<b>\$51.6</b>	<b>\$39.7</b>
LSU, Baton Rouge	\$99.3	\$70.8	\$64.0	\$39.7
Louisiana Tech University	\$73.2	\$60.8	\$53.6	\$33.1
McNeese State University	\$70.1	\$55.3	\$46.1	\$36.2
NW State University	\$70.1	\$58.8	\$45.8	\$35.8
Southeastern La. University	\$70.8	\$60.3	\$50.8	\$39.0
Southern University	\$69.1	\$55.4	\$48.4	\$35.7
		-----		
<u>Doctoral Public</u>				
Institutions (U.S.)	\$106.5	\$74.1	\$63.1	\$42.5
<u>Masters Public</u>				
Institutions (U.S.)	\$81.8	\$65.1	\$55.1	\$41.1
		-----		
SREB Comparables (for 2005-2006)	\$91.2	\$67.3	\$58.2	\$40.9
SREB Data for ULL (for 2005-2006)	\$83.9	\$63.8	\$50.0	\$38.2

*Data Sources: American Association of University Professors, SREB.*

## VI. STUDENTS

The typical ULL student likes the University and feels he/she is receiving “*a strong education.*” ULL students tend to be first generation college students; the parents of ten percent of ULL’s students did not graduate from high school, according to the 2004 Cooperative Institutional Research Program (CIRP) Institutional Survey.

ULL students typically were not born into wealth. They are upwardly mobile and therefore a large proportion of the institution’s students is occupationally and vocationally oriented. Students told us that they came to ULL to obtain the education that will enable them to hold the job they desire. The University’s large and well-regarded nursing program provides a specific example. “*With my nursing degree, I can take a job anywhere in the country,*” enthused a senior nursing major.

Approximately 58 percent of ULL students are women; almost 18 percent are African-American. Asian-American students account for 1.5 percent of headcount enrollment, while Hispanics total 1.7 percent. The University has achieved a general reputation for an open and welcoming place for all. “*Things are OK here,*” observed a female African-American student, who spoke for several other African-American students and staff by also stating, “*Things don’t always happen the way we think they should here, but most people have their hearts in the right place and in the end that’s what really counts.*” African-American students contacted on campus were generally outgoing, candid and pleased with their decision to enroll at ULL. **We urge the next President to reach out early on and communicate openly with the major ethnic groups on the campus and assure them of the institution’s continuing commitment to mutual respect and diversity.**

The need for a centralized Office of International Affairs was often expressed, especially by graduate students from both foreign countries and the United States. As a result, **(16) we recommend that the functions associated with international students and internationalization be centralized to maximize efficiency within student services.** Should



the University's international student enrollment continue to grow, the need for a centralized Office of International Affairs should become a priority for the new administration.

Some 92 percent of ULL's students originate from Louisiana. Hence, in the eyes of a humanities faculty member, *"They are good students and I enjoy them in my classes, but they're pretty insular. This is one place where I think we may overplay the Cajun identification. What these students really need is a semester abroad."* Whether or not this characterization is accurate, we believe ULL would benefit from a significant expansion of its study abroad programs. **(17) We recommend that the next President investigate the ways and means to accomplish an expansion of study abroad programs.**

Only a small proportion of ULL undergraduates are members of Greek fraternities or sororities (perhaps 4 to 5 percent). This, combined with the relatively small proportion of students living on-campus, *"puts a clamp on social activities,"* according to a sophomore. *"We're somewhat of a suitcase campus,"* observed another student, who asserted that the University should provide more social activities and outlets.

A number of students also asked that library hours be extended beyond the current 76 hours per week. By extending the hours, working students would have more opportunities to use library services.

One place where ULL is in the leadership vanguard is with its Junior Summer Program, which allows gifted high school students who have completed their junior years to take ULL courses for credit and to have the option of taking courses on a "pass/fail" basis.

Overall, students interviewed seemed to be complimentary of their experiences and felt that they are respected by faculty, staff, and administrators. The new President should continue to maintain the close and regular relationships with students as has been the practice of Dr. Authement through the years.

## Admissions

Data supplied by ULL indicate that in Fall 2006, the institution accepted 73.1 percent of its freshman applicants and experienced a 55.8 percent yield on those acceptances. In the context of Louisiana, ULL is a selective admissions public university.

A business school faculty member used economic terms to describe the result: “*We have a very high value-added here. We take our students a long way in a short time.*” We are inclined to accept these assertions. However, the institution needs to give more attention to evaluation and assessment of its educational outcomes. Nationally standardized testing not only will pinpoint what the institution is doing well (or not so well) and enable ULL to compare itself to other institutions. The 2010 SACS reaccreditation process in concert with national initiatives such as the Voluntary System of Accountability (VSA), which is supported by the UL System Administration, will make the generation of such data virtually mandatory.

**Lurking on the demographic horizon for ULL and other Louisiana institutions is a noticeable decline in the annual number of high school graduates.** According to the *Chronicle of Higher Education*, in 2006-2007 there were 42,956 high school graduates in the State of Louisiana. However, the prediction is that there will be only 39,946 high school graduates in 2016-2017. This represents a seven percent decline without even taking into account the full effects of Hurricane Katrina. Yet, despite what some might deem to be a dim short-term high school graduate forecast, there are many opportunities for the new President to reinforce and grow admissions. Partnerships with area high schools such as dual admission programs and others that actually grow the high school graduation numbers by encouraging individuals to stay in school and attend college can, perhaps, offset some of the current projected losses. Offering more distance learning courses and programs should give more students credit opportunities.

**Other strategies that might help include:**

- **Expand physical improvements on the campus to include academic and student services facilities such as housing.**
- **Expand the reach of graduate programs consistent with the focus of an SREB Four-year 2 institution.**
- **Recruit more out-of-state and international students.**
- **Continue to capitalize on gains made to University retention efforts through initiatives such as awarding faculty advising incentives.**
- **Explore offering an increased number of courses and programs targeted at adults and non-traditional students. This implies an increasing numbers of evening, certificate, short-course and non-credit programs.**
- **Enhance and promote programs consistent with the UL System initiative to expand student access and success.**

**In another section of this institutional evaluation, we recommend that the new President initiate an institution-wide planning process. The items we just have mentioned should be part of the agenda.**

### **Retention and Graduation**

Increasing retention and graduation rates has been an important goal for President Authement and a host of other individuals. There are signs of progress. ULL reports a 72 percent retention rate for freshman students into the sophomore year. This puts ULL on par with comparable institutions such as Louisiana Tech, Southern Mississippi and Western Kentucky (72-73 percent) and a bit below Old Dominion (77 percent).

Assuming ULL admits only those students who realistically have a chance to succeed, then there usually is disappointment or tragedy connected to students dropping out. Both the students and the University have lost some portion of their investment. Pragmatically, it takes four freshman students who drop out after one year to be financially equivalent to one student who stays for four years and graduates.

Eventually, freshmen retention rates translate into graduation rates. Since ULL has exhibited lower freshmen retention rates in the past, it should not be surprising that its six-year graduation rate is lower than those at comparable institutions. According to the NCAA and based upon data supplied by ULL to the NCAA, ULL's six-year graduation rate for the freshman class that entered in 1999-2000 was only 39 percent. *U.S. News* reported the rate to be 40 percent for 2000. Either rate is substantially below the retention rates for the institutions ULL seeks to emulate. Louisiana Tech's graduation rate is 49 percent; Southern Mississippi's is 46 percent; Western Kentucky's is 46 percent; and, Old Dominion's is 49 percent. However, there are impressive efforts and a renewed focus on student retention and graduation rates at ULL. President Authement now offers financial rewards to outstanding faculty advisors.

**(18) We recommend that the next President endorse President Authement's emphasis upon retention and graduation at ULL and find the ways and means to improve both.**

### **Intercollegiate Athletics**

The University of Louisiana at Lafayette competes in the Sun Belt, a Division I conference, in eight men's and eight women's sports. Both its teams and its athletes have achieved conspicuous success over the years, especially in baseball, softball and football. Several dozen National Football League players have claimed ULL as their alma mater.

At the same time, ULL athletes increasingly have performed well in their respective academic programs and their graduation rate exceeds that of the entire student body by about

twenty percent (according to the NCAA). In 2006, ULL student athletes had a 61 percent graduation rate. Further, in a recent year, ULL's athletes earned the highest grade point average among Louisiana's state universities. Praise is due those in charge of intercollegiate athletics and President Authement who have made this a priority. We encourage the next President to continue this leadership role and, indeed, determine how to transfer some of that success to the non-athlete portion of the student body.

While there are several challenges associated with ULL's intercollegiate athletic programs, the primary challenge is financial. ULL competes in the NCAA's highest division, the Bowl Division (until recently, I-A), but spends far less money on intercollegiate athletics, and even on football, than the great majority of I-A members and less than many of the institutions in the lower Championship Division, which until recently was known as I-AA. Further, ULL and most institutions in the Sun Belt Conference contribute a significant proportion of their intercollegiate athletic revenues via direct and indirect institutional support.

We understand that the Board of Regents has made it possible for Louisiana's public universities to increase the proportion of their budgets that can be spent on intercollegiate athletics. Many regard this as a questionable decision: "*Spending more money isn't going to change the situation at these schools very much unless they really spend lots more money, but it will take more money away from academic programs,*" lamented a university president who would prefer a different approach.

Further, "*the Sun Belt football teams often act as punching bags for SEC teams in order to take home a large financial guarantee.*" More than one athletic director noted to us that Division I-AA teams often can obtain similar financial guarantees and that Division I-A status is not a prerequisite to such scheduling.

At a typical Division I-A (Bowl Division) institution, football ticket sales are a significant source of revenue. ULL's total football revenue in 2004, from all sources, including gifts, was \$1.286 million. However, in 2006, ULL averaged only 14,516 attendees per game, 116<sup>th</sup> among 119 Division I-A football teams. Fully 13 I-AA teams registered higher average

attendance. Troy State led Sun Belt Conference institutions with a 20,810 average attendance, ranking it 87<sup>th</sup>.

The upshot is that it is quite difficult for ULL and similarly situated institutions to support football programs at the Division I-A level. (It is apparent that ULL and similar institutions can compete very capably in other sports.) A senior administrator expressed the dilemma this way: *“The amount of money available for athletics probably needs to double or even triple for it to be a successful program.”* We believe this proviso applies in particular to football.

An example may be instructive. Let’s compare ULL to the University of Montana and McNeese State University, two successful I-AA level programs.

	ULL	U Montana	McNeese
Football Revenue 2004	\$1.286 m.	\$5.95 m.	\$1.687 m.
Football Expenditures 2004	\$2.748 m.	\$4.18 m.	\$1.598 m.
Football Attendance 2006	14,516	22,600	10,882
Total Athletic Revenue 2004	\$7.62 m.	\$15.34 m.	\$4.987 m.
Total Athletic Expenditures 2004	\$8.157 m.	\$12.69 m.	\$4.775 m.
Gain or Loss	-.537 m.	+2.65 m.	+.212 m
Institutional Support 2004	\$3.23 m. (42%)	\$3.79 m. (25%)	\$2.35 m. (47%)
Headcount Enrollment 2006	16,300	13,961	8,343

Source: NCAA

We do not propose that ULL eliminate intercollegiate athletics because we believe they have had a beneficial, unifying influence on the campus over the years and in addition have been a great source of institutional and regional pride. ULL needs intercollegiate athletics and demonstrably it can be very competitive in many sports. Therefore, **(19) we recommend that the next President reexamine ULL’s intercollegiate athletics programs and ask pointed**

**questions about their long-term revenue sources and expenditures, ULL's conference affiliation, and especially the institution's NCAA competitive level in football.**

## **VII. ADMINISTRATIVE ORGANIZATION AND OPERATION**

The University of Louisiana at Lafayette is organized in a conventional fashion for a mid-sized public university. Six vice presidents, including one for research and another for information technology, report to President Ray P. Authement. The most unusual grouping of reportages occurs under the Vice President for Information Technology, Ms. Della Bonnette. In addition to expected reportages such as computer services, this vice president also is responsible for equal employment, the microscopy center, continuing education, the print shop, the marine survival training center, and the library. These present an unusual combination. For example, one could easily make the argument that the responsible party for the library should report to the Vice President for Academic Affairs who is highly qualified to assume the responsibility according to reports made to reviewers. Therefore, **(20) we recommend that the next President reexamine the formal and informal administrative organization and reporting structure of the University.** Further, **(21) we recommend that there be a renewed focus by the next President to ensure that leadership in Student Affairs is solely focused on assigned responsibilities and that student services are consistent with the nature and mission of the Office of Student Affairs.** Activities inconsistent with those responsibilities should end.

The University has received favorable audit reports and its reputation with the Board of Supervisors and in the state capitol is excellent in terms of its stewardship of the resources entrusted to it. Board members and Board staff told us that *“ULL is well managed and not a significant source of financial and legal problems.”*

What is not conventional in administrative organization and operation at ULL is the extent to which decision-making on many items of business has been centralized in the President’s office. The University of Louisiana at Lafayette *“may be the most highly centralized and paper driven institution of its size in the United States,”* averred a veteran financial officer at another institution. *“The President must approve everything---hiring, equipment purchases, travel, you name it.”* A department chair complained, *“We don’t have the authority to do much of anything. We all must wait on the paper to go through the*



*President's office.*" At the same time, department chairs convey their high regard and respect for the President. In one informal group, a senior administrator said, "*No one knows or loves ULL like the President*"; others in the group nodded in appreciation.

These reports may be exaggerated, though they were repeated over and over to members of the team. Nevertheless, we must observe that ULL has flourished under this system. Given the paucity of its resources, anything less might have resulted in an inferior performance. A senior administrator put it this way, "*President Authement gets the criticism, but we have reaped the benefits*" (of his administrative style and decisions).

That said, it now seems time to move to another, more decentralized system based upon trust and subsequent verification. ULL cannot effect dramatic improvements in its research funding if most important items relating to research requests, activity and spending must be approved by the President. The University's highly promising LITE initiative, for example, will shrivel if that organization cannot move expeditiously. Departments often cannot hire the best faculty under the current centralized scheme. Even routine business is delayed interminably because it must be accomplished via multiple copies of paper. More than a few individuals on campus regard this as deliberate---"*By the time you get approval for something, it's too late to spend the money or take the action,*" suggested a department chair.

To the maximum extent possible, individual fiscal agents should have the authority to expend their budgets on appropriate items without the approval of a vice president or the President. To the maximum extent possible, forms and paperwork should be placed on the Internet so that they can be completed, submitted and approved (or modified and rejected) electronically. Therefore, **(22) we recommend that all budgets be placed online so that individual leaders and fiscal agents can see and track their expenditures on a daily basis.**

## Auxiliary Services

Campus auxiliary services report to four campus administrators. The campus bookstore, print shop and post office units report to the Assistant Vice President of Financial Services, the Vice President for Information Technology, and the Assistant Vice President for Business Services, respectively. All remaining units including housing, parking, and Student Union report to the Vice President for Student Affairs. In an institution with an operation of this size, consideration should be given to consolidating these services under a single administrator who will be responsible for all auxiliary operations. Both the comments of students to whom we talked and student surveys indicate general satisfaction with the University's provision of these services. The two major exceptions are housing and parking.

Budgets for auxiliary services have generally been balanced and do not put a strain on the overall budget of the University. However, it was reported that there will be a small deficit in auxiliaries for 2006-07 due to operationally funded facilities improvements. ULL has an overall auxiliary fund balance of \$5.7 million, showing that auxiliary services are financially healthy.

With respect to housing (where we already have made a recommendation), ULL students do not believe the University offers sufficient on-campus housing. *"They force us to be commuters,"* complained a graduate student. With respect to parking, students, staff and faculty believe the University needs to construct additional parking decks to relieve problems. The more realistic among these individuals understand that *"we won't receive something for nothing."* These individuals recognize that higher parking fees (both for stickers and hourly) are needed. We have not completed anything that resembles a valid opinion survey on the parking issue. We can say, however, that numerous individuals reported they were willing to pay more for parking if the funds generated went solely to construct new facilities. Hence, **(23) we recommend that the next President examine parking fees to see if they are adequately accounted for and then explore the possibility of increasing fees to fund additional parking options if necessary.** The roughly \$50 per year that faculty, students and staff pay for

parking is astonishingly low. Doubling or even quadrupling this fee should be considered in order to generate badly needed funds for additional parking facilities.

## VIII. BUDGET AND FINANCE

The University is financially secure. Under the President's leadership, the University has built up its reserves, substantially increased its endowment, and paid down its debt. Everyone on the campus and within the System gives him credit for doing this. A System official said that "*The other Presidents within the System would love to have Dr. Authement's fund balances.*"

The University's Net Assets, an indicator of financial health, have increased by \$11 million in fiscal 2004-05; \$20 million in fiscal 2005-06; and \$18 million in fiscal 2006-07 (due to the timing of the team's visit the 2006-07 figures are not audited and do not include the Foundation). The fund balances in Net Assets, exclusive of Plant and the Foundation, are \$143 million. At the end of June 2006 the consolidated Net Assets, exclusive of Plant, were \$183 million.

The University has substantial cash and cash equivalent balances. The balances are approximately \$73 million at June 30, 2007, up from \$56 million at the end of fiscal 2005-06.

This area operates under two Assistant Vice Presidents, one of whom sits on the President's Council. **(24) We recommend that the next President fill the position of Vice President for Finance and allow that person to determine staffing.** The vice presidency is presently vacant although the former vice president serves as part-time consultant to the President. This vacant position should be a thoughtful consideration of the next President. However, we note that, here again, primarily because of President Authement's extraordinary ability, this bipartisan arrangement works rather well.

While both of these Assistant Vice Presidents were criticized by faculty for their strict adherence to policy, we quickly note that this concern is almost always generic in universities and that ULL is noted for its fiscal management. Nonetheless, we have rarely heard as many negative comments about inordinate paperwork.

After decades of fiscal stringency, this year's state budget contains \$19.8 million in additional funds for ULL. In addition, \$3.2 and \$3 million were appropriated through the Board of Regents for the LITE Center and The Center for Childhood Development (The Cecil J. Picard Center for Child Development), respectively. This additional funding apparently will bring the University to the SREB average for similar institutions. Campus personnel are salivating over the prospect of more funding for a variety of programs and tasks. This is understandable, but we feel obligated to advise caution.

Higher education funding frequently has been cut in Louisiana and there is no guarantee that ULL will maintain this level of funding in the future, especially if the national economy edges in recession and tax collections stagnate. Many other areas of the Louisiana state government budget are protected constitutionally or otherwise from cuts and hence higher education will continue to be an inviting target when cuts must be made. Hence, **(25) we recommend that President Authement avoid permanently obligating more than one-half of the new recurring \$19.8 million. The remaining one-half should be for one-time expenditures, which may include deferred maintenance and equipment acquisitions.** We suggest that the new President behave similarly.

From all indications, ULL has been run both parsimoniously and efficiently during the tenure of President Authement. *"Those guys seem to wring the most out of every dollar,"* averred another president. For better or worse, the President has maintained close personal control over budgetary matters and typically insists on personally signing a wide variety of budgetary documents, contracts, and personnel requests. *"That really helps him to know what's going on,"* commented an administrator, *"but it also leads to a degree of micromanagement."* *"He does not delegate much responsibility,"* said another administrator, who nonetheless counts himself as a supporter and admirer of Dr. Authement, who he said *"had worked wonders."*

We already have observed that the new President probably will find some degree of decentralization of decision-making to be a virtuous idea. Except in moments of extremity, presidents of institutions should not be involved in small budget transfers, approval of mundane

expenditures and hires, etc. However, as a senior administrator observed to us, the new President should recognize that the University has become accustomed to this style of leadership and has become comfortable with it and Dr. Authement. Therefore, when decision-making flexibility is provided at the level of department chairs, deans and vice presidents, such changes should be carefully explained and it should be noted that with authority must come accountability. That is, the wisdom of each decision maker's flexible decisions always must be assessed and corrective actions taken as necessary.

### **Tuition and Fees**

By national standards, ULL is a low-cost institution, with annual in-state tuition of \$3,412 and a total cost of education (including books, room and board, etc.) of about \$8,000. Consider tuition and fees at several comparable SREB institutions: Louisiana Tech's annual tuition and fees are \$4,353; Southern Mississippi's are \$4,664; Western Kentucky's are \$6,416; and, Old Dominion's are \$6,528.

Thus, ULL is a bargain and the size of the bargain is enhanced by scholarship aid. In addition to federally funded need-based financial aid, approximately 40 percent of new ULL freshmen receive some type of scholarship, often a TOPS scholarship sponsored by the State of Louisiana. Additionally, the Legislature passed its own need-based aid program (GO Grant) which awards \$2,000 for full-time students with unmet need after receiving a Pell grant. Go Grant awards are granted in addition to any TOPS Scholarships

ULL's low-cost position is an enviable one to some, but seriously reduces the revenues the University has available to support its students and its programs. Our understanding is that the state does not allow for a tuition increase without a two-thirds vote of the Louisiana Legislature. As noted in a previous section of this report, ULL simply does not spend as much money per student on instruction as most comparable institutions. One reason for this is its very low tuition and fee levels. ULL should not seek to be a high-tuition institution, but it seems reasonable that its tuition should be closer to the SREB average for comparable institutions and perhaps similar to an institution such as Louisiana Tech. **(26) We recommend**

**that the new President, cooperating with the Board of Supervisors and other system presidents, give strong support to legislation that will give ULL badly needed tuition flexibility to address weaknesses in the current policy.** Changes in the tuition policy might address the inclusion of differential tuition by discipline whereby higher cost curricula would have higher tuition and tuition charges be based upon an hourly rate which would discontinue the “bracket” pricing currently in effect.

“Per hour” tuition pricing systems exist at the public university system in Illinois, at several institutions in Virginia, and at many community colleges. They have been increasing in number nationally. The next President should review this issue.

We believe students will support such action if the University’s financial situation is explained to them and they can see precisely where the incremental tuition dollars will be spent.

### **Campus Physical Space**

One of the major financial challenges facing ULL over the next few years relates to increasing the physical size of the main campus. The 137-acre main campus is fully occupied and the institution has no room for growth. True, ULL owns other property, for example, on the south campus, but it is not at all clear that developing significant academic facilities there would be a good idea. Walking between classrooms on the main campus and the south campus would not be possible within ten minutes. Bicycling is more tenable, but the experience of other campuses indicates that bicycling does not always work, for example, during rainy weather. Further, some students will not or cannot use bicycles. Busing students is also a viable solution, but will not suffice if the requirement is to move students from one campus to the other within ten minutes.

At the same time, numerous individuals told us that ULL must develop its south campus for largely non-instructional activities even while it begins to expand the size of its main campus. The latter task will be both expensive and sensitive. It will not be inexpensive for the

University to purchase properties contiguous to the main campus. And, almost certainly, some parties will object to such an expansion. We believe that President Authement should leave important decisions such as this to the new President. Further, **(27) we recommend that the new President appoint a committee to establish a comprehensive plan for University property including the best use of property presently owned and property which may be needed for future growth.**

Information gathered indicates that ULL has \$129.6 million in deferred maintenance needs and the UL System has needs totaling \$505 million. Alas, the prospects for state funding of these needs are not good. Since 1993-1994, only \$58.7 million in state funding has been allocated for that purpose in the entire System.



## **IX. INSTITUTIONAL ADVANCEMENT**

The certain key to institutional advancement at ULL is clearly President Ray Authement. The University endowment of \$109 million and excellent relationships with all University publics is due to his extraordinary reputation. For example: at the state-wide level, the University hosts several economic development projects, such as the Manufacturing Extension Program of Louisiana and the Federal Procurement Technical Assistance Program. Locally, the University has taken the lead in a number of valuable joint ventures, including the research park, CajunDome (a 10,000-plus seat multipurpose facility) and incubator, to name a few.

His philosophy has been described by one key external constituent as “*revenue aggressive and spending conservative.*” A long-time staff member states, “*Even through some of Louisiana’s most difficult years and seriously constrained funding, he has been able to keep the University on solid footing and moving forward. . . efficient and conservative financial management has been the forte of Dr. Authement’s leadership.*” A well placed graduate states, “*His (Authement’s) management philosophy demonstrates to donors that every dollar is valued and that it is managed honestly and distributed to meet the greatest needs.*” Several benefactors in effect said, “*We believe in the President.*” Elected representatives interviewed had the “*highest respect for him.*” “*He is already a legend,*” said one elected official.

In spite of these impressive comments regarding Dr. Authement’s fundraising acumen, the advancement area itself needs serious attention to organize its activities and assignments. There is currently no Vice President that heads this area (a real opportunity for the new President). There were 29 staff listed in seven offices (four were support staff). This is the only administrative division of the University which is not unusually lean. And as has been stated, only 8 percent of alumni support ULL when compared to the national average of 17 percent.

As such, we recommend the following:

**(28) We recommend the new President appoint an extraordinary Vice President for Advancement with a tested background in fund raising.** After the appointment of an advancement vice president, we suggest reorganization of the advancement area.

**(29) We recommend that ULL immediately commence a plan for a capital campaign.** Such a campaign is clearly in order for ULL.

There are already sufficient advancement staff; the key will be to properly organize and assign them. Out of an advancement staff of 29, it appears that no more than two or three actually make solicitation calls at ULL. Programs that have difficulty typically assign too many staff to public relations and alumni affairs and a lesser number in fund raising. This seems to be the case with ULL. The present development staff are good but more are needed.

**(30) We recommend combining local, state and federal relations into a single government relations office.** This office should probably report to the President.

ULL should start using the CASE/CAE (Council for Aid to Education) reporting methodology for recording gifts and accounting for expenditures. As well, ULL should regularly participate in national fund raising studies.

### **Alumni Affairs**

The Office of Alumni Affairs and the University of Louisiana at Lafayette Alumni Association are located in the beautiful Alumni Center on campus. The facility is outstanding for office and entertainment purposes and is exceedingly well staffed when matched with comparable institutions. Director Dan Hare appears to be well trained and is viewed favorably by alumni.

The Alumni Association’s mission is “to promote good fellowship among its members, strengthen the ties of loyalty and devotion to their alma mater and at all times to further the interests of the institution.” Ragin’ Cajun alumni get together on campus and at 40 clubs and special interest chapters. The Alumni Association does a good job of hosting reunions, networking events, Spring Gala and the like. The Spring Gala is not only a source of raising funds, but is a major community relations event as well. The Alumni Association also boasts an impressive program of recognition for outstanding graduates.

The key to the “alumni network” is the Alumni Association, approximately 6,000 members strong and supported by a staff of 7, a 10-member executive board and a 60-member council. The University reports 90,000 alumni with good addresses for 80 percent. Parenthetically, a 20 percent loss in alumni is too large and should be thoughtfully addressed.

The relationship of the alumni with the University during Dr. Authement’s tenure has blossomed and, by all accounts, is very strong. Countless interviews with alumni are replete with life-transforming stories and pride in their ULL experience. However, as noted above, these strong feelings have not translated into either significant alumni participation rates or a well-organized annual fund. These are the bottom-line tests.

### **Alumni Support**

<b>Year</b>	<b>Donors</b>	<b>Participation Rate</b>	<b>Dollars</b>
2006	4,867	8%	\$1,273,253.84
2005	4,745	8%	\$1,008,086.83
2004	5,446	9%	\$2,600,549.01
2003	5,024	9%	\$1,130,312.21

*Source: Office of Advancement Services*

As previously noted above, while the University reports some significant contributions from individual alumni and alumni-owned businesses, it would be best served to re-deploy existing staff to place a stronger emphasis on solicitation. **(31) We recommend that existing staff in the Office of Alumni Affairs be reorganized to place a stronger emphasis on solicitation for the annual fund, with a goal of increasing the participation rate and ultimately dollars.**

**Development**

The primary function of the Office of Development is to raise money through ongoing solicitations but it appears that more time is spent on management than on actually raising money. The office does a good job of coordinating appeals for funds, cultivating and recognizing donors, preparing fund raising literature, training and motivating volunteers and maintaining prospect files. But while other functions in the Institutional Advancement Department are adequately staffed (some excessively so), those with the function of “the ask” are underrepresented. The Office would benefit from an assessment of present staff responsibilities and a re-deployment of personnel from other Institutional Advancement Department activities to place a stronger emphasis on direct solicitation. Based upon gifts and expectancies annually between 2003 and 2006 noted in the chart below, there has been a declining trend in raising money.

**Gifts and Expectancies**

<b>Year</b>	<b>Amount</b>
<b>2006</b>	<b>\$7,526,358.54</b>
<b>2005</b>	<b>\$7,539,915.04</b>
<b>2004</b>	<b>\$8,922,276.41</b>
<b>2003</b>	<b>\$11,098,709.56</b>
<b>2002</b>	<b>\$6,241,080.69</b>

*Source: Office of Advancement Services*

## **Planned Giving**

This program is one of the high points in the advancement polygon. Over the past 11 years the University has placed a strong emphasis on developing a planned giving program, with the office appropriately located in the Alumni Center. The current and first full-time Director of Planned Giving, David Comeaux, has been in this capacity since 1996 with good results. He has an established reputation in the field outside the University, is held in high regard on campus and with donors in general and holds a master's degree in Institutional Advancement.

The director focuses his attention on targeted alumni and some friends ages 60 and up or with an established giving pattern. He utilizes a variety of University publications and materials prepared by one of the top planned giving firms in the country. The materials are informative, graphically appealing and distributed on a regular basis.

The University could benefit from expanding the list to a younger age group (50 and up) and more frequent distribution of an informative newsletter (we suggest a quarterly schedule).

The Louisiana Heritage Society is the planned giving organization of the University. The Foundation has been fortunate to receive some major planned gifts that have matured in the recent past, including an estimated \$4.5 million provision, currently pending, for a specific academic program. In the more distant past, a \$9 million bequest was received for endowed scholarships. The director maintains an impressive list of more than 75 individuals who have made documented estates provisions of \$10,000 and above.

## **Research**

Research activities are coordinated through the Vice President for Research and Graduate Studies, Dr. Robert Stewart. Dr. Stewart has an extremely thin support structure which can compromise both efficiency and quality especially regarding oversight of various

federal requirements. Recruitment of new faculty with research backgrounds will reap rewards. As the program grows, it will be necessary to provide incentives to faculty to become involved in research (i.e., travel to appropriate funding meetings, etc.). Growth in funding research has increased steadily since 2001 as noted in the chart below.

### **Research Funding**

<b>Fiscal Year</b>	<b>Amount</b>
2005-06	\$46.5 million
2004-05	\$40.2 million
2003-04	\$36.0 million
2002-03	\$37.0 million
2001-02	\$30.8 million

*Source: Office of Research and Development*

### **University of Louisiana at Lafayette Foundation**

During the past three decades the University has grown from a state institution with a nominal endowment to one with more than \$134 million in assets including an endowment that now tops \$109 million. The Board of Regents matching fund for endowed chairs and professorships has made a significant impact on the University’s ability to attract and retain first class faculty and researchers; the University currently has more than 20 chairs and 244 professorships funded. The Foundation also reports scholarship funds valued at over \$24 million. Audits are “clean” and policies and practices are consistent with contemporary standards.

Established in 1957, the University of Louisiana at Lafayette Foundation manages all private assets gifted to the University. The Foundation manages over 1,200 accounts for various University programs, including: scholarships, professorships, chairs, faculty development funds, grants for research, athletics, alumni and University Art Museum funds,

fund-raising and development operations. These privately held funds are reallocated to the University on a daily basis to supplement overall operating costs.

To better service athletic fund raising, stewardship and program oversight, the Foundation recently established a new standing committee, “The Ragin’ Cajun Athletics Board.” Individuals serving on the Board are nominated and approved through the Foundation. By-laws for the new organization are consistent with NCAA standards. The Athletic Department is currently served by an interim director and the advancement area has a relatively new athletic development officer. With the University’s strong history in sports, the potential for athletic fund raising is significant.

The Foundation Office is located in a beautiful on-campus office. The 30-member Foundation Board of Trustees clearly understands its role and is openly enthusiastic about the University. The Trustees are an integral part of Foundation activities and University life, publishing an attractive *Annual Report on Philanthropy*, which accurately portrays the Foundation’s importance to the University.

### **Advancement Services**

During the past decade the Office of Advancement Services has played a critical role in facilitating the overall day-to-day activities of the department. This function has been particularly important in the absence of a chief advancement officer. The Executive Director, Liz Landry, is a long time professional who is respected and well trained.

The Executive Director and staff are appropriately credentialed and respected and do a good job of facilitation and coordination with the University of Louisiana at Lafayette Foundation, Alumni Association and athletic department. “*They are terrific,*” a major donor noted. “*There just aren’t enough of them to grow the program.*” We agree, and this staffing should be a top priority of the new President.

The office focuses its efforts in five main areas: database management, information management, fund raising support, reporting support, and communications support. Many call this office “the thread” that has pulled together all the functions of the department in the absence of a vice president.

The office manages a database of over 101,000 records, including corporations, foundations, alumni and friends. It is responsible for donation and pledge processing, prospect research and numerous miscellaneous reports for various constituencies.

### **Publications**

In general, UL Lafayette’s advancement and alumni publications are well-written and attractive graphically, representing the University well with key stakeholders.

*La Louisiane*, the alumni magazine, is well-designed and written. Its content appears to be well-balanced, while capturing the flavor and spirit of this unique region. One gains the impression of a sense of pride in place and community when reading this publication. Cover photography and art are inviting, drawing the reader inside the magazine. The use of brief “teaser” copy on the cover – i.e., highlights of top features inside—is effective, and should be standardized throughout all issues. Photography is well managed, with the use of well-composed, tightly cropped shots. Screens, call outs, subheads, second color and graphic illustration are used effectively to break up even text-heavy pages; the designer, to her credit, is not afraid of white space. Copy is also used to drive the reader to the website, something that many college magazines do not do consistently. Leading and typography are highly readable.

In terms of content, staff, faculty, administration and alumni seem to be well represented, with balanced coverage. There is “something for everybody,” including potential donors, students and families. The magazine’s design and content make it a valuable recruiting and advancement tool. The University may wish to consider designing some sections specifically for recruitment and advancement purposes and printing them separately



for use with targeted audiences including major donors. The FAQs (facts & figures) on page 48 are a handy reference and could easily be printed separately for admission handouts.

“Class Notes,” the most widely read section of college magazines, is a frequent stumbling block because of its dependence on outside writers and photographers, but the editor has managed this section to ensure both its quality and readability. Likewise, sports coverage is handled creatively and appropriately. The University can be proud of this publication. It should be sent to all accepted students and all donors who give over \$500, as well as to major prospects and referral sources. *Alumni Accents*, which appears to be a companion piece with emphasis on alumni association and chapter news, is copy heavy and might be cost-effectively delivered as an e-letter rather than a print vehicle if the objective is to deliver timely news about alumni events and news between issues of the magazine.

The University may wish to standardize its branding logo and tagline to use on all University publications.

In today’s competitive climate, ULL needs to capitalize on every opportunity to promote its brand and to reach secondary audiences such as Louisiana Historical Association members throughout the state and region.

With few exceptions, ULL’s publications have been thoughtfully designed within a coordinated palette incorporating the University’s colors of red and white with black accents to create a “family look.”

### **Other Publications**

The students’ and families’ handbooks have been designed as a package, with coordinated design and clever use of reversal of colors. In general, it appears that student-related print materials are excessive and perhaps redundant, given students’ strong preference for acquiring information online and now, through personal Blackberries and text messaging.

Some smaller postcards, flyers, etc. could perhaps be eliminated, combined or alternatively designed for multi-year use such as student and parent handbooks.

### **Media Releases and Clips**

Releases are well written with lead paragraphs concise and attention grabbing. They are of appropriate length, generally 1 – 1½ pages in length, double-spaced. Headlines are attention getting, although news media will re-write them and supply their own. The newswriter exhibits effective news judgment in the selection of information for the lead, 2<sup>nd</sup> and 3<sup>rd</sup> paragraphs. References to appropriate University websites at the end of releases are also effective.

The University should attempt to get at least one or two major national placements per year, particularly in areas where some major donors reside. Such placements would not only generate pride and increase support among alumni giving in these areas, but also, they would yield reprint opportunities for top prospects and applicants.

ULL's location at the center of Cajun culture and its rich lore should yield positive media opportunities such as the University's hosting of the Louisiana Historical Society. Regional mid-sized dailies in the South/Southwest cities could be targeted with stories of interest highlighting the area.

In addition, an effort to mobilize alumni in key markets (e.g., theatre alumni in southern California) to foster stronger media relations should be initiated.

### **Other Recommendations**

**(32) We recommend ULL continue to showcase outcomes in *La Louisiane* and admission materials. Consider adding testimonials from area employers and other end-users of ULL's "product."**

**(33) We recommend ULL add a “boilerplate” paragraph to the end of each media release to provide basic University information.**

**(34) We recommend ULL develop a “three-tiered” media cultivation/placement approach, with roughly 66 percent of staff time devoted to local placements, 20 percent to 3-5 regional daily placements per year and the remaining effort spent in cultivating national sources.** Because media cultivation is labor-intensive for a small – to mid-sized staff, consider retaining a media specialist to research and place these major stories. One major national placement would be well worth the investment.

### **University Homepage**

The initial impression of this portal is positive. It is attractive, navigable, user-friendly, and very clean graphically which makes it easy to get a lot of information without going beyond the second layer. The entire site could benefit from stronger photography and more effective use of existing photography. Currently, there are too many small photos.

### **Websites for Alumni, Foundation and Advancement Areas**

These websites are easy to navigate, with a lot of information easily accessible to the user. The University logo and basic design are carried through consistently across the sites, and donors/alumni can obtain “news they can use” quickly and easily. The quality, placement and presentation of photos could be improved throughout the site, especially on the Alumni and Foundation homepages. Emphasis on photo cropping is suggested.

The alumni website conveys good use of energy, activity and momentum. However, design is linear and a bit too “boxy” which will not appeal to younger alumni. Toolbars help navigation, but there are a few too many; perhaps combining some toolbars could make the website less “busy.”

We liked the streaming text regarding events and the capability for alumni clubs to calendar their own events. In addition, the profile update feature makes it easy to keep in touch with mobile alumni. There is good interactivity in the website. No doubt, the link to the newly redesigned athletics site is popular; yet we believe it could be improved from a design standpoint. The website could make better use of photography.

The development website conveys the dignity and gravitas appropriate to the area and is very well designed. We liked the graphic element of the tree with Spanish moss screened at different resolutions and wondered why this concept was not carried across the other pages. The color combination of the red with gray screen also worked well and, we think, should be standardized across the site.

The content is very well organized, but we think e-giving opportunities should be featured prominently on the front page. We also felt that there should be a prominent link to the Foundation website. The latter features a link back to development, but not vice-versa.

## **X. GOVERNANCE**

### **Government and Community Relations**

The metropolitan area surrounding ULL contains approximately 200,000 people. It is fair to say that the University's relationships with the governmental and community organizations within this area, and Acadiana in general, are excellent. "*ULL has been a good citizen and we especially appreciate what it has done in economic development,*" offered an elected public official. Although problems exist, such as those relating to the disposition of the Horse Farm and University-generated traffic, town-gown relationships appear to be in better shape here than in most comparable situations. President Authement and a variety of other individuals deserve major credit for this circumstance.

ULL's state government and legislative relationships receive more mixed reviews. Indeed, some believe these relationships are superb, while others opined that "*we should do more in Baton Rouge.*" More than a few believe that newly appointed personnel will improve the situation. Regardless, the new President should make it a very high priority to maintain and develop even stronger legislative and gubernatorial relationships. Further, he/she should not ignore key staff individuals in state agencies who often are more influential behind the scenes than more visible elected officials.

**Finally, (35) we recommend that more attention be devoted to accessing federal funding sources by continuing to advance proposals of potential interest.**

### **Board of Supervisors for the University of Louisiana System**

ULL is governed by the Board of Supervisors for the University of Louisiana System; the Board of Regents sets policy for public higher education in the state. There are 16 members on the Board of Supervisors, including representatives from each congressional district within the state. Currently, there is one vacancy. The members of the Board of Supervisors for the University of Louisiana System are appointed by the Governor with the

consent of the Senate. Members serve a six-year term, except for the student member who serves for one year.

The Board of Supervisors employs a highly regarded full-time staff whose responsibility, under President Sally Clausen, is to provide oversight to the Board as well as the eight individual institutions with the System.

The Board enjoys a positive reputation and several interviewees told us it operates more efficiently and agreeably than comparable boards within the state. Dr. Sally Clausen, the President of the UL System, receives the highest marks from all quarters, both in and out of state.

When questioned about ULL, all Board members were admiring of the University and the exceptional leadership of Ray Authement; several interviewees stressed that the next President should place strong emphasis on economic development especially in coastal restoration, oil and gas engineering and computer science.

### **Internal Governance**

ULL is a public corporation. It and all other universities are unique in two conditions that have long and honored roots - - academic freedom and shared governance. There are two primary documents that are generally accepted cornerstones: *The AAUP 1940 Statement on Academic Freedom and Tenure* and *The 1966 Statement on Government of Colleges and Universities*. All faculty, administrators and board members should be familiar with these documents for they are essential roots for university governance. Based on our review, the System and ULL are in essential compliance with the *1940 Statement*. However, the next President should give thoughtful consideration to the *1966 Statement* on shared governance.

Faculty governance on the University of Louisiana at Lafayette campus is carried out through a Faculty Senate. It is a distinctive, even odd, organization in terms of the composition of its membership. All full-time faculty members with the rank of professor “shall be

permanent members.” At the beginning of each year, they are polled to see, in effect, if they really want to serve, meaning they say they commit to attend at least one-half of the scheduled Senate meetings during the academic year.

The result is unpredictable, insofar as Senate membership is concerned. The Senate’s actual membership could be quite distorted in terms of its faculty makeup. Some academic colleges could be bountifully represented, while others would be short of representatives. Some departments with older, more mature faculties have the potential to have many members, while others with more junior faculties will have sharply reduced representation. We were advised that approximately 60 persons attend most Senate meetings. This shows extraordinary interest but such a high participation number could be unwieldy for operational efficiency and thoughtful consideration. Officers of the Senate are admired and respected. Discussion sessions with key administrators, particularly the Vice President for Academic Affairs, conducted before each meeting, tend to provide a helpful exchange of information.

Hence, **(36) we recommend that the next President immediately appoint an ad hoc committee on governance elected by the faculty, including one administrator (preferably the Vice President for Academic Affairs).** The committee should be charged to review all University governance documents and report to the President by early spring of 2008.

A generically acceptable senate would include only elected faculty in addition to top administrators appointed by the president. The administrators would serve as ex officio non-voting members who would provide information and service to senate committees. The student government president is often included as a voting member. There should be appropriate faculty representation from each division of the university. The ideal senate committee arrangements closely mirror the committees of the governing board and are typically staffed by the same university officers who work with board committees. The chair should be an elected member of the faculty who presides at monthly meetings. The agenda should be prepared by a small executive committee with support from the chief academic officer.

## **XI. STRATEGIC PLANNING**

ULL is not an institution which has placed strategic planning at the forefront. At the same time, it is apparent that ULL has been prospering on the basis of a grander plan, though the precise details of this plan substantially have existed in the mind of its productive and successful President. *“He knows what needs to be done and he does it,”* commented a faculty admirer who also gave the President credit for discussing most major initiatives with the campus.

More than a few ULL constituents told us that. By this they mean that the President always has had a grand strategic vision for the institution and this vision is what has guided and motivated the University. *“We’ve never been constrained by what was written down on paper about what we should do, or not do,”* averred a dean who added, *“We’re opportunistic and strategic plans can get in the way if you take them seriously.”*

Although the University of Louisiana at Lafayette does not have a formal strategic plan that is generated with broad, collaborative campus input, it does participate in an annual budget performance review in conjunction with the State’s Division of Administration. Projections related to important indicators such as graduation rates, enrollment, minority enrollment, and retention are generated at that time. In the absence of a strategic plan, these targets might be useful to academic and service departments throughout the campus as they plan their activities.

In addition to the projections provided annually to the Division of Administration, directors of academic and service departments would benefit from knowing that the University, as is the case with the other seven institutions of University of Louisiana System, has agreed to exceed national graduation rates by 2012. This umbrella System goal is also complemented by a recent National Association of System Heads (NASH) initiative to which the System and its institutions have signed up: enhancing student access and success. Obviously, strategies and actions that are developed across the campus must bear in mind this emphasis on improving the University’s graduation rate for all students, as well as enhancing the ability of students to



pursue postsecondary studies, especially those traditionally underrepresented in higher education.

**It will be appropriate for ULL to undertake a new, formal planning process. He/she should commission the process and provide it with guidance and leadership.** The goal should be to have a revised plan ready for the SACS reaccreditation visit in 2010. Given the current nature of American higher education, productive institutional planning most often reflects the vision of each institution's president. Nevertheless, we must note that any top down process usually works best when there is widespread discussion and participation. There are many questions to be addressed about ULL's environment and future challenges and opportunities. The advent of a new president provides the opportunity to confront such issues.

## **XII. RECOMMENDATIONS**

- (1) We recommend that the new President examine this commitment to boosting economic development carefully to ensure balance of benefits to the campus and to the region.**
- (2) We recommend that ULL review for clarity the academic core curriculum as stated in the *Bulletin*.**
- (3) We believe that every ULL baccalaureate product should complete at least two years of a foreign language and thus recommend such.**
- (4) We recommend that ULL formally require computer literacy as a core requirement.**
- (5) We strongly recommend that ULL increase the extent to which it evaluates whether or not its general education program actually works.**
- (6) We recommend a sophisticated multivariate analysis in order to generate student performance information.**
- (7) We recommend that ULL continue the practice where faculty in the research park perform research that is supported by external funds.**
- (8) We recommend that ULL select its research avenues carefully and focus on its unique areas of excellence in order to maximize its impact.**
- (9) We recommend that the University devote additional resources to training faculty and students in the use of Moodle.**

- (10) We recommend that the next President, in conjunction with appropriate campus and Board of Supervisors personnel, develop a plan for purchasing a new administrative software system and migrating to it over the next few years.**
- (11) We recommend that ULL take actions necessary to place a degree audit system online within the next twelve months.**
- (12) We recommend that ULL place increased emphasis upon developing faculty recruiting pools that are diverse, not only in terms of ethnicity and gender, but also in terms of geographic backgrounds and generational lines.**
- (13) We recommend that the new President change the current recruiting procedures and that nearly all faculty hiring be decentralized to the Vice President for Academic Affairs and the academic deans.**
- (14) We recommend that the new President examine the general issue of spending for instruction per FTE.**
- (15) We recommend the next President continue the emphasis that President Authement has placed upon faculty salaries and make it a high priority in terms of private fund raising and advocating for additional state support.**
- (16) We recommend that the functions associated with international students and internationalization be centralized to maximize efficiency within student services.**
- (17) We recommend that the next President investigate the ways and means to accomplish an expansion of study abroad programs.**
- (18) We recommend that the next President endorse President Authement's emphasis upon retention and graduation at ULL and find the ways and means to improve both.**

- (19) We recommend that the next President reexamine ULL's intercollegiate athletics programs and ask pointed questions about their long-term revenue sources and expenditures, ULL's conference affiliation, and especially the institution's NCAA competitive level in football.**
- (20) We recommend that the next President reexamine the formal and informal administrative organization and reporting structure of the University.**
- (21) We recommend that there be a renewed focus by the next President to ensure that leadership in Student Affairs is solely focused on assigned responsibilities and that student services are consistent with the nature and mission of the Office of Student Affairs.**
- (22) We recommend that all budgets be placed online so that individual leaders and fiscal agents can see and track their expenditures on a daily basis.**
- (23) We recommend that the next President examine parking fees to see if they are adequately accounted for and then explore the possibility of increasing fees to fund additional parking options if necessary.**
- (24) We recommend that the next President fill the position of Vice President for Finance and allow that person to determine staffing.**
- (25) We recommend that President Authement avoid permanently obligating more than one-half of the new recurring \$19.8 million. The remaining one-half should be for one-time expenditures, which may include deferred maintenance and equipment acquisitions.**

- (26) We recommend that the new President, cooperating with the Board of Supervisors and other system presidents, give strong support to legislation that will give ULL badly needed tuition flexibility to address weaknesses in the current policy.**
- (27) We recommend that the new President appoint a committee to establish a comprehensive plan for University property including the best use of property presently owned and property which may be needed for future growth.**
- (28) We recommend the new President appoint an extraordinary Vice President for Advancement with a tested background in fund raising.**
- (29) We recommend ULL immediately commence a plan for a capital campaign.**
- (30) We recommend combining local, state, and federal relations into a single government relations office.**
- (31) We recommend that existing staff in the Office of Alumni Affairs be reorganized to place a stronger emphasis on solicitation for the annual fund, with a goal of increasing the participation rate and ultimately dollars.**
- (32) We recommend ULL continue to showcase outcomes in *La Louisiane* and admission materials and consider adding testimonials from area employers and other end-users of ULL's "product."**
- (33) We recommend ULL add a "boilerplate" paragraph to the end of each media release to provide basic University information.**
- (34) We recommend ULL develop a "three-tiered" media cultivation/placement approach, with roughly 66 percent of staff time devoted to local placements, 20 percent to 3-5 regional daily placements per year and the remaining effort spent in cultivating national sources.**

- (35) We recommend that more attention be devoted to accessing federal funding sources by continuing to advance proposals of potential interest.**
  
- (36) We recommend that the next President immediately appoint an ad hoc committee on governance elected by the faculty, including one administrator (preferably the Vice President for Academic Affairs).**

## APPENDIX A

### James L. Fisher

#### Review Team Chair

James L. Fisher has been a consultant to more than 300 colleges and universities and is the most published writer on leadership and organization in higher education today. He has written scores of professional articles and has also been published in such popular media as *The New York Times*, *The Washington Times*, and *The Baltimore Sun*. The author or editor of ten books, his book, *The Board and the President*, "clearly established him as the nation's leading authority on the college presidency," wrote Michael Worth of George Washington University reviewing in *Currents*. His *The Power of the Presidency* was reviewed in *Change* magazine as "... the most important book ever written on the college presidency" and was nominated for the non-fiction Pulitzer Prize. His book, *Presidential Leadership: Making a Difference*, has been reviewed as "...a major, impressive, immensely instructive book, ...a virtual Dr. Spock for aspiring or new college presidents, and ...a must read for all trustees." *The Entrepreneurial College President* (2004) is "...to be commended..." "...a Bible for those who are presidents..." "...or engaged in research..." *The Journal of Higher Education* and Interactive Reviews. His recent book, *Positive Power*, is quickly gaining popularity throughout the United States and internationally:

- The modern Machiavelli...from Aegon to Zenix...persuasive and to the point,@ *Baltimore Sun*.
- There is definitely something happening with this book. We are out of stock already,@ *National Book Network*.

He is presently writing two books, *The Entrepreneurial Personality in Corporate America* and *The Effective Board Chair*, which should be published in 2007.

A registered psychologist with a Ph.D. from Northwestern University, he is President Emeritus of the Council for Advancement & Support of Education (CASE) and President Emeritus of Towson University. He has taught at Northwestern, Illinois State, Johns Hopkins, Harvard, and the University of Georgia. He coined the term institutional review and has conducted hundreds of institutional and governance reviews for public and private institutions and systems. He also conducts board orientations and retreats and consults on presidential searches, evaluations and contracts.

Dr. Fisher has been a trustee at ten private colleges and universities and two preparatory schools. A former Marine, he presently serves as a board member of Millikin University, Florida Institute of Technology, Marine Corps University and the Marine Military Academy. He has received awards for teaching, writing, citizenship and leadership and has been awarded eleven honorary degrees. At Illinois State, The Outstanding Thesis Award was named by the faculty, The James L. Fisher Thesis Award. The faculty at Towson University recommended that the new psychology building be named after Dr. Fisher, and the CASE Distinguished Service to Education Award bears his name.

While president at Towson, *The Baltimore Sun* wrote that he was a "master educational politician....under his leadership, enrollment doubled, quality went up and costs went down." In Washington, *Newsweek* magazine reported that, while President at CASE, his national campaign, The Action Committee for Higher Education (ACHE), resulted in "more than \$1 billion in student financial aid." CASE also created and orchestrated the "America's Energy is Mindpower" campaign, "Higher Education Week" and "The Professor of the Year" awards. For several years, he did a popular daily radio commentary on WBAL in Baltimore and has been an occasional OP/ED feature writer for *The Baltimore Sun*. Through the years, Dr. Fisher has been encouraged by leaders in both parties to run for Governor or Senate.

## George Kidd, Jr.

George Kidd is one of the nation's most accomplished college presidents and financial officers. A college president for 26 years and a business and finance officer for 18 years, he has also been a director of seven for-profit companies and financial institutions.

Dr. Kidd was President at Tiffin University (1981-2002), Vice President for Business Services at Mercyhurst College (1976-1981), and Interim President at Myers University (2005-2006). Prior to his presidencies, he served in a number of financial positions at the University of Pennsylvania (1964-1976).

He has an MA in Economic History from the University of Pennsylvania, an MBA from Drexel University, and four honorary doctorates. He is presently President Emeritus and professor of Economics at Tiffin University.

## James V. Koch

James V. Koch is Board of Visitors Professor of Economics and President Emeritus at Old Dominion University, Norfolk, Virginia. Dr. Koch served as President of Old Dominion from 1990-2001. Prior to that, he was President of the University of Montana, 1986-1990. An Exxon Foundation study of American college presidents selected him as one of the 100 most effective college presidents in the United States. During his tenure at Old Dominion, the University recorded its first Rhodes Scholar, developed the largest televised, interactive distance learning system in the United States, and initiated more than \$300 million in new construction.

Dr. Koch is an economist who has published nine books and 90 refereed journal articles in the field. His *Industrial Organization and Prices* was the leading text in this specialty for several years. The focus of his current research is the economics of e-commerce. He has taught at institutions ranging from Illinois State University to Brown University, the University of Hawaii, and the Royal Melbourne Institute of Technology. His *Presidential Leadership: Making a Difference*, co-authored with James L. Fisher, is regarded as the definitive work concerning college presidents and their boards. He has been individually or collectively involved in the assessment of more than 30 presidents and institutions of higher education.

Dr. Koch earned a B.A. degree from Illinois State University and his Ph.D. degree in Economics from Northwestern University. He has received three honorary doctorate degrees from universities in Japan and Korea and has received a host of honors from organizations such as the Urban League, the National Association for the Advancement of Colored People, and several regional economic development agencies.

## Scott D. Miller

Scott D. Miller is in his 11<sup>th</sup> year as president of Wesley College in Dover, Delaware. During this time, the College has thrived; he was one of 17 presidents nationwide featured in a Kaufman Foundation-funded book entitled *The Entrepreneurial College President* (American Council on Education/Praeger Series on Higher Education, 2004). The Wesley story was one of four "amazing transformational stories" featured in the book *The Small College Guide to Financial Health* (NACUBO, 2002). The College has received two gold medals from the Council for the Advancement and Support of Education in Washington, D.C. for overall fundraising improvement and performance.

Specifically, during the past decade, Wesley has founded a charter school with 629 students in grades 1-12; established an urban center serving over 500; acquired two historic landmarks—the Schwartz Center for the Performing Arts and Barratt's Chapel and Museum; established the Wesley Community Service Center with six campus-based affiliates creating service learning opportunities for undergraduate/graduate students; dramatically increased enrollment (headcount from 1,052 to 2,400; full-time from 617 to 1,860); expanded non-traditional programs to include two branch campuses and multiple



corporate-based programs; increased annual operating revenues five-fold; procured \$67 million for operations, new construction, and endowment; and developed an \$84 million strategic plan.

He is a regular columnist for *The Delaware State News* and *College Planning and Management*; he has co-published the books *President to President: Views on Technology in Higher Education* (SCT/Sungard Publications, 2005), *From the Presidents' Desks: Strategies for Success* (InterAmerican Press, 2006) and *Presidential Perspectives: Creating Competitive Advantages* (Aramark Publications, 2007); and has served on national boards and as a consultant to college and university presidents and boards.

Before coming to Wesley, he served for 13 years at Lincoln Memorial University (President, 1991-97; Executive Vice President, 1988-91; and Vice President for Development, 1984-1988) and the University of Rio Grande (1981-84). He is a former newspaper reporter in Pennsylvania and West Virginia.

He holds degrees from West Virginia Wesleyan College (B.A.), The University of Dayton (M.S.), Vanderbilt University (Ed.S.), and The Union Institute & University (Ph.D., Higher Education Administration) and has completed postgraduate studies at Ohio and Harvard Universities.

## C. Michael Moriarty

C. Michael Moriarty earned his B.S. in Physics from Carnegie-Mellon University; his M.S. in Engineering Physics and Mathematics from Cornell University; and his Ph.D. in Physiology and Biophysics at the University of Rochester Medical Center.

A native of Schenectady, New York, Dr. Moriarty has served as tenured research professor for 36 years, and for the last 18 years he has been a full-time university research administrator, including Vice President for Research at Auburn University for the last twelve years. Previously, he was the Associate Vice President for Research at the University of Georgia. At the University of Nebraska he held positions of Assistant Provost and Dean of the Graduate School, Executive Assistant to the President, and Associate Dean for Research and Graduate Studies.

At Auburn, Dr. Moriarty was the chief administrator of a research program approximating \$100 million that grew over twelve years at an annual rate of 15%. He also served as the university's liaison to the Alabama Congressional delegation. Through their efforts and support, Auburn received more than \$250 million in Congressionally directed money over the past ten years. During his time at Auburn, efforts at commercializing the technology discovered through university research resulted in eleven start-up companies and 53 license agreements with specific industries. Plans to establish a 156-acre campus-based Research Park were initiated, and implementation began under his leadership.

Dr. Moriarty served as President of the Auburn Research and Technology Foundation. In addition, he served on the Board of Trustees of the Southeastern University Research Association and the Board of Councilors of the Oak Ridge Associated Universities. He currently serves on the Board of Directors of Aetos Technologies, Inc., CytoViva, Inc., and Falcon Protein Products, Inc.

Dr. Moriarty has taken graduate courses in management at Harvard and has presented invited lectures and seminars at such institutions as the Universities of British Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Malaga (Spain), Maryland, Michigan, Minnesota, Missouri, Pittsburgh, Toledo, Virginia, Creighton University, Louisiana State University, Texas Tech University, Utah State University, Georgia Tech, and Virginia Tech. His research interests include cellular basis of hormone secretion, toxicity of heavy metals and blood markers for detection of malignant tumors. These areas have been funded by the National Science Foundation, five institutes of the National Institutes of Health, American Heart Association, Environmental Protection Agency and the U.S. Army.

## **APPENDIX B**

### **Interviewees:**

Bernice Adeleye, Faculty Member  
Ruth Aguilar, Student  
Patricia Andrus, Student  
Ken Ardoin, Executive Director, Office of University Advancement  
Paul Aucoin, Member, Board of Supervisors  
Marty Audiffred, President, Alumni Association  
Ray Authement, President, ULL  
Anita Babineaux, Supervisor, IT Production Control, Registrar's Office  
Bill Bacque, Alumnus  
Martin Ball, Department Chair, Communicative Disorders  
Mike Barras, General Manager, KLFY TV 10, Lafayette, LA  
Todd Barre, Associate Vice President, Budget & Finance, University of Louisiana System  
David Barry, Dean, College of Liberal Arts  
Carl Bauer, Coordinator, Governmental Relations  
Thomas Beasley, Faculty Member  
Istvan Berkeley, Faculty Member  
Paul Blair, Department Chair, Kinesiology  
Loren Blanchard, Provost/Vice President, Academic Affairs, University of Louisiana System  
Raymond Blanco, Vice President, Student Affairs  
Della Bonnette, Vice President, Information Technology  
Hollie Boudreaux, Student  
Jude Boudreaux, Adjunct Faculty Member  
DeWayne Bowie, Registrar  
Carl Brasseaux, Director, Center for Louisiana Studies  
Robert Braun, Faculty Member  
Gordon Brooks, Dean, College of the Arts  
Devin Broome, Director of Information Systems, University of Louisiana System  
Anne Broussard, Faculty Member  
Barton Broussard, Manager, Purchasing Control  
Elwood Broussard, Director, Purchasing  
Evelina Broussard, Student  
Leroy Broussard, Director, Admissions  
Sherry Broussard, Faculty Member  
Carolyn Bruder, Assistant Vice President, Academic Affairs  
Harry Bruder, Member, Faculty Senate  
Nick Bruno, Vice President, Business & Finance, University of Louisiana System  
Sam Bullard, Director, Information Systems  
Adele Bulliard, Director, Scholarship Office  
J.J. Burdin, Jr., Donor  
Elsie Burkhalter, Vice Chair, Board of Supervisors

Victor Bussie, Member, Board of Supervisors  
Mary Byrd, Faculty Member  
Phil Caillouet, Director, HICA  
Gerald Carlson, Dean, Education  
Robert Carmouche, Director, Special Services  
Jared Chambliss, Student  
Kelly Childress, Student  
Cheehung Chu, Faculty Member  
Camille Claibourne, Alumna  
Bradd Clark, Dean, College of Sciences  
Sally Clausen, President, University of Louisiana System; Chair, Presidential Search  
Committee  
David Comeaux, Planned Giving Officer  
Mel Comeaux, Comptroller's Office  
Joseph Cotton, Administrative Coordinator/Counselor, McNair Program  
Danny Cottonham, Director, Student Athlete Academic Center  
Pat Cottonham, Associate Dean, Students  
Andre Coudrain, Member, Board of Supervisors  
Bill Crist, Director, Facilities/Physical Plant  
Carolina Cruz-Neira, Director, Louisiana Immersive Technologies Enterprise (LITE)  
Jay Culotta, Donor  
Constantine "Deno" Curris, President, AASCU  
Susan Daigle, Superintendent, Printing  
Anthony Daniels, Director, Student Union  
Lloyd Darby, Physical Plant Office  
Brooke Davis, Faculty Member  
Greg Davis, Director, Lafayette Cajundome  
Wayne Denton, former Vice President for Research  
E. R. Desormeaux, Owner, E.R. Desormeaux, Inc., Alumnus, Donor  
Christine Devine, Faculty Member  
Edward Domingues, Donor  
Julie Dronet, Director, Public Relations & News Services  
Timothy Duex, Faculty Member  
Alan Duplantis, Internal Auditor  
Corinne Dupuy, Director, MEPOL  
Carolyn Dural, Office of the College of Liberal Arts  
Joey Durel, City-Parish President  
Irvin Esters, Faculty Member  
Ibrahim Faisal, Student  
Julie Falgout, Executive Director, UL Foundation  
Darryl Felder, Department Chair, Biology  
Bruce Felgenhauer, Faculty Member  
Gwen Fontenot, Faculty Member  
Craig Forsyth, Department Chair, Criminal Justice  
Scott France, Faculty Member  
Melissa Francis, Office of Academic Planning/Faculty Development

Carl Frantz, Director, Research & Sponsored Programs  
Janet Frantz, Department Chair, Political Science  
Mildred Gallot, Member, Board of Supervisors  
Mary Galyean, Alumna  
Kyle Gambino, Adjunct Faculty  
James Garber, Department Chair, Chemical Engineering  
Theresa Gaspard, Alumna  
Lucien Gastineau, Director, Cajun Card  
Marcia Gaudet, Department Chair, English  
Donna Gauthier, Faculty Member  
Judy Gentry, Faculty Member  
Ali Ghalambor, Department Chair, Petroleum Engineering  
Gary Glass, Director, Louisiana Accelerator Center  
Sheryl Gonsoulin, Faculty Member  
Anthony Greco, Department Chair, Economics and Finance  
Darren Guidry, Alumnus  
Matt Hackler, Student  
Robert Hale, Member, Board of Supervisors; Member, Presidential Search Committee  
Charlene Hamilton, Manager, Human Resources  
Dan Hare, Director, Alumni  
Ovey Hargrave, Financial Advisor to the President  
Bette Harris, Director, Junior Division  
Medgar Harrison, Student  
Karen Hayes, Alumna  
Phebe Hayes, Dean, College of General Studies  
Jennifer Hightower, Director, Campus Diversity  
Mark Honegger, Faculty Member  
Kim Hunter-Reed, Executive Vice President, University of Louisiana System  
Jeff Jenkins, Member, Board of Supervisors; Member, Presidential Search Committee  
Joby John, Dean, Business Administration  
Anne Keaty, Faculty Member  
Kay Kirkpatrick, Vice President, Administration/General Counsel, University of Louisiana System  
Ramesh Kolluru, Director, CBIT  
Reinhart Kondert, Faculty Member  
Keith Korcz, Faculty Member  
Jean Kreamer, Director, Media and Print Service  
Ashok Kumar, Faculty Member  
Leon Labbe, Faculty Member  
Ronnie Lajaunie, Assistant Vice President, Financial Services  
John Landry, Director, University Development  
Steve Landry, Vice President, Academic Affairs  
Renee Lapeyrolerie, Member, Board of Supervisors  
Sonny Launey, Alumnus  
Durand LeBlanc, Adjunct Faculty  
Julie Leday, Assistant, Office of the President

De Sha Williams Lee, Student  
 Charisse Lege, Student  
 Charles Lein, Donor  
 Sarah Lemaire, Student  
 Adam Lewis, Student  
 Jerry Luke LeBlanc, Commissioner of Administration, Governor's Office, State of Louisiana  
 Doug Lee, Assistant Vice President, Facilities, University of Louisiana System  
 Edwin Litolff, Associate Vice President of Enrollment Management/Research, University of Louisiana System  
 Elaine Livers, Director, Continuing Education  
 Lucas Logan, Student  
 Julia Lognion, RN Supervisor, Student Health Services  
 Jimmy Long, Chair, Board of Supervisors; Member, Presidential Search Committee  
 Lisa Lord, Director, Institutional Research  
 Stefni Lotief, Coach, Women's Softball  
 Ray Lucas, Chief of Police, UL Lafayette  
 Cheryl Lynch, Faculty Member  
 Mike Maher, Department Chair, Communications  
 Martha Marse, Office of Development  
 Sharon McCall, Student  
 Kenneth McManis, Faculty Member  
 Cindy Menard, Registrar's Office  
 John Meriwether, President, Faculty Senate  
 Ehab Meselhe, Director, Center for Louisiana Inland Water Studies  
 Dawn Miller, Office of Housing  
 Heather Miller, Editor, *The Vermilion*  
 Devesh Misra, Director, Center for Functional and Structural Materials  
 Randy Moffett, President, Southeastern Louisiana University  
 John Moore, Faculty Member  
 Susan Mopper, Director, Center for Ecology and Environmental Technology  
 Mitchell Morgan, Student  
 Russell Mosely, Member, Board of Supervisors; Member, Presidential Search Committee  
 Brenda Mouton, Accounting Specialist, Student Financial Aid  
 Sherrie Mullins, Director, Procurement Technical Assistance Program  
 Nelia Myrhaugen, Donor  
 Steve Oats, Alumnus  
 Brad O'Hara, Associate Provost & Vice President for Student Affairs, University of Louisiana System  
 Eddie Palmer, Dean, Graduate School  
 James Palmer, Student  
 D. Wayne Parker, Member, Board of Supervisors; Member, Presidential Search Committee  
 Jeanette Parker, Faculty (retired)  
 Sharmila Pathikonda, Student  
 Cindy Perez, Director, Financial Aid

Tom Pesacreta, Director, Microscopy Center  
Vivica Pierre, Faculty Member  
Gail Poirrier, Dean, College of Nursing  
Catherine Pomier, Center for Advanced Computer Studies  
Ed Pratt, Dean of Students  
Jim Prince, Member, UL Lafayette Foundation Board; Member, Presidential Search  
Committee  
Melanie Robillard, Student  
Denise Rogers, Faculty Member  
Dan Rosenfield, Dean, Enrollment Management  
Jeff Rowell, Director, New Iberia Research Center  
Steven Sabatier, Student  
Tom Sammons, Faculty Member  
Jeff Sandoz, Community Service  
Sandra Scheuermann, Faculty Member  
Nelson Schexnayder, Legal Counsel  
Shane Schexnaydre, Student  
Winfred Sibille, Member, Board of Supervisors; Member, Presidential Search Committee  
Ryan Simon, Student  
Sarah Skinner, Faculty Member  
Jim Slatten, Alumnus  
Robert Stewart, Vice President, Research & Graduate Studies  
Billy Stokes, Director, Center for Child Development  
Nancy Strodman, Office of the Graduate School  
Loretta Tauzin, Office of the Vice President for Research & Graduate Studies  
Katherine Thames, Associate Director, Publications  
Wayne Theriot, Assistant Vice President, Business Services  
Charles Triche, Director, Dupre' Library  
Mitchell Trichon, Student  
Richard Tullous, Adjunct Faculty  
Candace Urbanowski, President, UL Lafayette Student Government Association;  
Member, Presidential Search Committee  
Carol Venable, Faculty Member  
David Walker, Director, Athletics  
Brian West, Student  
Kathleen Wilson, Faculty Member  
Shawn Wilson, Alumnus  
George Wooddell, Faculty Member  
Mike Woods, Member, Board of Supervisors  
Sherry Young, Secretary, Office of the President  
Mark Zappi, Dean, Engineering  
Yun Zhang, Student  
Forty-six Anonymous Faculty, Students, Staff and Townspeople

**APPENDIX C**  
UNIVERSITY OF LOUISIANA AT LAFAYETTE  
REVIEW INTERVIEW FORM

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

We have been asked to review the condition of the University of Louisiana at Lafayette. Please respond in terms of your impression of the following. Your answers will be kept in confidence.

1. GENERAL CONDITION OF THE UNIVERSITY (STRENGTHS, LIMITATIONS)

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\_\_\_\_\_  
\_\_\_\_\_

2. ACADEMIC PROGRAMS (UNDERGRADUATE AND GRADUATE)

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\_\_\_\_\_

3. TECHNOLOGY

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4. FACULTY (QUALITY, MORALE, WORKLOAD, COMPENSATION, ET AL)

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5. STUDENTS (FACULTY ADVISING, STUDENT SERVICES, CREDENTIALS, MORALE, AWARENESS, RACIAL, ET AL)

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6. ADMISSIONS, RETENTION, FINANCIAL AID, ET AL

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7. INTERCOLLEGIATE ATHLETICS

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8. ADMINISTRATION

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9. SENIOR OFFICERS

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10. BUDGET AND FINANCE (FACILITIES, ET AL)

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11. FUND-RAISING AND DEVELOPMENT

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12. PUBLIC RELATIONS

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13. ALUMNI AFFAIRS

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14. CAMPUS GOVERNANCE

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15. BOARD OF SUPERVISORS AND SYSTEM OFFICERS

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16. MAIN TASKS OF THE NEW PRESIDENT

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17. MOST IMPORTANT CHARACTERISTICS OF THE NEW PRESIDENT

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18. COMPARATIVE CONDITION OF THE UNIVERSITY, DOCUMENTATION IF ANY

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19. ADDITIONAL COMMENTS AND OBSERVATIONS

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JLF 2007

## APPENDIX D

### Materials Used in the Review:

1. “Fisher Template”
2. Confidential position papers prepared by the Vice Presidents for Academic Affairs, Student Affairs, Research & Graduate Studies, and Information Technology; Assistant Vice President Business Services and Assistant Vice President Financial Services; and the Executive Director, Office of University Advancement.
3. General Catalog and Other Catalogs
  - Undergraduate Bulletin
  - Graduate Bulletin
4. Brochures (Department, Centers, etc.)
  - Center for Louisiana Studies
  - Dupre’ Library
  - Financial Aid
  - Graduate School
  - UL Research Centers
  - Housing
  - Office of University Advancement
    - Alumni
    - Office of Development
    - Advancement Services
  - Student Personnel
5. Policy Manuals
  - Faculty Handbooks
  - Staff Handbooks
  - Parent Handbook
  - Student Handbook
  - Guide to Sponsored Program Management for Principal Investigators
  - Research Office Policies and Procedures
6. Strategic Plan
7. Materials on Delivery of Academic Services
  - Office of Admissions
    - Orientation Guides
    - Orientation Brochure
    - Orientation Guides
    - The Red Pages

Junior Division – Student Guide to Academic Procedures & Resources  
Junior Division – Academic Support Center  
Junior Division – Career Counseling Center  
Junior Division – The Learning Center  
Special Services

8. Fiscal Reports
  - UL Lafayette Financial Report For Fiscal Year Ended June 30, 2006
  - Foundation Reports
    - UL Lafayette Foundation 2006 Report on Philanthropy Momentum
    - UL Foundation Financial Report June 30, 2006
9. Institutional Promotional Pieces
10. Media Coverage (6 months preceding)
11. Speeches by the President
  - Note: President normally did not use written speeches
12. Faculty Preparation
  - Faculty listing – terminal degrees & years in rank
13. Conditions and Scholarship
  - Workload Policy
  - Professorship Guidelines
  - Endowed Chair Guidelines
  - Board of Regents Support Fund Professorships Chart
  - Endowed Professorships Chart
  - Endowed Chairs Chart
14. Line Staff Charts
15. Board and Campus Governance By-Laws, Policies, and Minutes of the Board and Executive Committee Meetings for the Past Two Years
16. Institutional Self-Studies
  - SACS 2000 Visiting Team Report
  - Noel Levitz Retention Plan
17. Recent Accreditation Reports
  - Board of Regents Inventory of Degree & Certificate Programs
  - College of Business
  - College of Education

- College of Nursing
- Department of Communication

18. Outside Consulting Reports of Studies

- Noel Levitz Leadership Review and Report
- 2007 Student Opinion Survey Summary Report
- 2007 A Report Providing Evaluation and Recommendations Regarding the Louisiana Accelerator Center
- 2004 Alumni Survey Summary Report
- 2004 UCLA CIRP Freshman Survey Report
- 2004-05 UCLA HERI Faculty Survey Report
- Annual Marketing/Recruitment 2002