

Strategic Plan Implementation

The Strategic Plan Implementation committee provided updates on the key performance indicators within each of the four strategic areas: Faculty, Students, Governance, and Research. The updates were compiled in 2019.

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Faculty

Faculty KPI 1: Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.

We have fully developed a set of operational master plan documents that outlay not only the upgrades to academic facilities, it also shows the future expansion of university facilities throughout the property currently and potentially owned by the university. I have included a picture of the documents and also the table of contents so you can get a feel of the level of detail put into developing this document. We are actively following the overall concept of the master plan as we complete upgrades and build new facilities on campus.

Link to the UL Master Plan: <https://president.louisiana.edu/strategies-plans/master-plan>

Faculty KPI 2: Increase spending for instruction and academic support to correct significant deficits in these areas and strive to reach our comparison peer averages for instructional and academic support.

Progress has been made in establishing the new peer groups for comparison purposes. The deans completed their college-specific peer groups and these are documented for comparative purposes. Spending for instruction and academic support per FTE has increased again during this fiscal year, although that increase is attributable to a decrease in FTE, while maintaining current funding levels.

Recommendation: The next phase of this imperative requires that the institution establish average spending per FTE ratios for each of college-specific peer groups and conduct an analysis to determine the extent to which ULL colleges differ from their peer group averages.

The Division of Academic Affairs should continue developing a sustainable, annual process to align departmental operational plans with division and university goals. Once established, these operational plans can be used to more optimally allocate resources, and maintain or increase the instructional expenditure per FTE ratio.

Action Items:

- Finalize phase 1 of operational plan alignment process (Office of Provost)
- Analysis of peer group averages (IR and Assessment)

Faculty KPI 3: Equip 90 percent of all classrooms with minimum digital technology: internet access, laptop/computer workstations, LCD projectors, screens, and sound systems.

The university has 296 instructional rooms with 206 rooms equipped with minimum digital technology. We are currently at 70% and are projected to reach 90% over the next three years through initiatives such as the Student Technology Enhancement Program and the Academic Affairs Instructional Enhancement Fund.

Faculty KPI 4: Allocate sufficient funds to increase library expenditures for provision of research and information resources to meet or exceed the average of our comparative peer institutions.

The library provides print and electronic resources that support the university's academic programs. Acquisition statistics have indicated growth in the overall collections, with a notable increase in online journals and databases in response to the growing demand of electronic resources to support the University's curriculum and programs. For example, the Library expenditures for online journals

increased from \$655,548 in 2015/2016 to \$1,017,648 in 2017/2018, based on at least fourteen academic departments making the switch from print to online journals. The Library's E-Resources Committee also began new methods of assessing existing database usage. Low-usage databases would be replaced with requested databases depending on cost and other factors.

The amounts for library materials expenditures from 2015-2019 are listed in the chart below. As of June 2018, the Library's holdings included 575,679 titles in the general collection; 969,475 volumes in the general collection; 545,950 electronic books, 1,224 current serials subscriptions, 227 electronic databases, and 468,351 government documents. Total library expenditures increased 8% since 2015.

The Library is a member of the statewide academic library consortium called LOUIS. Membership in LOUIS provides the Library with access to several online databases including EBSCOhost, which provides its primary discovery tool, EBSCO Discovery (EDS). Many of the resources are retained as part of the Library's consortium membership with LOUIS and others are purchased independently by the Library.

Dupré Library Materials Expenditures 2015-2019						
Year	Books	Research Databases	Electronic Journals	Print Subscriptions	LOUIS Membership Fees	TOTAL
2015/2016	\$64,449	\$655,354	\$655,548	\$249,529	\$254,757	\$1,878,137
2016/2017	\$56,057	\$695,657	\$987,141	\$34,960	\$276,637	\$2,050,452
2017/2018	\$3,857	\$757,000	\$1,017,648	\$17,156	\$294,492	\$2,090,153
2018/2019	\$57,980	\$650,010	\$1,009,104	\$17,625	\$306,571	\$2,041,290

Since 2015 the Library has received the funding listed below from the Office of Distance Learning (ODL) to purchase online library resources:

Fiscal Year	Funds from Office of Distance Learning
2015/2016	\$163,992.44
2016/2017	\$155,126.36
2017/2018	\$173,922.76
2018/2019	\$120,000.00

As funds from ODL have decreased, selected disciplines such as the College of Nursing and the College of the Arts have begun contributing funds to support online resources for the variety of online programs they offer.

The Library peer institutions materials expenditures are listed in the chart below. The latest year available for comparison is 2016/2017.

IPEDS Provisional Release Data (2016-2017) [<https://nces.ed.gov/ipeds/use-the-data>]

Institution Name	FTE (12 month)	Books	Subscriptions	Total
UL Lafayette	14,929	\$56,057	1,994,395	\$2,050,452
Augusta University	7,741	\$18,169	\$2,298,088	\$2,323,609
South Dakota State University	10,630	\$97,935	\$1,578,640	\$1,686,752
University of New Orleans	6,396	\$13,252	\$1,247,646	\$1,293,659
University of South Alabama	15,441	\$222,482	\$3,146,657	\$3,532,581

During 2016/2017, the average library expenditures for the provision of research and information resources of our peer institutions was \$2,209,150.25. Even with continued tight economic times, funding for Dupré Library's materials budget has continued to grow since 2016/2017, but the costs for simply keeping the same level of resources and services steadily rise. The chart above shows that funding for Dupré Library fell below the average of our peer institutions by only \$158,698.

The Library also uses funds from grants and allied organizations such as the Student Government Association (SGA) to provide additional services and resources. With these funds the library has been able to upgrade equipment, provide additional services, and enhance digital resources. Funds from the grants provided for collaboration stations with large screen monitors, OER resources for distance learning students, digital scanners, mobile white boards, and provided for a summer research institute held by the Library for scholars to study the works of Ernest J. Gaines. Since 2015 the Library has obtained \$240,254 in grant funding and SGA provided \$1,500 in 2018 to purchase additional mobile white boards. The Library compiles an annual report with statistics and departmental summaries documenting the activities, programs, usage, and personnel during the fiscal year. Information from the annual report and other products such as library surveys, analytics reports, and user feedback show that the library is consistently evolving to match its resources and services to the University's needs.

Faculty KPI 5: Determine and provide the minimum supply budget required by each department.

The recommended tasks and benchmark ("assign a task force to conduct internal study of appropriate department budgets") were not completed.

The institution continues to enhance budgeting processes through the implementation of Banner and corresponding third party software. Inaccuracies and inconsistencies in departmental accounting of operational expenditures prevent the execution of the recommendation and without this first phase completed, the benchmark cannot be met.

Recommendations: Utilize the new banner access and data to establish baseline operational budgets in each unit and then utilize the newly launched operational plan alignment process as a backbone for establishing resource needs.

Action Items:

- Establish and launch budget templates to accompany operational plans during FY2021. (Office of the Provost)
- Establish and staff an Office of Academic Planning and Budgeting that incorporates, planning, budgeting, assessment, and institutional research.
- Establish baseline operational budgets, including definitions of expenditures to be incorporated in calculations for each department in academic affairs. (Office of Planning and Budgeting)

Faculty KPI 6: Meet the comparative peer average for maintenance, space allocation, ADA standards, and adjacency to faculty offices for instructional spaces.

In talking with our university system peers it became evident that it would be very difficult to come up with a quantitative way of measuring this comparison as each university has their own set of challenges in this area. What we were able to assess is that UL is at the forefront of our university system when it comes to self-funding the maintenance and expansion of the university facilities. Likewise our current approach of space allocation is either equal to or slightly ahead of the other universities in our system. The ADA standards are always being monitored and any building modifications that take place on campus are being brought up to the most current ADA standard. Lastly, the adjacency to faculty offices for instruction spaces are considered when allocating or reallocating space on campus. The

ultimate goal is to have each department occupy a section of a building in both office space and classroom space. In conversations with other universities within our system it is not uncommon to have office space and classroom space in two separate buildings. In assessing our current office space to classroom space we only have this occurring in a few of the buildings around our campus however when it does occur the two buildings are in close proximity to each other and house the same departments in each.

Faculty KPI 7: Reduce the full-time undergraduate student to faculty ratio for students taking traditional curricula to the current comparison peer average of 15:1 and ensure that the staffing for distance learning meets or exceeds the peer average for instruction.

SP Benchmark: Restore 20% of frozen faculty lines. It was further recommended that the deans conduct a thorough student/faculty ratio analysis.

There are no currently frozen faculty lines, but a process for approving vacant lines exists.

The student/faculty ratio analysis was not completed by the deans, but this was due to inconsistencies in data across units and availability of data within units.

A major alternative task was completed in conjunction with Institutional Research that provides consistent, validated data across units that is displayed in tabular dashboards. In addition, a more succinct process for requesting to fill vacancies and accounting for vacancies and surplus salary funds was implemented for FY2020. The dashboards will be utilized by the deans and provost to determine position priorities for the subsequent fiscal year.

Action Items: Implement new position request process. (Office of the Provost)

Faculty KPI 8: Expand the recruitment and retention of new tenured and tenure-track faculty.

Beginning with the fall 2018 semester, the Provost initiated a monthly breakfast with the Provost program for new faculty hires. Topics of the series include teaching, research, and tenure and promotion. The orientation program was revised to include a presentation by One Acadiana to new faculty and employees about the opportunities of the region.

The Provost has initiated discussions with the deans to establish annual progress reviews for tenure-track faculty to be evaluated by their peers. The mid-tenure review has become a requirement across all departments and colleges to ensure that faculty have an accurate assessment of achievement during the tenure probationary period. Programs for tenure-track faculty such as the one offered by the Ray P. Authement College of Sciences serve as a way to introduce faculty to the culture, processes, and administrators on campus. The College of Liberal Arts has created faculty leadership fellowships to establish a mentoring program for new tenure-track faculty members.

The hiring process has transitioned from paper to electronic requisitions to improve approval times and tracking of requisitions. Cornerstone provides a platform to submit the requisition request as well as a site for applicants to submit their materials to a central location. Search committees are then able to access candidate information through Cornerstone and conduct the various stages of the search from applicant review to offer to unify the process across campus. During the 2018-2019 year, start-up funding reached an all-time high providing faculty with funds to initiate their research and development agendas.

Faculty KPI 9: Ensure diversity and equity in faculty appointments with the aid of the Office for Campus Diversity.

In recent years, the Office for Campus Diversity has focused increased attention on building resources and tools to support inclusive search, hiring and evaluation of faculty. In Fall 2017, the Office for Campus Diversity designed and hosted a workshop entitled, *Strategies for Inclusive Faculty Searches*, with a group of faculty serving on search committees in the History department. Since that year, the workshop has been shared with all college deans, as well as a number of search committees and department heads. In the 2019-2022 Strategic Plan for Inclusive Excellence, one of the key strategies for increasing faculty diversity involves expanding this workshop to include additional educational resources (such as trainings and toolkits) to encourage inclusive search, hiring and evaluation practices. In partnership with the Office of Human Resources, the Office for Campus Diversity has also worked to incorporate diversity and inclusion competencies within the institution's new performance management system. Therefore, in the coming years, administrative leaders will have an added incentive for developing competencies related to diversity and inclusion, particularly in regards to increasing diversity and equity in faculty appointments.

Faculty KPI 10: Offer salaries competitive with those offered by our comparative peer institutions.

Efforts continue by Human Resources to hire an outside consultant who specializes in analyzing university compensation structures and making recommendations based on broad data from other institutions, industries, and other sources. The value of the consultants is that they will be independent, and will be looking to the University to say what it wants to accomplish in reviewing and revising its salary structure. Possible answers included becoming more competitive for top faculty hires, increasing faculty retention, increasing competitiveness with aspirational peer institutions, increasing the research profile of the University.

The Office of Faculty Affairs performs an analysis using CUPA databases as a step in developing the hiring priorities. The analysis looks at peer institutions that are Carnegie Classification Higher Research (R2) and within the Southern Regional Education Board (SREB) constituency. The purpose is to determine if the funds available are sufficient for the rank being requested, in cases in which the funds available are below CUP averages a recommendation is made to increase the base funding available for the position.

Faculty KPI 11: Establish a campus center to train faculty in new pedagogical and instructional techniques and technologies that support both traditional and distance delivery of curricula.

At the beginning of the Fall 2018 semester, the Office of Faculty Affairs submitted a proposal for a Center for Teaching and Learning Excellence and Research to the Provost and President. Subsequently, a tour of a possible location in Dupree hall was conducted with the President, Provost, Senior Advisor to the President, Vice President for Administration and Finance, and Director of Facility Management. See the attached proposal for additional information. The Provost and Assistant Vice President have included the Center as a priority goal in the coming year.

Faculty KPI 12: Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.

The Office of Institutional Assessment administers Student Evaluations of Instruction (SEI) each academic semester (fall, spring, summer, and intersessions) and in multiple terms as applicable (A-, B-, or full-term). Each term, department heads verify courses and instructors before the student and course files can be loaded into Class Climate. Students are able to access evaluations through Moodle or through a customized link provided by email. Faculty are able to check response rates through a Class Climate

dashboard in Moodle. SEIs are available for approximately two weeks, ending before the first day of finals (for all semesters). Reports are prepared and distributed within a few weeks. Deans and department heads receive summary and individual reports approximately two days before faculty receive individual reports. Deans and department heads are encouraged to review and discuss results with faculty.

Faculty KPI 13: Provide faculty support including but not limited to computing technology, relocation support, travel funding, start-up budgets, and GA/TA assistance that is competitive with institutions in our peer group.

2016 SP Benchmark: Conduct a study to determine peer average for direct support. It was also recommended that we do a census of current resources for these areas and make specific recommendations for targeted resource allocation.

- Computing technology – faculty computers – what is the current need? What is the plan for maintenance/replacement?
- Startup packages – what are peers offering and what makes sense for us? What other things can/should we offer (travel, moving)?
- Travel funding-should some travel be part of startup? Are there travel needs that are still flagrantly unmet?
- GA/TA assistance – part of the hiring package?

Current Assessment: The benchmark and recommendations were partially met. The Division of Academic Affairs, in conjunction with Institutional Technology, has established a program that will upgrade instructional classrooms on an annual basis. The goal is to upgrade 20 classrooms per year for a five-year period, resulting in 100 upgraded classrooms. The program is funded at \$120,000 per year through the Academic Affairs Enrichment fund. In the first two years, 20 classrooms have been upgraded.

IT is also working on the development of a systematic replacement process for faculty computers. Once implemented, this should address a majority of issues with outdated office equipment. An analysis of Start-up cost expenditures over the last decade was completed. The attached table summarizes the findings of the study. While we have yet to determine a baseline among peers to enable assessment of the benchmark, the analysis clearly shows a commitment by the institution to increase start-up funding. In fact, start-up funding has increased from \$823,000 in 2013 to \$2,543,000 in 2017. With regard to GA/TA funding, the Office of Graduate studies has made considerable progress in the accounting and allocation of positions and stipends. The office has positioned itself to conduct a more thorough needs analysis.

Action Items:

- The operational budget analyses referenced in other Faculty KPI's should incorporate travel expenditures and address the remaining concerns listed in these recommendations.
- The new planning/budgeting process must incorporate start-up expenditures and allocations into the process.
- The classroom enhancement program and computer replacement processes should continue as planned.

Students

Student KPI 1: Implement and sustain student support to retain Undergraduate and graduate students.

For undergraduate admissions, the Division of Enrollment Management has been overseeing the following:

1. Regular review of undergraduate students with an outstanding balance who are eligible for the federal Pell grant to see if we can award a supplemental grant to reduce or eliminate the outstanding balance.
2. Send reminders every two weeks to all currently enrolled students who have not scheduled classes for the upcoming semester as a reminder to register and for them to advise us if they are having difficulties and need assistance. The reminders are in the form of an e-mail to their personal and University e-mail accounts.

From the Office of Student Success, the following areas have focused efforts around retaining students:

1. Academic Success Center—The staff in the Academic Success Center communicate with students during advising and registration period to remind students to visit their advisor to have their advising hold lifted so they can register for class.
2. The Learning Center—Peer Academic Coaching is being offered to students who need assistance with study skills, test taking skills, time management, and other aids that can help them be successful in their classes.
3. Office of First-Year Experience—The Freshman Week programming is designed to introduce and re-introduce various types of programs to students as they prepare for their first few weeks of college life. Programming centers focuses on the following areas: academic, social, emotional, and personal well-being.
4. First-Year Seminar (UNIV 100)—The First-Year Seminar Course offers approximately 115 sections each fall semester for new, incoming freshmen to enroll in as part of their first semester of college coursework. This class can focus on general student success topic areas (study skills, time management, career development, etc.) or students can choose to take a topic based course. Each UNIV 100 section incorporates the following learning outcomes into the course: Critical Thinking, Written and Verbal Communication, and Information Literacy.
5. Louisiana Educate Program—This pilot program is designed to incorporate a proactive advising model with a dedicated Academic Success Coach to help identify and lead students to existing support services on campus to assist students who may be struggling. Students are also required to maintain TOPS eligibility, attend six hours of study hall per week, and attend four programs based on a holistic model of student development.

Student KPI 2: Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university's image nationally and internationally, in both distance and traditional degree programs.

The University is committed to expanding our recruitment efforts with the goal of enrolling a better prepared freshman class reflective of our local diversity with increased emphasis on students from outside of the local area. We have created two recruiter positions who will focus on the Houston, Texas area, one recruiter focused on the Dallas, Texas area and another recruiter who will focus on the gulf coast from Mississippi to Florida. Additionally, in an effort to be more competitive, we have enhanced our merit scholarship package to assist in this effort. Our previous merit scholarships offered limited scholarship opportunities for U.S. citizens from outside of Louisiana whose ACT composite score was less than 28. Realizing that most of the students who apply and enroll at the University have ACT composite scores of 20-25 and that our competition was making increased merit scholarship offers to that group, we have not

enhanced the merit scholarship package to U.S. citizens from outside of Louisiana with ACT composite scores of 23-27. Knowing the important role parents play in the college decision, we are trying to get more information to parents. We are enhancing our communication plan to include more mailed documents and a slight reduction in electronic communications, particularly in e-mails. This way, parents will see the documents arriving in the mail. These enhancements will be effective with the fall 2020 semester.

For international students, we are making enhancements to their scholarship packages as well. The current, 2018-19 tuition and fees paid by international students enrolled full-time is \$24,498.00. In an effort to be more competitive for this group, we are offering any sponsoring agency who send at least 13 new students in a given term a reduction in tuition and fees to \$20,000 each year for their four years as an undergraduate student.

Student KPI 3: Maximize opportunities for student enrollment and progression in traditional and distance education curricula, including strengthening transfer partnerships with community colleges.

New Partnerships with Community Colleges

- 2+2 articulation agreements with BRCC in Computer Science (2015) and Informatics (2015)
- 2+2 articulation agreements with LSU-Eunice in Biology (2018) and Informatics (2019)
- 2+2 articulation agreements with SLCC in Business (2017), Environmental Sciences (2017), and General Studies (in progress)
- 2+2 articulation agreement with SOWELA Technical College in Nursing (2018)
- 2+2 articulation agreement with Louisiana School for Math, Science, and the Arts (renewal of 2012 agreement in progress)
- 2+2 articulation agreement with Southern New Hampshire University (online courses; in progress)

New Online Delivery of Existing Programs

- In 2017, the Moody College of Business Administration added an online/accelerated option to its existing face-to-face/traditional semester Master of Business Administration and Master of Business Administration with a Health Care Administration concentration. The Master of Business Administration offers five concentrations — General Business, Health Care Administration, Finance, Sales Leadership, and Entrepreneurship, and will phase in four additional concentrations — Project Management, Human Resource Management, Hospitality Management, and Global Management — at a later date. These options will increase access to respond to the documented market demand. Students may finish this program in 15 months if taking two courses per term, or in 27 months if taking one course per term.
- In 2018, the Ray P. Authement College of Sciences added an online/accelerated option to its existing face-to-face/traditional semester Master of Science in Computer Science. This online delivery option is intended to suit the needs of working professionals. Students pursuing this option may finish the program in 15 months if taking two courses per term, or in 27 months if taking only one course per term. Each term is 8 weeks, and there are 5 terms in a year.
- In 2017, University College added an online BGS option. The purpose of the online Bachelor of General Studies is to serve as an adult completion degree program that provides an avenue for those adult students who have “stopped out” of higher education, but who have completed 45-60 credit hours with at least a 2.0 grade point average. The objectives of this program are as follows: (1) to provide a degree that is more affordable, flexible, and student-centered through an online venue; (2) to serve those students in an innovative way that is capable of assessing student outcomes while ensuring effective student support systems; (3) to address the State’s goal of increasing the educational attainment of the adult population to the Southern Regional Education Board’s average.

New Online Program

In 2019, the College of Nursing added a new Graduate Certificate in Cardiovascular Nursing. The main purpose of this program is to meet the current and future healthcare needs of the local, state, and national workforce and population as they relate to cardiovascular health. The graduate certificate program in Cardiovascular Nursing (CV) will increase the number of advanced practice registered nurses (APRNs), specifically certified nurse practitioners (NPs) with advanced training in cardiovascular health and disease management. The graduate certificate is comprised of three courses for a total of 12 credit hours - 8 total credit hours of didactic content and 4 total credit hours of clinical practicum experiences. Didactic content is delivered in online, accelerated eight-week terms designed to be completed in six months.

New Accelerated Programs (Concept Proposals)

UL Lafayette proposed to the UL System Board of Supervisors two Accelerated Bachelor to Master's programs (ABM) in Civil Engineering and Professional Writing. These accelerated programs would allow students to graduate with both a Bachelor's degree and a Master's degree in five years (four plus one) by allowing students to take up to nine credits of graduate-level courses that would be counted towards both their undergraduate and graduate degree requirements. The accelerated programs would reduce the total time needed to earn the MS degree.

International Collaboration Agreements

UL Lafayette signed new Memoranda of Understanding with international universities in order to increase international recruitment and visibility. Recent MOUs include agreements with universities in France (University of Caen 2015, Institut Polytechnique La Salle-Beauvais 2016, University of Strasbourg 2016, University of Rennes 2016), Mexico (Universidad Autonoma de Guadalajara 2018), Canada (University of Moncton 2016), India (Amrita University 2015), and Australia (Southern Cross University 2015).

Louisiana Educate

In Fall 2018, UL Lafayette launched the Louisiana Educate Program, a pilot program designed to help academically accomplished, lower-income students remain in college. 43 students were accepted into this program. Designated tutoring and mentoring services have been put in place to support these students' academic success.

Student KPI 4: Improve student success through engagement in high impact practices.

The University of Louisiana at Lafayette adopted through the strategic planning process the implementation of high impact practices within the classroom, as well as across the institution. These practices include: First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning, Community-Based Learning Internships, and Capstone Courses and Projects. High impact practices have been incorporated into the fabric of the institution as a way to retain and enrich the lives of UL students. The following is an overview of some of the high impact practices occurring at UL.

First-Year Seminars and Experiences

All incoming freshmen to UL are required to enroll in UNIV 100 (First-Year Seminar) as part of their first semester of coursework at the institution. This class has two different tracks for students to choose from: Traditional Mastering the First Year course or a Teach Your Passion course. Each fall semester approximately 115 sections of UNIV 100 are offered with approximately 80 different instructors (faculty, staff, and adjunct) teaching the sections. The course also has Peer Mentors who are undergraduate students, primarily sophomores and above, who assist the instructors of these courses and serve as a resource for the enrolled students.

All new political science majors are required to enroll in a one-credit course titled POLS 101 Introduction to Political Science that has greatly helped with student retention.

Common Intellectual Experiences

The Senior Project (CMPS 490) is required of all students pursuing an undergraduate degree in Computer Science. This course has been offered since 2004 and averages 15 students who enroll in the course each year.

Learning Communities

The University has nine living learning communities offered to new, incoming freshmen to participate as part of the First-Year Experience. These programs are offered in either the major specific manor (Biology-‘Darwin’, Nursing, and Engineering) or theme based (Travel, Language, and Culture, Gateway to the Arts, Taste of Business, Lifetime Recreation, Service and Leadership, and Honors). This program serves approximately 250 new freshmen students every academic year and the students live together in Coronna Residence Hall.

The English Department has created learning communities associated with literature seminars (ex: Students meet once a month, outside of class time, to discuss common texts, including Ovid, Milton, and Cervantes, and collaborate on original sonnet constructions in discussion forums).

Writing-Intensive Courses

While the Department of Psychology has been increasing undergraduate participation in research activities, the greatest innovation has been to increase the collaborative teaching efforts in the area of student writing, including creating Moodle lesson modules to target specific writing building blocks, creating practice assignments that can be utilized across the curriculum and increasing the use of grading rubrics that are consonant across courses and writing activities.

Computers in Society (CMPS 310) is offered every semester and has been for over 18 years. This course is part of the Computer Science undergraduate curriculum. Students can also take Computer Architecture (CMPS 430) which is offered every semester.

Collaborative Assignments and Projects

The English Department has created a new Studio/Lab for Creative and Professional Writers and MIA students to work on their solo or collaborative projects.

A number of the history classes have experiential learning and collaborative learning, like the Museum on the Move course on exhibit development and design. Other courses have students work on the Acadiana Historical app, or do other project based learning. Many courses have collaborative assignments and projects that require working together to research a topic and present the results to the class.

Each semester, students enrolled in NURS 403, which focuses on the care of the pediatric and maternity patient, and NURS 405, Research and Evidence Based Practice, develop an Evidence Based Practice Group Project based on a pediatric or maternity issue. The issue can be a current professional protocol, practice guideline, committee opinion/policy or position statement. The project consists of a comprehensive literature review, research on background and significance of the issue, summary of evidence, current practice (worldwide/national/statewide/locally), clinical considerations and recommendations for nursing practice. At the end of the semester, each of the groups presents their work as poster and oral presentations to professional audiences.

There are multiple courses within the Computer Science department which deploy collaborative assignments and projects. The courses include: Introduction to Video Game Design and Development (CMPS 327), Computer Graphics (CMPS 415), Video Game Design and Development (CMPS 427), Computer Architecture (CMPS 430), Programming Languages (CMPS 450), Operating Systems (CMPS 455), and Database Management Systems (CMPS 460). Many of these courses are offered every semester, with some courses being offered on an annual basis.

Undergraduate Research

Sociology has newly instituted a required two-semester undergraduate research sequence culminating in a potentially publishable capstone project.

Undergraduate research exists in the form of the ChangeMakers Faire in IRED 320 where students identify a problem in education and as a team of 2-3 they research a solution to the problem and present their project results at a ChangeMaker Faire at the end of the semester. This allows for innovation among students studying real issues in education. Additionally as part of the students' final semester in EDCI 440 the students while conducting their student teaching, identify an issue in their classroom, conduct and action research project related to it and present at the College of Education Research Symposium.

KNES utilizes students in their classes in their UG research projects and supports them with some funds from the research and students are invited to attend national conferences in their area of interest. Students and professors study the effects of spirituality on pain perception (to a cold stress); The effects of exercise on mice with cancer cachexia (muscle wasting); Recruitment and retention in physical education teacher education; Changes in gene and protein expression in skeletal muscle of mice following overtraining. KNES labs are competitive with many doctoral-level programs (in terms of available equipment), which allows our students to get unique hands-on experiences in class. It also provides opportunities for students to get involved in faculty research or independent research projects outside of the classroom. In 2018, monies from the Dean's Enhancement Funds in the College of Nursing and Allied Health were used to provide support for pilot studies which involved research projects conducted by faculty and undergraduate students. This support from the Dean enables faculty to work with undergraduate students on a range of research studies, in accordance with the expectations of the University's Quality Enhancement Program.

In the department of Computer Science, there are courses offered to address the need for undergraduate research and to prepare students in this high impact practice. These courses include: Computer Architecture (CMPS 430), Operating Systems (CMPS 450), Senior Project (CMPS 490), and Special Projects courses (CMPS 497). These courses are typically offered every semester.

Diversity/Global Learning

Ahmed Bekhet, instructor of the Arabic, also directs the recently approved Arabic minor and is taking the first group of students to an Arab League conference in Spring 2019.

The teacher prep program incorporated a Diversity in Education course to help students identify and capitalize on the diversity that exists in their classrooms and schools.

In summer 2018, students enrolled in the Study Abroad Program in Italy. Nursing students participated in rich immersive experiences, including examination of the Mediterranean diet and its health implications, as well as the art and cultural aspects of human sexuality within Italy and across Europe. Student experiences included engagement with a nurse, pharmacist, and an addiction specialist, as well as tours to an orphanage, pharmacy, and a museum dedicated to the oldest organization of ambulance workers in the world.

ePortfolios

The Teacher Prep program utilizes VIA as an electronic assessment collection tool and it provides an electronic portfolio for the students to store all their artifacts for future employment.

The department of Computer Science offers courses to help prepare students while enrolled at UL, as well as for their future whether it is in graduate studies or in the professional world. The following courses contain components that help students develop ePortfolios: Introduction to Video Game Design and Development (CMPS 327), Computer Graphics (CMPS 415), and Video Game Design and Development (CMPS 427).

Service Learning, Community-Based Learning

Teacher prep has prospective elementary teachers host area 1-5 graders for Robotics camps twice per semester. Prospective secondary teachers teach history and English mini-lessons to middle school students at the Vermilionville Living History and Folk Park. Prospective secondary teachers will assist hundreds of students in completing the essay portion of their college entrance applications. Faculty have developed the Louisiana Storybook Project, which seeks to support Early literacy development through read alouds delivered by incarcerated fathers to their children.

The Counseling Masters program conducts a clinic open to the public to provide mental health help at little or no charge and have hundreds of hours of counseling hours conducted.

Internships

In 2017-18, the Criminal Justice internship program was revamped to strengthen its ties with regional and Federal partnerships, which has yielded significant gains in successful job placement upon graduation for seniors. Recent data suggests that nearly 2 in 3 graduating seniors are offered a job opportunity directly from the agency they served as an intern.

All communication seniors are placed in internships. Many of them are offered entry-level positions at the conclusion of the internship semester. The student-run strategic communication firm is in great demand with clients in the larger Acadiana community, giving graduates crucial and needed skills in their field. KNES has a one semester internship requirement and Teacher Prep had a 1 semester internship that recently became a 1 year residency covering 2 back to back semesters.

Students enrolled in the Health Services Administration program complete multiple projects throughout their internship that are focused on industry engagement. Students and internship supervisors collaborate to identify projects that fit the needs of the organization. Projects that have been submitted include patient satisfaction surveys, reward and recognition programs, employee training manuals, patient brochures, and utilization review outcomes.

Students who are Computer Science majors have the opportunity to participate in an internship program, Special Projects (CMPS 497) as part of seeking the baccalaureate degree.

Capstone Courses and Projects

The History department has a capstone course that students are required to take to graduate. Students complete the Senior Project (CMPS 490) course as part of the Computer Science degree program.

Recommendations

The institution is addressing all of the high impact practices listed above. It is imperative that there is a continued focus on providing a balance of high impact practices across the institution which may mean expanding to offer more high impact practices. It is also recommended to complete a more thorough

study across the institution of all high impact practices offered and if they are being effective and retaining students.

Student KPI 5: Expand and enhance incentives for graduate students' enrollment.

- **GA/Fellows Budget Approval and Offers Timeline**

We have made significant progress by securing approval of the GA/Fellows budgets earlier in the year (March instead of July). While we really need the approved budget in early January, we are now able to make more timely and competitive offers without “pending budgetary approval” conditions.

- **Stipend Increases**

- Fall 2015

- University Doctoral Fellows stipend increased from \$15,775 to \$18k
- Doctoral-level GTA/GRA/GA minimum stipend increased from \$14k to \$15k

- Fall 2016

- University Master's Fellows stipend increased from \$9,500 to \$11k
- Master's-level GTA/GRA/GAs minimum stipend increased from \$7,500 to \$9,500

- Fall 2018

- University Doctoral Fellows stipend increased from \$18k to \$19,080
- Doctoral-level GTA/GRA/GA minimum stipend increased from \$15k to \$15,900
- University Master's Fellows stipend increased from \$11k to \$11,660
- Master's-level GTA/GRA/GAs minimum stipend increased from \$9,500 to \$10,070

- **Standardized Assistantship and Fellowship Offer Letters**

In SP2016, in cooperation with the Graduate Student Organization, Human Relations, and SPFAC, we created a standardized offer letter for graduate assistantships and fellowships. It was implemented for offers made beginning in FA2016 and moving forward.

- **International Health Insurance Support**

In SP2014, we secured approval of 50% international health insurance premium assistance for international graduate students appointed as a GTA/GRA/GA or University Fellow.

- **Summer TWs**

Effective FA2016, we expanded summer TW availability to all GTA/GRA/GA regardless of funding source and/or appointment type as long as appointed for full AY (both FA/SP semesters).

- **Teacher Tuition Incentive Awards**

At the request of the Provost, the Dean of the Graduate School, Dean of the College of Education, and the Assistant VP for Academic Affairs Academic Resources performed an extensive review of the program in SU2015. In reauthorizing the program in FA2015, the University moved its administration to the Graduate School, increased support for the program, and expanded eligibility to all degree-seeking graduate students (rather than only those in EDUC graduate programs). Additionally, we increased award amounts to \$500 (master's students), \$1000 (advanced master's students), and \$1000 (doctoral). In 2018-2019, we gained approval of an increase of the total funds available for this program to \$200,000 annually with the goal of increasing the award levels to help offset recent fee increases.

- **BoRSF Endowed Superior Graduate Student Scholarships (60/40 match)**

- 2015-2016 Competition: 3 competitive proposals submitted and 3 selected for match

- *ARCHITECTURE - Edward C. Mathes BoRSF Endowed Superior Graduate Student Scholarship in Architecture
- *COMPUTER STUDIES - James D. Moncus BoRSF Endowed Superior Graduate Student Scholarship in Computer Studies

- *NURSING - James D. Moncus BoRSF Endowed Superior Graduate Student Scholarship in Nursing
 - 2016-2017 Competition: 1 competitive proposal prepared but not matched
 - NURSING - James D. Moncus BoRSF Endowed Superior Graduate Student Scholarship in Nursing II
 - 2017-2018 Competition: 9 competitive proposals submitted and 3 selected for match
 - *BIOLOGY - James D. Moncus BoRSF Endowed Superior Graduate Student Scholarship in Biology I
 - *BIOLOGY - James D. Moncus BoRSF Endowed Superior Graduate Student Scholarship in Biology II
 - *ENGINEERING - R. C. & Sybil Sealy Family BoRSF Endowed Superior Graduate Student Scholarship in Engineering
 - HEALTH SCIENCES - Fern M. Moss BoRSF Endowed Superior Graduate Student Scholarship in Health Sciences
 - MBA/ACCOUNTING - John W. and Bonnie B. Sarver and Julie Sarver Boucher BoRSF Endowed Superior Graduate Student Scholarship in
 - Business
 - MBA/ACCOUNTING - J. C. Moss BoRSF Endowed Superior Graduate Scholarship in Business
 - MBA - F. Stan Hardee, Jr. BoRSF Endowed Superior Graduate Student Scholarship in Business
 - MUSIC - Claire M. Moss BoRSF Endowed Superior Scholarship in Music
 - NURSING - James D. Moncus BoRSF Endowed Superior Graduate Student Scholarship in Nursing II
 - 2019 Competition: 12 competitive proposals submitted and 5 selected for match
 - ARCHITECTURE - Construction Specifications Institute (CSI) Acadiana Chapter BoRSF Endowed Superior Graduate Student Scholarship in Architecture
 - *BIOLOGY - Ellen Coussan Coffin BoRSF Endowed Superior Graduate Student Scholarship in Biology I
 - *BIOLOGY - Ellen Coussan Coffin BoRSF Endowed Superior Graduate Student Scholarship in Biology II
 - *BIOLOGY - Ellen Coussan Coffin BoRSF Endowed Superior Graduate Student Scholarship in Biology III
 - *BIOLOGY - Ellen Coussan Coffin BoRSF Endowed Superior Graduate Student Scholarship in Biology IV
 - BIOLOGY - Ellen Coussan Coffin BoRSF Endowed Superior Graduate Student Scholarship in Biology V
 - HEALTH SCIENCES - Fern M. Moss BoRSF Endowed Superior Graduate Student Scholarship in Health Sciences
 - MBA/ACCOUNTING - John W. and Bonnie B. Sarver and Julie Sarver Boucher BoRSF Endowed Superior Graduate Student Scholarship in
 - Business
 - MBA/ACCOUNTING - J. C. Moss BoRSF Endowed Superior Graduate Scholarship in Business
 - MBA - F. Stan Hardee, Jr. BoRSF Endowed Superior Graduate Student Scholarship in Business
 - MUSIC - Claire M. Moss BoRSF Endowed Superior Scholarship in Music
 - *NURSING - James D. Moncus BoRSF Endowed Superior Graduate Student Scholarship in Nursing II
- **Robert Elliott May Resident Graduate Tuition Fellowship Awards**

This new initiative offers in-state tuition/fees to new out-of-state and international graduate students. The University has committed 50 awards annually.

- must be a new graduate student admitted as a degree-seeking student in regular admission status
- must be enrolled as a full-time graduate student
- continuation guaranteed as long as the recipient maintains continuous enrollment (exclusive of summer session), remains in good academic standing, and is making satisfactory progress toward the graduate degree being sought
- forfeited if recipient accepts a graduate assistantship or fellowship or any other tuition benefit
- **Online delivery initiatives**
 - package price for online MBA
 - in-state tuition for all online graduate programs
- **On-campus housing awards (no movement)**
- **Competitive tuition/fee rates for part-time graduate students (no movement)**

Student KPI 6: Develop and institute a defined plan/model for co-curricular activity at UL Lafayette.

In 2016, the university entered in to a contract with OrgSync. OrgSync provides an online community management system to higher education institutions. OrgSync enables colleges and universities to communicate with students and staff, track student involvement, and manage campus organizations and programs. One of the significant features of OrgSync is the capability to produce a co-curricular transcript for students upon request.

All students have access to OrgSync by logging on with their ULID username and password. Once in OrgSync, a student can build their personal profile with organization memberships, activities they have participated in, service they have completed, and leadership positions they have held. Once all of these are entered and approved, these accomplishments can then be produced on to a co-curricular transcript. The implementation plan for OrgSync, in general, includes promoting the co-curricular transcript benefit this Spring and Fall 2019. There has been a slight delay as the company was bought out by Campus Labs. The new product the institution will use is called Engage. The new contract was successfully negotiated and currently the institution is working with Campus Labs on a timeline to migrate from OrgSync to Engage. This migration will take place no later than June 2019. Plans are underway to promote the new platform with specific reference to co-curricular transcripts this Fall 2019.

Example of programming

The Office of First-Year Experience has adopted a programming model to better serve and retain first-year students. This model includes the following programs:

- Peer mentor program
 - 175 peer mentors selected and trained
 - 113 peer mentors in 113 UNIV 100 sections
 - Peer mentors are provided with information weekly to share in the classroom
- The Big Event
 - 6 students on executive board
 - 1,100 students volunteered at various project sites around Acadiana on March 24, 2018
- Freshman Finale was brought back but with a completely different itinerary
 - Inflatables, canes chicken, water slides, bubble soccer, free t-shirts
- Freshman Week

- 14 first year info sessions where 519 students attended sessions
- Over 50 events throughout the week
- New conference Black Print was incorporated into the schedule
- New Student Convocation
 - Event brought back to help foster growth mindset in first-year students
 - Over 50 faculty members attended
 - Approximately 2,500 students attended
- The Political Science Department for three years has housed the new and highly successful competitive intercollegiate UL-Lafayette Moot Court Team that has greatly helped with student recruitment.

Recommendations

- Include service-learning on the co-curricular transcript (if appropriate).
- For courses with a service-learning component or focus would be to have course section numbers identify if it is an experiential course that falls into that category.

Student KPI 7: Implement a co-curricular transcript for all students.

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Student KPI 8: Obtain Carnegie Foundation’s Classification for Community Engagement recognition.

The University chose not to pursue the Carnegie Foundation’s Classification for Community Engagement recognition because of changes to the program requirements. The University measures its community engagement in a multitude of other ways which more accurately represents the efforts of the students and faculty.

Student KPI 9: Expand support for graduate programs; develop new doctoral programs in areas of graduate excellence and new graduate programs in areas of undergraduate excellence.

KPI 9 (a): Expand support for graduate programs...

- See KPI 5 notes above.
- Graduate coordinator alerts and reports put into place by Grad School to identify potential stop-outs/drop-outs early enough to prevent and/or follow up upon immediately after first semester of non-enrollment.

- Implementation of official leave of absence policy to assist students facing medical/family emergencies and/or military duty to step out with intention, facilitate tracking and communications, and ease the process of reentry.
- Implementation of revised application and admission policies
- Buildout and implementation of Banner Degree Works for graduate programs
- Exit surveys for master's graduates and doctoral graduates
- Mid-Master's surveys (survey of master's students who are nearing candidacy)
- Enhanced recruitment materials, SEO work, and increased engagement recruitment initiatives
- Banner Degree Works
- GradSchoolMatch.com
- GRE Search Service

KPI 9 (b): Develop new doctoral programs in areas of graduate excellence...

In-Progress:

- CONFIDENTIAL - Doctoral programs at various stages of development/consideration include: *(redacted)*

Approved (since FA2010):

- PhD Earth and Energy Sciences approved on 3.21.2018
- EdD Educational Leadership New Concentrations: Curriculum Leadership and Exceptional Learners (no external approval required)
- BSN to DNP path approved on 12.5.2013
- DNP approved (conditional approval) as joint offering with SELU on 12.7.2011
- PhD Systems Engineering approved (conditional approval) on 9.22.2011

KPI 9(c): Develop new graduate programs in areas of undergraduate excellence.

In-Progress:

- MS Industrial Chemistry
- MS Athletic Training
- LOI for MFA in Intermedia Studio (internal development and review ongoing)

Approved (since FA2010):

- MAT Elementary Education and Elementary French Immersion approved 8.2018 for SU2019
- MBA and MBA-HCA approved to offer the existing degree online effective FA2017
- MS Informatics approved (conditional approval) 5.22.2017 for SP2018
- MS Environmental Resource Science approved (conditional approval) 12.1.2016 for FA2017
- MS Systems Technology approved (conditional approval) 12.5.2013 for FA2014
- MS Accounting approved (conditional approval) 8.21.2013 for FA2014
- MEd Curriculum and Instruction approved to offer the existing degree online 3.20.2013
- MS Kinesiology approved (conditional approval) 8.22.2012 for FA2012 (did not begin until FA2013)
- MS Criminal Justice approved (conditional approval) 8.22.2012 for FA2012 (did not begin until FA2013)
- GC Cardiovascular Nursing approved 12.2018 for SP2018
- GC Professional Writing approved 5.21.2014 for FA2014
- GC Business Administration approved 5.21.2014 for FA2014
- GC Instructional Coach approved 9.26.2017
- GC TESOL approved (conditional approval) 5.23.2012
- GC Historic Preservation approved on 4.25.2012
- GC Non-Public Schools Administration approved (conditional approval) 8.24.2011

Student KPI 10: Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

- James Jackson Community of Scholars (created by Graduate School in partnership with the Office for Campus Diversity in FA2015)
- University Committee for Graduate Student Success and Retention (created FA2015)
- Doctoral and Master's Candidacy Recognitions (started in SP2016 for doctoral and SP2017 for masters)
- Research Showcase (competition and recognition) and Grad Student Appreciation Week activities
- 3MT Competition
- Alumni Association Outstanding Master's Graduate Award (awarded now in both the FA and SP semesters, created in SP2015)
- Outstanding Graduate Mentor Award (created and awarded once by the Office for Research to recognize the doctoral advisor who complete the most doctoral students in the AY)
- Programming
Programmatic efforts including both professional development and community-building sessions geared toward motivating and inspiring graduate student success.
 - Dine Like a Scholar: Etiquette Dinner and Mocktails (every Spring semester)
 - Grad BINGO, Grad TRIVIA Night, Jefferson Street Pub Socials (every semester)
 - JCoS Feed Your Mind: Crucial Conversations: Tools for Talking when the Stakes are High in
Graduate School (2019.02.13)
 - JCoS Feed Your Mind: The Hidden Curriculum of Graduate School (2019.03.12)
 - JCoS Feed Your Mind: The Big Ask - Diversity/Inclusion after Grad School (2019.04.03)
 - JCoS Feed Your Mind: CVs and Resumes – What's the Difference? (2018.09.13)
 - JCoS Feed Your Mind: Grateful for Grad School – Reflection with Dr. James Jackson (2018.11.27)
 - Lunch and Learn: How to Write a Killer Cover Letter (2019.01.30)
 - Lunch and Learn: Getting the Most out of Internships in Grad School (2019.02.28)
 - Lunch and Learn: What to do Before, During, and After an Interview (2019.03.20)
 - Lunch and Learn: Putting Feedback to Work (2019.04.01)
 - Lunch and Learn: Work-Life Balance in Grad School (2018.02.22)
 - Lunch and Learn: Grad School is Hard on Mental Health (2018.04.11)
 - Lunch and Learn: Career Diversity for Grad Students (2018.04.09)
 - Lunch and Learn: Cultivating Your Digital Identity as a Grad Student (2017.11.15)
 - Lunch and Learn: Mid-Semester Stress Check – Why Did I Want to Go to Grad School? (2017.11.09)
 - Lunch and Learn: Conferencing – What is it? Why do academics do it? (2017.10.11)
 - Lunch and Learn: A Grad Student's Primer for Speaking to Different Audiences (2017.10.03)
 - Lunch and Learn: CVs and Cover Letter for Grad Students (2017.08.13)
 - Lunch and Learn: Pro-Action – Managing Mentors as the Mentee (2017.04.03)
 - Lunch and Learn: Conquering Impostor Syndrome (2017.04.05)
 - Lunch and Learn: The In's and Out's of Academic Presentations (2017.04.07)
 - Lunch and Learn: Swagger Seminar – Get Ph(inish)D (2016.04.04)
 - Lunch and Learn: Conferencing Like a Pro (2016.04.07)
 - Lunch and Learn: A Grad Student's Primer for Applying for External Funding (2015.08.24)

- Lunch and Learn: Staying Well in Grad School (2015.11.12)
- Lunch and Learn: LinkedIn for Grad Students (2015.02.11)
- Lunch and Learn: CVs and Cover Letters (2015.03.18)
- Lunch and Learn: Research Compliance (2015.04.13)
- Lunch and Learn: Non-Profits (2015.04.16)
- Lunch and Learn: Getting the Interview and Negotiating the Job Offer (2014.04.07)
- Lunch and Learn: Destination Done! Navigating the Road to Graduation (2014.04.10)
- Lunch and Learn: Spending, Saving, Surviving: The Grad Student's Guide to Managing the Cost of
- Life and School (2014.03.18)
- Lunch and Learn: Preparing for Success from the Start: Career Planning for Grad Students (2014.10.22)
- Lunch and Learn: How to Stress Less in Grad School (2014.11.12)
- Symposium Saturday: Digital Identities for Grad Students and Grad Faculty (2015.08.12)
- Symposium Saturday: Time Management and More for Grad Students (2015.10.10)
- Writing Support and Programming
 - Additional assistantship lines provided to the Writing Center to support graduate student support initiatives
 - Complete update of the *Guidelines for Theses, Dissertations, and Synthesis Project Writers*
 - Shut Up and Write Sessions
 - Dissertation and Thesis Boot Camps
 - Technical support workshops for thesis, dissertation, and synthesis project writers
 - Final Manuscript Submission and Approval Process workshops
- Faculty Mentorship Programming

Capacity-building efforts include education and training related to diversity and inclusion issues including topics such as holistic admissions, inclusive advising, and effective mentorship.

 - Promoting Inclusiveness and Mentoring that Matters
 - Mentoring 101: The Basics of Mentoring Students
 - Mentoring Underrepresented and Minority Students
 - Mentoring New Faculty
 - Theater Delta Interactive Theater: Mentor/Mentee Relationships for Graduate Students and Mentor/Mentee Relationships for Faculty
 - Mentoring Graduate Students Best Practices
 - Understanding and Supporting Grad Students' Digital/Social Media Presence
 - Sexual Harassment and Title IX
 - Understanding International Graduate Application/Enrollment/VISA Trends
 - Best Practices for Mentoring ABD and ABT Students to Completion
 - Reimagining the Grad Seminar
 - Inclusive Graduate Admissions/Funding Decision Making for Grad Programs
 - Faculty Breakfast: Connecting Inclusivity Goals and Practices in Graduate Recruitment, Admission, and Funding Efforts
 - Writing Resources for Graduate Students
 - Mentoring the Financially Insecure
- In Progress
 - Stats Center (on-going initiative with the University Committee for Graduate Student Success and Retention)

- Mentor Training – Strategic Plan calls for the “design and establishment of mentoring training” Progress is still needed here, although the partnerships between the Graduate School and the University Committee for Graduate Student Success and Retention, Academic Affairs Faculty Affairs, Office of the VP for Research, and the Office for Campus Diversity are in place to support this important initiative.
- Graduate Advisor Trainings – Preliminary discussions began this year with the Academic Success Center and the Office for Faculty Affairs to initiate advisor training that is (a) less focused initially on student level with an emphasis on best practices for advising and (b) more offerings that would be specific to promoting graduate student success for advisors who do not necessarily work with undergraduates or work with both undergrads and grad students.
- Outstanding Dissertation and Thesis Awards and recognition of faculty chairs (on-going initiative with the University Committee for Graduate Student Success and Retention)
- Outstanding Masters Mentor Award (on-going initiative with the University Committee for Graduate Student Success and Retention)
- Outstanding Graduate Student Teaching Awards (on-going initiative with the University Committee for Graduate Student Success and Retention)
- Advising Awards for Graduate Student Advisors (on-going initiative with the University Committee for Graduate Student Success and Retention)
- Excellence Award for Graduate Coordinators (on-going initiative with the University Committee for Graduate Student Success and Retention)

Student KPI 11: Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.

The selection of Student Research as our topic for QEP 2020 demonstrates our desire to create more opportunities for students to work with faculty on research projects. The QEP committee narrowed the topic down to Student Research Experiences, which we define broadly as a sustained effort to apply subject knowledge, skills, and abilities to a project that is valued by the discipline, and named the QEP Advance: Student Research Experience. Advance has two primary goals: 1) build research-supportive curricula in each undergraduate degree program, and 2) encourage students to participate by offering a Student Research Experience Certificate. Advance will engage “all” students in research by integrating research courses (research-related, research methods, and research intensive courses) into the curriculum. By building research opportunities into the curricula we are making sure all students develop the knowledge, skills, and abilities to participate in complex research projects. A research-supportive curricula will result in more students being prepared to participate in faculty-led research projects.

Advance will build upon efforts by Louisiana Council On Excellence in Undergraduate Research (LaCOEUR) to support undergraduate research. LaCOEUR supports student research through a mini-grant program that provides funds for faculty to develop undergraduate research projects and support of the annual Undergraduate Research Conference. Through both LaCOEUR promotes research in all fields of study. Each year mini-grants have been given to faculty in all seven colleges. In 2016, the university dedicated more funds to LaCOEUR to recruit underrepresented students. When Advance is implemented, LaCOEUR will remain an advisory body for the new Student Center for Research (SCR). SCR will be responsible for the certificate program, student travel grants, and communication about student research opportunities.

The university has a range of research opportunities for students:

- UL has an informal Research Internship program in which scholarship students get placed in paid research positions across the university. The program has grown by word of mouth, so that now more than 50% of scholarship work study assignments go to research positions. The Scholarship office has taken some initial steps to promote the program and to assess the value of the experience for students.
- UL has a number of on-campus showcases, seminars, and conferences that allow students to present their research.
- REUs hosted by UL give graduate students an opportunity to mentor undergraduates. They benefit our undergraduates by giving them exposure to research and introducing them to REUs, hopefully motivating them to apply to REUs at other universities.

Recommendations:

- Support the QEP, Advance Student Research Experience, and its initiatives:
 - Create research-supportive curricula in each program
 - Promote the Advance Student Research Experience Certificate
- Better monitoring of scholarship student participation in research internships.
- Provide more funds for student travel.
- Provide more funds for facilities and materials required for research-intensive courses.

Action items:

- Research Internships --The university continues to increase opportunities for scholarship students to be paid to work alongside faculty on research projects. We continue to offer scholarship students research internships in place of standard work study opportunities. Over the last five years we have increased our budget so that we can offer more research internships and have encouraged faculty to offer research internships. In Spring 2018, more than 50% of our work study scholarship students were research interns. The pairing process is informal and depends upon faculty requesting interns. Going forward we would like to create better processes for assigning students to research internships and assess the value of these opportunities for students.
- Undergraduate Research Mini-Grant -- The program allows undergraduates to benefit from the university's growing R&D program. The University has set aside \$40K to be awarded to faculty members involving undergraduates in research. The funds are dispersed across 20 undergraduate research mini-grants of \$2000 each. The university's Undergraduate Research Council, with appointed members from each college, administers this mini-grant program.
- Undergraduate Research Conference -- Each November undergraduates from colleges and universities around the state come to UL to present papers, presentations, and posters of their research.
- LS-LAMP -- This statewide undergraduate support program prepares minority students for graduate work in STEM fields.
- Advance Student Research Experience -- The Quality Enhancement Plan for 2020 will provide "all" students with research opportunities. It includes the creation of a Student Center for Research that will centralize student research activities on campus.

Student KPI 12: Double the proportion of alumni giving to the University.

We have not achieved this goal. Our Loyal Fund giving has declined since 2015. The Alumni Association leadership and leaders from Development and Advancement Operations are coming together to set forth a better communication plan going forward. Our goal is to increase our loyalty fund above what we raised in FY19 and FY18.

Governance

Governance KPI 1: Establish an elected, representative body of governance for each of the primary constituent groups on campus: faculty, students, classified staff, and unclassified staff.

The formation of a new University governance structure is a substantial undertaking and will take time to complete. Beginning in the Fall 2017, the Strategic Plan Implementation committee consulted with many constituencies on campus, including Faculty Senate, University Council, and the Dean's Council, about forming a separate task force to address these KPIs. An initial call for volunteers went out University-wide on November 28, 2017. During the Spring and Fall 2018, further discussions were held in University Council, Faculty Senate, and among administration to design a governance redesign task force structure that was representative and productive. In December 2018, a structure for this task force was finally agreed upon. The faculty senate and each Vice President were invited to conduct an open process to nominate members of the task force in their areas, and the President was empowered to make final selections from among these nominees. Nominations were submitted in January and February 2019, and on March 13 the President made final selections and impaneled the task force with 23 faculty and staff members from across the University. The task force will meet and begin its work in April 2019.

Governance KPI 2: Establish a University Senate, with representatives from each of the above governance bodies, which will support broad participation in the determination of University initiatives and resource allocations.

This KPI will be the object of deliberations of the Governance Task Force established in Spring 2019 and discussed in more detail under Part 4, SI 1, KPI 1. These deliberations will begin in April, 2019.

Governance KPI 3: Connect each stakeholder to the primary and support activities that drive University performance toward achieving the Vision.

Achieving this KPI will be the end result of the governance redesign discussed in Part 4, SI 1, KPI 1. object of deliberations of the Governance Task Force established in Spring 2019 and discussed in more detail under Part 4, SI 1, KPI 1. These deliberations will begin in April, 2019.

Governance KPI 4: Provide each stakeholder with a clearly articulated authority structure and method of performance evaluation, with both tied to the Vision and Mission.

All full-time staff and faculty will participate in a performance management program managed through the University's Cornerstone On Demand Talent Management platform. The University will annually evaluate faculty, executive and senior leadership, supervisory, non-supervisory unclassified, and classified employees via class specific instruments designed to measure competence, goal attainment, and other performance metrics.

Initiatives:

- 2018 Completed Initiative – Conversion of Classified Performance Evaluation System from paper to electronic. Supervisors now evaluate all classified employees on the behavioral and work expectations agreed upon during their annual planning session. Evaluations are managed and conducted using the *Cornerstone Talent Management Performance* module.
- 2018 Completed Initiative – Development and implementation of a performance management system for unclassified staff. All Executive Staff, including Vice Presidents and other Senior Administrators, now complete annual evaluations through the Cornerstone Talent Management Performance module. This system includes goal and professional development planning, competency assessment, and self-evaluation components. The system encourages and allows a

participant to align goals and development plans with the mission and vision of the University. The system enables collaboration between participants and their supervisor.

- 2019 Completed Initiative – Annual required Faculty evaluations, now completed in *Cornerstone Talent Management Performance* module maintain goals and performance metrics established by the faculty and their respective college and department, based on the University and Provost’s Mission and Vision statements. The workflow allows collaboration between the faculty member, Department Head, and the Dean.
- 2019 Pending Initiative – Development and implementation of a performance management system for unclassified staff. Supervisory and non-supervisory unclassified employee performance evaluations. Goal setting will be required for completion in *Cornerstone Talent Management* for all Unclassified employees in Summer 2019. Cascading goals and Development Plans are established for each position within the department and are created based on the University, respective Vice President, and Departmental Mission and Vision statements. Supervisors will conduct performance evaluation in January 2020, based on goals and expectations established in the Spring of 2019. The workflow allows collaboration between the employee and the evaluating supervisor.

Governance KPI 5: Align All UL Lafayette Committees’ Mission, Membership, and Reporting With The Governance model.

During the 2018-2019 Academic year, the President and Provost formed a Governance task force comprised of members from across the University at various ranks, positions, and classifications to ensure a broad representation of campus stakeholders. The task force met under the leadership of the president to discuss the goals of the Strategic Plan and to determine the charges. A result of the meeting is the formation of a workgroup to examine governance structures at peer institutions.

Also, during the summer of 2018 as a component of slating committees for the 2018-2019 academic year the Office of Faculty Affairs directed the Vice Presidents with Committees reporting to them to conduct a review of each committee. The objective of the review was to ensure that the committee is relevant to the governance of the University and to update charges as necessary. As a result, several committees were eliminated and others transferred to other units for better alignment with the goals and objectives of the new unit. For example, both the Faculty Welfares and Benefits committee and the Student Grade Appeals Committees were transferred to the Assistant Vice President of Academic Affairs - Faculty Affairs, who directs faculty development and student success.

Governance KPI 6: Build enterprise-wide data analytics capabilities that provide a wide array of performance metrics that are transparent, based on our Vision and Mission, and broadly embraced.

During 2018-2019, the Office of Institutional Research explored analytics software systems to support data-driven decision making and the development of dashboards for administration. Following the review of various systems, IR participated in a trial with one software vendor and developed dashboards to support key metrics requested by Academic Affairs. IR demonstrated the features of the software and dashboards developed to University Council, Dean’s Council, and Administration and Finance.

Following the evaluation process, the Office of Institutional Research requested to purchase analytics software that will integrate multiple data sources and allow for creation of custom built dashboards to support University metrics. The Office of Institutional Research is working with Academic Affairs on the implementation schedule and roll-out strategy. During the 2019-2020 year, IR will work with administration and functional areas on the development of visualizations to evaluate key performance metrics.

The Office of Institutional Research is also working with Information Technology on the implementation of Ellucian Analytics, which will display pre-built dashboards for Ellucian Banner data. This software is still in the pre-planning stage.

Governance KPI 7: Establish an HR System that will manage all stages of the employment relationship to provide a community of employees focused on achieving the Mission and Vision of the University.

Initial implementation and “go live” of Cornerstone Talent Management occurred in the Fall of 2016. Cornerstone provides a platform for managing employee recruitment, learning, performance, and succession planning. HR staffing plans and resource allocation was mapped out to support the success and maximization of Cornerstone throughout its continuous build-out and implementation.

Initiatives:

- 2016 Completed Initiative – “Go live” with Learning module established an electronic process to create, schedule, and track employee learning and development. This module allows the hosting, delivery, and tracking of multimodal learning opportunities.
- 2017 Completed Initiative – “Go live” with the Cornerstone Recruiting module established an automated process to fill vacant positions, track applicants, hire new employees.
- 2018 Completed Initiative – “Go live” with the Cornerstone Performance module. Performance evaluation and tracking capability are now possible through Cornerstone. The online process ensures timely and consistent execution of performance evaluations among Faculty and Staff University-wide to result in increased employee engagement and accountability.
- 2020 Pending Initiative – “Go live” with the Cornerstone Succession module. Creates capability of internal mobility based on employee skills and interest to create career road maps and identify additional employee development opportunities.

Governance KPI 8: Cultivate professional development programming that has a measurable impact on improving pedagogical innovation, managerial effectiveness, and essential job skills in support of the effective operation and governance of the University.

Initiatives:

- 2016 Completed Initiative – Implementation of the Learning module within Cornerstone Talent Management provides the employee capability to view currently available training and to track its completion on an employee training transcript.
- 2019 Completed Initiative – Annual planning and performance conversations will consistently take place within the platform created by the Performance module through the evaluation process. This process integrates employee development plans which will establish paths for career and personal development.
- 2019 Completed Initiative – Development and implementation of an introductory supervisory and leadership development program. The program introduces supervisory employees to managerial and leadership principles designed to enhance administrative and organizational effectiveness.

- 2020 Pending Initiative – Requests for continuing education will be strategically planned and managed through Cornerstone Talent Management to ensure decision making on the allocations of funds for professional development can be prioritized.
- 2020 Pending Initiative – Centralize all University-wide training to be integrated into the Cornerstone Learning module to ensure that we maximize our internal resources and awareness of educational opportunities across the institution.
- 2020 Pending Initiative – Implementation of Cornerstone Succession module Creates capability of internal mobility based on employee skills and interest to create career road maps and identify additional employee development opportunities.

Research

Research KPI 1: Ensure that support services are sufficient to sustain the efforts of University researchers.

Goals for 2017 under KPI 1 were to implement the Strategic Plan and recommendations of the Strategic Planning Implementation Committee to increase support services through the Office of VPR to support the community of faculty, researchers and scholars across campus.

Accomplishments in 2017 towards achieving KPI 1 included the following:

Hiring Additional Personnel

- Hired and trained three experienced College Research Coordinators (Erika Clark, Kit Boone, and Paula Williams) to provide greater funding opportunity identification and proposal development support to researchers within academic colleges.
- Hired two new staff Members within the Office of Research and Sponsored Programs (Yue Yang, Erica Pitre) to enhance the capacity of the central office to support researchers. Ms. Pitre is a Proposal Development Specialist, who will provide faculty with support in development of large-scale funding opportunities.
- Hired Ms. Jessica Manafi, Research Communications Specialist, who will assist researchers, departments, colleges and research centers in telling stories about the public impact of their research and scholarship.
- Hired Ms. Tatum Broussard, to support LITE and Research Events, particularly in convening Communities of Interest that facilitate conversations amongst researchers from multiple disciplines.
- Hired Ms. Katherine Small, to support Office of Innovation Management with administrative support for technology transfer related activities and LITE.

Providing Greater Resources

- Increased dissemination of Funding Opportunities to faculty.
- Increased Grant/Training Workshops.
- Procured DocuSign enhance proposal routing in Banner.
- Increased Faculty Travel budget, administered by Dr. Robert McKinney (from \$100K to \$125K). Requested that \$25,000 of this fund be earmarked for researchers travelling to meet program managers and agency sponsors.
- Increased funding for the Louisiana Council for Excellence in Undergraduate Research (*La CoEUR*), administered by Dr. Terry Chambers, Council director, from \$48K to \$75K, with a specific earmark to support the President's Diversity Agenda.
- Provided funds for training materials from the Export Controls Compliance Training Institute.
- Initiates efforts to review software (such as IRBManager, CoEUS, etc.) for management of research compliance/integrity operations.

2018-2020 Action Plans (15%)

- Deploy College Research Coordinators into their academic units and streamline processes to maximize their effectiveness.
- Expand Grant Writing Support.
- Develop better support artifacts and enhance their availability on the OVPRIED Website.
- Enhance Research Integrity and Compliance Infrastructure, including implementation of IRBManager.
- Work to expand research support facilities (SOPs, Statistical Resource Center, Research Communications).

- Enhance coordination between ORSP, SPFAC, ORI, and OIM in the conduct of workshops and training sessions.
- Expand shared research facilities and equipment (core/shared facilities for example, Department of Kinesiology and NIRC) and increase communication of value (deans and DHs).
- Provide OVPR staff opportunities for professional development.
- Work to streamline procedures and routing requirements to increase efficiency of grant proposal processes.
- Expand Communications about Research at University, College, Departmental Levels, Individual Faculty levels.
- Work to gain acceptance and implementation of DocuSign or similar automated proposal routing systems in Banner.
- Meet with Academic Departments targeted by the College Deans to increase information about OVPRIED support and initiatives.
- Explore the inclusion of library buying package with startup.

Research KPI 2 Provide incentives and training to increase faculty and staff engagement in research and innovation.

Goals for 2017 under KPI 2 were to implement recommendations of the Strategic Planning Implementation Committee to develop innovative policies, create new incentives and provide increased training support services through the Office of VPR to support the community of faculty, researchers and scholars across campus.

Accomplishments in 2017 towards achieving KPI 2 included the following:

- Drafted a new Research Re-investment Policy, to replace the Return of Indirect Costs Policy, providing greater incentives for collaborations between academic departments and research centers/institutes. This policy has not yet been adopted.
- Developed and adopted the Research Salary Incentive Program (RSIP), to encourage and incentivize researchers to seek grant funding that covers a portion of their academic year salaries. This policy is now in place.
- Developed and adopted an enhanced Policy on Proceeds for Technology Commercialization. This policy is now in place.
- Developed and adopted a new Research Institutional Base Salary Policy to incentivize higher productivity of faculty holding professorships, endowed chairs and other appointments that offer academic year salary stipends - now in place.

2018 -2020 Action Plans (10%)

- Work to adopt the new Research Re-investment Policy.
- Work to create seed grants for new faculty.
- Create an information initiative to inform faculty about the services and successes of OIM, ORSP, ORI, SPFAC and the overall Office of VP for Research.

Research KPI 3: Establish a mechanism for tracking unit-level performance metrics.

The goal in 2017 for KPI 3 was to implement recommendations of the Strategic Planning Implementation Committee to establish an on-going process of goal setting, progress reporting, and performance evaluation. This process is not only necessary for SACSCOC accreditation, but is a fundamental building block for a learning organization focused on continuous improvement.

Accomplishments in 2017 towards achieving KPI 3 included the following:

- Established a *Research and Innovation Scorecard* that is used to measure and track performance of all research centers/institutes. This Scorecard, coupled with unit-level strategic planning, forms the basis for on-going performance measurement and resource allocation to research centers and institutes.
- Documenting *Faculty Research & Scholarship*: Reviewed and tried to work with Academic Analytics™- a system used in other universities and advocated by the UL System at that time - but the system proved inadequate and unsuitable for UL. As part of a pilot project, compiled faculty research data from their annual workload reports, but this method is labor intensive and the data are reported in different formats. College level data collection is increasing (sciences is a model), but non-standard and labor intensive. VIA explored as faculty research reporting tool, but deemed not ideal. The search for an ideal solution continues, with the implementation of Banner being the most promising venue.

2018 -2020 Action Plans (10%)

- Work with all center/institute directors, the Provost's Office and academic deans on adapting the Research and Innovation Scorecard for unit-level performance measurement across all academic units, customized to each specific College/department.
- Follow recommendations of the Strategic Planning Implementation committee to implement a faculty research productivity reporting mechanism that would both allow faculty a simple one-time input process and allow administration real-time access for evaluation for merit, tenure and promotion, honors, grad faculty membership, etc., as well as broad data analytics capability (such as articles published per college, etc.). Could have different access profiles for different purposes, privacy levels. System would also help to publicize our research, faculty research profiles. OVPR and AA will establish a working committee to explore all options for such a reporting system (VIA, Activity Insight, Google Scholar, Vivo (semantic web model), ORBI (free), Banner Talent Management), choose and implement.

Research KPI 4: Provide more resources and enhance administrative infrastructure to support procurement of external funding, intellectual property development, entrepreneurial start-ups, and patents.

Goals for 2017 under KPI 4 were to increase support services through the Office of VPR to support the community of faculty, researchers and scholars across campus. Based on 2016/2017 data, UL Lafayette R&D Expenditures reported to the National Science Foundation grew from \$77M in FY 2016 to \$80M in FY 2017, with an increase in federally funded R&D expenditures from \$15.7M to \$16.9M. IP disclosures, patent applications, technology licenses and entrepreneurial projects have increased significantly over past 5 years. In FY 2017, 19 IP disclosures were submitted and 12 patent applications were filed, compared to the 7 IP disclosures and 7 patents filed in 2016.

Accomplishments in 2017 towards achieving KPI 4 included the following:

- Continue to invest in the growth of staff to support campus community: As documented under KP1, administrative support staff were added to the Office of Research and Sponsored Programs. However, we are significantly understaffed in the Office of Innovation Management and in the area of Office of Research Integrity.
- Notwithstanding growth of research, technology transfer and economic development activity, according to the SPI Committee, UL ranks at the very bottom (dead last) among 17 peer institutions in research staff.

2018-2020 Action Plans (10%)

- Recruit center directors/faculty with existing and/or demonstrating significant potential for federally funded research portfolios.
- Continue and strengthen the practice of collaborative hires between academic units and research centers to recruit high-caliber and highly productive researchers.
- Work with Provost/AA and academic deans to recognize patents and IP as measures for research and scholarship, where appropriate, during evaluation for merit, tenure and promotion, graduate faculty status, honors, among others. Align this activity with the Research and Innovation Scorecard (see KPI 3).
- Provide more training on patents and technology transfer.

Research KPI 5: Invest in research mentoring, and professional development efforts aimed at increasing research productivity. (Robert McKinney, departments, deans)

Goals for 2017 under KPI 5 were to increase mentoring, peer-mentoring opportunities as well as professional development services, facilitated by the Office of VPR to support the community of faculty, researchers and scholars across campus.

Accomplishments in 2017 towards achieving KPI 5 included the following:

- Developed ways to increase mentoring of new and young researchers through collaborations with more experienced researchers. For example, incorporated Mentoring in Panel Discussions by senior researchers into training sessions (2 per semester) provided by the Research office.
- Facilitated and organized an NSF CAREER workshop, led by a senior researcher Dr. Xiao-Dong Zhou, to over 20 junior faculty members in the area of materials research.

2018 – 2020 Action Plans (15%)

- Consider forming group of retired and/or senior researchers to help mentor younger scholars.
- Develop a two-track proposal application management system, fast track for experienced researchers, and a slower track with more support for beginners.
- Increase proposal development support for large-scale proposals.
- Increase number of grant writing workshops.
- Assist the Deans and Department heads in their efforts to develop peer-mentoring systems at department/college level.
- Make use of endowed chairs to mentor other faculty members.
- Work with Student Research Task Force to develop and implement the Quality Enhancement Plan (QEP) with its focus on student research in preparation for the 2020 SACSCOC Reaffirmation.

Research KPI 6: Collaborate with University Advancement to increase the number of external relationships and explore various opportunities for fund-raising and gifts to support research, graduate education, and entrepreneurial ventures.

Goals for 2017 under KPI 6 were to increase collaborations between the Office of VPR and the Office of VP for Advancement to increase support for research.

Accomplishments in 2017 towards achieving KPI 6 included the following:

- VPR worked with VP Advancement and staff to enhance support for faculty seeking funding and enhanced relationships with corporations, foundations and other entities.
- Initiated efforts to enhance coordination between College Research Coordinators and College Development Officers. This effort is ongoing.
- Expanded grant-writing support to include proposal submission to corporations/corporate foundations, working in partnership with VP for Advancement.

2018 – 2020 Action Plans (10%)

- Develop clear guidelines, processes and provide training to faculty to help identify when to submit proposals through the Office of Research and Sponsored Programs versus when it might be beneficial to use the Office of Corporate and Foundation Relations (OCFR).
- Continue to investigate formation of a 501c(3) Ragin' Research and Economic Development (RED) Foundation, the use of OCFR, or RCFI for proposal submissions requiring submission through non-state agents.

Research KPI 7: Develop interdisciplinary initiatives leading to the growth and creation of research centers and institutes

Accomplishments in 2017 towards achieving KPI 7 included the following:

- Working on three major multi-disciplinary research initiatives in the area of energy, healthcare, and cybersecurity with each initiative *minimally* including researchers from *at least* two academic colleges and *one* research center/institute. Achieved significant progress in developing a consortium of universities across Mexico, Canada and the US to develop the North American Energy Research Alliance (NAERA,) under the leadership of Dr. Mark Zappi.
- Hired leaders/directors of multiple research center directors in past 24 months (Drs. Francois Villinger, Paula Zeanah, Karen Burstein, Harry Whitlow, Xiao-Dong Zhou, Ed Theriot, Michael Dunaway, and Matt Delcambre). Worked with the University leadership and academic deans in creating joint academic appointments for six of the eight hires in appropriate academic colleges (Villinger in Sciences, Zeanah in Nursing, Burstein in Liberal Arts, Whitlow in Sciences, and Zhou in Engineering.)

2018-2020 Action Plans (20%)

- Establish the Louisiana Center for Health Innovation (LCHI) and hire director. Continue working with Senator Cassidy and Dr. Jim Henderson in positioning LCHI as a UL System-based, statewide Medical Research Organization, with congressional funding.
- Continue to work on the three aforementioned major initiatives. Specific goals include pursuing the designation as a DHS/NSA Center of Excellence in Cybersecurity;
- Continue work to ensure the funding of NAERA.
- Initiate a review of all research institutes and centers.
- Review and validate Top 6 Research Priority areas. Change, if warranted.
- Continue working with faculty and academic leaders in establishing new research centers and initiatives.

Research KPI 8: Provide programs and incentives for collaborations across disciplines, including on-going research networks (Communities of Interest) that regularly provide opportunities for researchers to extend their activity outside of their disciplines and colleges.

Accomplishments in 2017 towards achieving KPI 8 included the following:

- Helped research leaders establish collaborations with universities in six countries including Finland, Thailand, Mexico, Canada, India
- Establish four Communities of Interest in past 24 months (Diversity, Equity and Poverty; Global Sustainability; Louisiana Studies; and The Human Brain).

2018-2020 Action Plan (10%)

- Establish Communities of Interest in Substance Abuse & Opioid Crisis. Other candidates include Cybersecurity & Society; Food, Energy & Water Nexus; Computing, Modeling & Simulation, among others.

- Explore opportunities and/or support efforts for the creation of new multi-disciplinary centers/institutes.
- Identify and implement incentives for multi-disciplinary collaborations.