

2011-2012

**Tradition | Transition | Transformation**



The 2009-14 Strategic Plan  
Progress Summary Report  
University of Louisiana at Lafayette

# Strategic Imperative 1 | Strengthening student recruitment and enrollment processes

## 1A | To raise awareness and enhance the visibility of our institution

<p>create a unified and integrated website with appropriate interactivity, utility, comprehensiveness, aesthetics and communicative capacity</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p>	<p>The restructured "Office of Communications and Marketing" (OCM), under the direction of a new Director, created a work plan, crafted a project timeline and contracted with Lipman Hearne to begin designing a new university website. OCM considered UL Lafayette brand initiatives and prioritized audience approaches for the site. We mapped out the site information architecture and finalized the wireframe blueprints. We had several meetings with the Office of Information Technology to lay groundwork for technical requirements. We met with the Office of Enrollment Management to gather input for priorities and content, as we had established attracting prospective students as a primary role of the new index page. The OCM plans to finalize a design consistent with university branding, start building content and begin testing the site in November of 2012 to gather feedback before launching in March 2013. We also plan to build templates for colleges and begin setting priorities for the next level of roll-outs. Challenges in finalizing a web design contract caused the OCM to delay the launch by nearly six months. As services and programs expand, the OCM needs a graphic designer, an additional writer and a photographer. The new website will be a significantly more dynamic than our present site and these staff resources will be important for attracting enrollment, investment and publicity.</p>
<p>showcase the University through cutting-edge marketing and promotion</p>	<p>The OCM launched the university's first official YouTube account (<a href="#">UL Lafayette Youtube Channel</a>). OCM also integrated several Facebook accounts and launched ad campaigns, increasing followers from 16,000 (4,000 on one page and 12,000 on another) to 56,000 for the official university Facebook page (<a href="#">UL Facebook Page</a>). OCM also assisted with launching a mobile app and a virtual tour, and redesigning Moodle II. The OCM plans to continue to grow the University's social media presence. The OCM experienced resistance by some departments who continue to be reluctant to give the OCM access to their Facebook accounts.</p>
<p>promote our graduate programs more vigorously</p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p>	<p>The Graduate School continued to participate in student recruiting events both on and off campus, but also spent effort promoting our recently introduced masters, doctoral and graduate certificate programs. We held two Graduate Coordinator workshops to discuss and share information regarding student recruitment and retention, and subscribed to the GRE student search service. To attract additional minority students, we continued to make McNair tuition and fee waivers available to qualified students. We also funded two new minority doctoral fellows by securing funds from the BOR/SREB Minority Doctoral Fellows program. The Graduate School plans to further enhance recruitment efforts, and will focus on making our website and application process as technologically current and "user-friendly" as possible. Recruiting minority doctoral students in the STEM areas will be a priority. We will continue to look for opportunities to link graduate student funding to research grants and contracts. This is becoming of ever-increasing importance as state funding declines. As increased emphasis is placed on recruiting new graduate students, there needs to be better communication between the academic units and the Graduate School.</p>
<p>determine and attain the student population size that meets workforce and societal demands and maximizes efficient utilization of resources</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-2   INCREASE THE COLLEGE-GOING RATE OF HIGH SCHOOL GRADUATES)</p>	<p>Anticipating the loss of undergraduate enrollment during the 2011-12 academic year, due to both the decline of high school graduates in Louisiana and the implementation of new admissions criteria in Fall 2012, the Academic Affairs team continued to pursue the creation and implementation of new degree programs and certificates with significant efforts aimed at graduate level programs. The creation of these degree programs and certificates involved consultation with and planning by the originating faculty. Primary attention was given to developing programs for which the University has the requisite faculty expertise and infrastructure. Only programs which would require nominal incremental expenditures during the first five years of the program's existence were advanced for approval. The approval process at the level of the UL System and the Board of Regents requires four steps: approval of the Letter of Intent at the ULS level and the BOR level, then approval of the full proposal by the same two Boards. In a number of cases, the University must also seek SACS approval of the degree as a "substantive change". The following programs were advanced for approval by the two governing boards:</p> <ol style="list-style-type: none"> <li>1. Ph.D. in Systems Engineering</li> <li>2. Doctor of Nursing Practice</li> </ol>

	<ol style="list-style-type: none"> <li>3. Graduate Certificate in Non-Public Schools: Administration</li> <li>4. B.S. in Health Services Administration</li> <li>5. B.A. in Music with Concentrations in Music Business and Traditional</li> <li>6. M.S. in Criminal Justice</li> <li>7. M.S. in Kinesiology</li> <li>8. Graduate Certificate in Historic Preservation</li> <li>9. M.S. in Systems Technology—online degree</li> <li>10. M.S. in Accounting</li> <li>11. Graduate Certificate in Family Practice--post-master's</li> <li>12. Executive MBA</li> <li>13. Graduate Certificate in Teaching English as a Second Language</li> <li>14. Ph.D. in Geoscience</li> </ol> <p>In addition to these new programs, the University entered into a marketing and support agreement with Academic Partnerships for an online RN-to-BSN degree. The degree is offered as an accelerated, full-distance-learning program segmented into seven-week terms. The agreement with AP has allowed the University to extend the appeal of the degree across the state, and, to a lesser extent, other states, and has facilitated the University's ability to meet state needs for additional BSN graduates. This new program has demanded tremendous changes in the processes and infrastructure of the University (admissions, registration, financial aid, information technology, etc.) and paves the way for creating additional non-traditional programs for working adult students. In the Enrollment Management area, the University has increased personnel to improve operations. The University hired a new Director of Admissions and Recruiting. More closely coupling the operations of those two previously separate offices should enhance efficiency of recruiting and enrolling students. Additional hires in the recruiting function of Enrollment Management will enhance the University's efforts to attract veterans, transfers, and non-traditional adults. All of these actions have been taken in the interest of meeting the State's needs for additional graduates, particularly in industry and government sectors which require employees with advanced training. Additionally, maintaining current enrollment levels will ensure ongoing efficient utilization of University resources, both human and physical. The University will continue the process of creating and implementing new degrees and certificates. It will also take several steps to improve the retention of existing students, including enhanced supplemental instruction, and special support services for students admitted by exception. Decreased funding has hampered efforts to improve internal processing of applications and to effectively recruit transfer students and adults.</p>
<p>recruit students with increasingly stronger academic preparation, credentials and talents</p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-1   : ADVANCE A PERFORMANCE-BASED FUNDING FORMULA FOR HIGHER EDUCATION THAT ALIGNS WITH THE GRAD ACT AND DRIVES CONTINUED IMPROVEMENT IN EDUCATION OUTCOMES AND MEETING THE WORKFORCE NEEDS OF THE STATE)</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-4   CREATE A MORE BALANCED ENROLLMENT MIX BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS)</p>	<p>The Fall 2011 and Fall 2012 Freshman cohorts were among the strongest classes relative to academic preparation in the University record. In achieving this, the University focused attention on the following parameters: (1) identifying students who had a combination of academic talent and skill attainment on standardized tests [achieved through increased recruitment at high school programs/visits and through prospect name purchases], and (2) educating students regarding their major and likelihood of success at the University. As the AALT and ASLT programs continue to evolve in Louisiana, they should benefit the institution with more transfers. The University continued to encourage relationships with community colleges, targeting cross-enrollment and partnership agreements -- these relationships will be valuable as entrance requirements increase. Staff members also increased visibility and focus at the community colleges through participation in recruitment programs and though recruitment/advising visits. Finally, the University made two significant commitments with regard to concentrating efforts on student recruitment and enrollment: (1) the Offices (and functions) of Undergraduate Admissions and Enrollment Services were combined to form the Office of Undergraduate Admissions and Recruitment, and (2) the administration committed human capital resources to adequately staff freshman, transfer, and international admissions/recruitment efforts. In 2012-13, the Office of Undergraduate Admissions and Recruitment will focus efforts on the following actions. (1) A comprehensive undergraduate admissions and recruitment plan will be completed and implemented with specific goals, objectives, actions, and strategies for freshmen, transfer, and international students. (2) The office will streamline admissions processes for each target group. (3) The recruitment 'footprint' for the institution shall be enhanced through strategically increasing and targeting recruitment activities (actual activity and programs) in and outside Louisiana for freshmen, transfer, and international students. (4) The prospect pool shall be increased through the purchase of qualified leads from ACT, SAT (College Board), College Fish, and from Phi Theta Kappa. (5) New programs will be implemented targeting the recruitment and enrollment of transfer students and veterans. (6) Efforts</p>

	at improving the marketing/brand utilized in recruitment of students will be cultivated and extended through print and electronic means throughout the enrollment process.
<b>1B   To advance our positioning as an institution of 'choice'</b>	
<p>review and improve the process and effectiveness of awarding scholarships and financial aid</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-4   IMPROVE POSTSECONDARY PERSISTENCE/RETENTION RATES)</p>	<p>During the 2011-12 academic year, scholarship offers were again made before the end of the calendar year. Transfer scholarships are also being offered to prospective students earlier, and an additional transfer scholarship opportunity has been created for students who have earned an Associate Degree beginning in the Fall 2012 semester. The addition of an Admissions Counselor for International Students has expedited our ability to offer earlier scholarships to this population. The Scholarship Office will work with Admissions to recruit more National Merit Finalists and Semi-Finalists, valedictorians, and students with notable recognitions and achievements. New challenges are being encountered because of the complexities of reviewing and evaluating transcripts/records of students from many different areas. Dual enrollment credits, community college transcripts (in many cases from several different schools both in-state and out-of-state), and international credentials all have added to the work flow in the scholarship office. As demands continue to increase, it is imperative that the office grows by increasing staffing, particularly professional staff. At the present time, the office handles about \$6 million of scholarship transactions which include: offers, acceptances, crediting of accounts, processing funds, and monitoring student progress. Further, approximately 600 UL Lafayette Foundation scholarships are awarded through the Scholarship Office. As each of these scholarships is awarded, guidelines are being reviewed and we are collaborating with the UL Foundation to update and/or revise each scholarship account as is necessary. As the Office of Development continues to raise funds for scholarships, the Scholarship Office workload will inevitably increase.</p> <p>In the Office of Financial Aid, the processing of award letters has become more efficient and less labor intensive due to technological improvements. The next planned improvement is electronic notification of financial aid awards to students through ULink, allowing them to accept/adjust/decline their offers online.</p>
invigorate the Honors Program	<p>Primary objectives this year were to: (a) make the program more visible, (b) generate more donor support and funding to finish the third floor renovation, (c) require that all Program students complete a research project by graduation, and (d) cleaning and planting the Honors Building and the creation of a campus park adjacent to Judice-Rickels Hall. In addition, the Honors program became involved in community volunteering, and continued the Undergraduate Research Conference in conjunction with the VP for Research. In 2013, Honors plans to increase undergraduate research and active learning through expanding the undergraduate research conference. To increase the visibility of Honors, the Student Board has asked the President to consider making the "program" a "college."</p>
improve cleanliness, general conditions and the physical attractiveness of the campus	<p>An aggressive program was initiated to improve the exterior of all campus buildings. Every building exterior has been cleaned, and exterior windows have been replaced where needed. Seven old, blighted campus buildings have been removed (Bonin, Baker-Huger, Saucier, Evangeline, Denbo and Bancroft Halls). Restrooms have been renovated in all major academic buildings. The University is spending about \$150,000 per year for sidewalk improvements. Additionally, funding is allocated for parking lot and street improvements. Our campus has now been awarded the <i>Tree Campus USA</i> designation due to efforts of the entire campus community. We have worked to upgrade general landscaping throughout campus and improve our litter control. The University has hired a private contractor to handle building custodial services. This has led to improved service throughout the academic areas on campus. Facilities Management plans to continue to clean building exteriors and replace windows as needed, and continue the process of removing blighted facilities on campus. The buildings scheduled for future removal are Stokes, Maintenance, Coronna, Olivier and Guillory Halls. The biggest challenge faced is that we were so far behind in deferred maintenance on this campus that prioritization of urgent needs was difficult.</p>
ensure environmental sustainability, safety and physical accessibility on campus	<p>The University continues to secure optimal ratings and rankings on campus safety, and lack of ADA compliance exists only in a couple of facilities on campus.</p>
build new residence halls and improve existing student housing	<p>As of the Fall 2012, the University opened four new suite-style residence halls increasing the university's on-campus housing capacity from 1,800 to about 3,200 in under two years. Harris Hall, which was built in 1939, is being completely renovated and an elevator is being added to meet ADA standards. Randolph Hall, a former women's dormitory built in 1950, was renovated into a multi-purpose building, including a student activity center, smart classrooms, workout room, group kitchen,</p>



	and university guest suites.
modernize and restore historic facilities and renovate Martin Hall	Some of the internal areas of Martin Hall have been upgraded, including Enrollment Management, Human Resources, Office of Communication and Marketing, and Operational Review. Additionally, the exterior of Martin Hall has been washed, lighting improved and repairs made to the roof. A complete renovation to Buchanan Hall (built in 1927) is ongoing. We have requested funding from the state for a complete renovation of DeClouet Hall (built in 1903). Replacing the wheelchair lift and windows in DeClouet is scheduled this year. We will continue to renovate areas within Martin Hall as funds become available. Funding for building renovations from the State of Louisiana has been a continual problem. This prevents any optimism that we will receive any funding for the DeClouet Hall renovation.
engage in academic facilities planning to ensure an appropriate learning environment	As state support for UL Lafayette drops to an all-time low of close to just one-third of our operational budget, we have been compelled to both become more entrepreneurial and to gain a masterful understanding of our revenue generation and expenditures. Revenue that can be used for operations is primarily generated through student tuition and fees, external research dollar awards and state formula funding. To ensure maximization of formula funds, the Academic Affairs Council has been diligently studying trends and computations for two years. As a result, either starting in or continuing through 2011-12, we are more closely monitoring faculty workloads, student drop rates, and program enrollments, and we have completed a review of all the University's CIP codes. Yet, a significant impact on formula funding has come from a massive overhaul of the mechanisms of facilities coding and management. In the past year, over 20,000 information elements have been corrected in our facilities database, yielding millions of dollars in additional credited revenue for the University. This massive project has involved Academic Affairs, Facilities Management, the Registrar's Office and the Office of Information Systems. As a subsidiary benefit, institutional knowledge about the efficacy of our facilities management has resulted in greater utilization and has spurred critical renovations.
<b>1C   To better manage our enrollment processes</b>	
create a comprehensive strategic enrollment management plan  (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-4   IMPROVE POSTSECONDARY PERSISTENCE/RETENTION RATES)	During the 2011-12 year, Enrollment Management (EM) clearly identified eleven targeted three-year goals and objectives for growth and development. The primary motivation for this planning process was the implementation of increased admissions standards for freshmen, transfer, adult and international students that would allow the university to recruit academically-qualified students with the likelihood of succeeding at the university. Challenges that have been encountered include understaffing, limited physical space, outdated technology and the Louisiana Board of Regent policy shifts relative to admissions standards. Implementation of an ERP that will allow for greater collaboration across enrollment process will be very valuable. The Strategic Plan of the Division of Enrollment Management, and its associated goals, have been embedded into that unit's annual assessment processes.
partner with secondary and other post-secondary educational institutions <b>AY 2012-13 STRATEGIC PRIORITY</b>  (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-4   IMPROVE POSTSECONDARY PERSISTENCE/RETENTION RATES)  (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-4   CREATE A MORE BALANCED ENROLLMENT MIX BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS)	The Transfer Task Force completed its study of weaknesses and opportunities in the University's relationship with other post-secondary educational institutions and submitted its final report and recommendations to the President. With a change in leadership at SLCC, the outgoing and incoming chancellors at SLCC visited with members of the University administration numerous times to dramatically increase cooperation between these two institutions. A new MOU was developed and finalized, articulating the mutual benefits and obligations of the exchange. Detailed plans were made and implemented to address the increased admission standards at UL Lafayette and the shift of remedial education to SLCC. The Win-Win collaboration between the two institutions was completed, with four SLCC students who had transferred to UL Lafayette and then left college with no degree returning to graduate with the Associate of General Studies degree in May, and others considering returning in the future. All existing articulations and 2 +2 agreements with SLCC were revised, and new course articulations were created in Moving Image Arts and Architecture. As mandated by the Board of Regents, the University began the process of creating standard four-digit course numbers for all courses currently on the State Articulation Matrix, completing math, English, biology, chemistry, physics, geology, and foreign languages. The Academic Affairs Council is working closely with SLCC to align curricula and create a seamless transition for students. Recommendations of the task force to be implemented include: reducing the number of possible points of entry into the University's system to one; creating a system for sharing one copy of student transcripts among offices instead of each office requiring a copy; and special campus tours for SLCC students. Staff challenges and changes

	at SLCC have sometimes slowed progress.
develop improved electronic communications networks with students	<p>UL Lafayette and the Lafayette Utility System (LUS) announced a cooperative effort to improve computer network connectivity between the University computer network and LUS Fiber customers. LUS and UL Lafayette data engineers have crafted a direct connection between the two data networks. Before the “shortcut,” all LUS computer users connected to the University services by sending their data outside the state and then the University hauled it back to campus. With the new direct connection in place, LUS Fiber customers send the data directly between the two organizations. This shorter path will allow improved and more reliable performance. The short path is owned and controlled by the University and LUS Fiber. This allows the link to be sized to meet the needs of University students and staff who are LUS Fiber customers. LUS users do not have to make any changes to make use of the new shortcut. The connection is automatically used whenever data is moved between the University and LUS Fiber customers.</p> <p>The OCM evaluated three forms of electronic communication: (1) email, (2) social media and (3) on-campus display monitors. OCM redesigned E-news into the “@louisiana” electronic newsletter and began planning policy to centralize email and phone communication through the OCM. OCM also began programming messages for on-campus display monitors in common interior areas, and drafted a proposal and was awarded a STEP grant in 2011-12 to create a social media network for students to be recognized for academic accomplishments and other achievements. The network, known as “readaboutme,” will enable students to build a social media résumé of recognized achievements to enhance their career search and to network with prospective employers. OCM is working with the UL system to test Focus as a means to push out communications across several electronic formats.</p> <p>The first challenge is that no budget was dedicated to support electronic communications. The OCM sought and was awarded a STEP grant for the first year of the readaboutme project. In order to keep the project running and maintain and grow more electronic enhancements, a social media budget allocation will have to be provided. Also, the OCM experienced resistance by some departments to support the readaboutme social network data input. The OCM lacks access to edit and maintain the intranet ULink and would like to make that an imperative in partnership with IT. The ULink system could be converted to a content management system to allow access to make changes and feed news and events. OCM also needs financial resources to launch a master calendar of events.</p>
<p>enhance the number and success of transfer students</p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p> <p>(Aligned with the “Master Plan for Public Postsecondary Education In Louisiana: 2011” OBJECTIVE 1-5   INCREASE GRADUATION OF TRANSFER STUDENTS)</p>	<p>The ASC has continued to develop its “transfer” website into a user-friendly, easy to access format for transfer students. The ASC coordinated the implementation of the Louisiana Transfer Degree program and the curriculum requirements at the University. To date, 15 degree programs are available. Each semester, recruitment events are held monthly at South Louisiana Community College (SLCC) and Louisiana State University at Eunice. The Transfer Coordinator also works with faculty and academic advisors at SLCC to keep them informed of the changes at the University (the largest community college feeder school for UL.) The University will also begin to evaluate SLCC student success at UL and share its finding with SLCC. In 2012-13, the ASC intends to expand its recruitment efforts and academic outreach to Baton Rouge Community College and Delgado Community College. These recruitment efforts will include transfer visits each semester and working with academic advisors at each institution to make the transfer process more student friendly. The Transfer Coordinator will also work with students participating in the Early College Academy to evaluate their success upon transferring to the institution. Data collection of transfer student enrollment and transfer student success are challenging each semester. Any data that has been used was manually collected and analyzed. The ASC recently hired a Learning Resource and Transfer Specialist. This position will be responsible for working with Baton Rouge Community College and Delgado Community College in expanding University outreach efforts. To continue to broaden the outreach and efforts of the Transfer Coordinator, support and collaboration with the Office of Academic Planning and Faculty Development is essential in creating articulation agreements with state community colleges. Travel funding is also essential in order to reach out to other institutions.</p>
revamp and elevate the relevance of	During 2012, the Orientation Office responded to changes in the Admissions

<p>orientation for all students</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-4   CREATE A MORE BALANCED ENROLLMENT MIX BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS)</p>	<p>standards from the Board of Regents by hosting our first-ever two-day freshman orientation for students starting in summer school. This orientation provided the structured and supportive educational benefit of our traditional two-day orientation for students beginning in the fall semester for all of our students starting during the summer term (we oriented 203 new freshman that were starting during summer term). The Orientation Office also recognized high demand from our students and assessment results, and made "Professor's Perspective" a mandatory session for all students at orientation. This provides an opportunity for faculty members to interact with new students. Further, it provides necessary and important opportunities for students to hear about academic success strategies from faculty, while also being given the opportunity to ask questions they may have about dealing with college professors, college coursework, or academic expectations of faculty members. Orientation worked with the College of Nursing and Office of Distance Learning to provide insights into the development of an online orientation for students in our newly created online RN-to-BSN program. We are currently working on developing similar initiatives for growing online programs at the university. Our current weakness lies in our Transfer Orientation programs. This weakness needs to be addressed in 2012-13 by streamlining the transfer process at an institutional level and working toward effective assessment with our transfer students about their needs as they transition into our university environment.</p>
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## Strategic Imperative 2 | Enhancing student engagement and success

### 2A | To create a meaningful first-year experience

develop a substantive and formative first-year seminar for incoming students

**AY 2012-13 STRATEGIC PRIORITY**

The Colleges of Science and Liberal Arts began full implementation of UNIV 100, joining the College of Business. Offerings of UNIV 100 were as follows: 63 sections in Fall 2011, 12 sections in Spring 2012, and 7 sections in Summer 2012. In partnership with other campus units, specialty sections were created to serve two at-risk populations: freshmen entering under ADMC stipulations (with Academic Success Center) and science majors who were first generation or low income (with Special Services/STEM program). The College of Nursing and Allied Health and College of the Arts were prepared for Fall 2012 implementation. In January 2012, two full-time UNIV 100 faculty and a Director of the OFYE were hired. These three individuals engaged in several retention efforts including TOPS/NSAP workshops for first-year students, identifying students who had failed/withdrawn from UNIV 100 to encourage them to take it in Spring, and intervening aggressively with failing or at-risk students in the course. In general, the original objectives and intent of UNIV 100 cannot be demonstrated as being met. As a result, there were some structural alignments and staff changes. The curriculum and assessment of UNIV 100 learning outcomes are being re-examined to bring both into line with the unique needs of our own first-year students. The Colleges of Education and Engineering will be prepared for Fall 2013 implementation. Retention initiatives will continue via prevention and early intervention initiatives such as those described already. These initiatives will be expanded in Spring semesters as we collect more data on our unsuccessful students and create retention initiatives for first-year students that are responsive to the realities underlying their difficulties. The ongoing challenges for UNIV 100 are staffing the Fall-heavy offerings and acquiring classrooms and lab space to meet the needs of the curriculum. Currently, 65 individuals have been trained to teach UNIV 100. The vast majority of these are adjunct and 50% or more of the adjunct pool is lost after one year for varied reasons. Approximately half of full-time faculty trained did not return the following Fall, citing departmental overloads, research duties, or the content/workload of UNIV 100 as reasons for not returning. Four full-time faculty can only cover approximately one-third of the anticipated sections for Fall. The non-participation of Nursing faculty has heightened the shortage crisis. The second challenge is securing lab space each semester. We are approaching a solution that involves College-based labs devoted exclusively to UNIV 100 and outfitted with course-fee funds. The Colleges of Business, Sciences, and Arts have agreed to participate in this endeavor. A third challenge is securing classroom space for UNIV 100. There are no classrooms dedicated to UNIV 100, leaving UNIV 100 sections to be assigned the least desirable rooms or be removed from allocated rooms by departments. This interferes with implementation of the curriculum when UNIV 100 faculty cannot depend on technology being available for the web-based components of the course. Dedicated classrooms and lab space would allow UNIV 100 faculty to teach in environments that meet our curricular needs. An innovative solution such as interdepartmental hire may help meet the extremely heavy Fall need for UNIV 100 and serve another discipline with a bottleneck course in the Spring semester.

foster commitment to making a difference through community engagement

To foster commitment to community engagement, the Dean of Community Service initiated or maintained the following activities: (1) worked collaboratively with the Director of the First Year Experience to increase the number of direct student-hour service opportunities by half; (2) increased the profile of community service for faculty, staff, and students through regular media exposure; (3) participated in local and state-wide service academic presentations; (4) maintained and enhanced the online presence of community service; (5) participated in the Corporation for National and Community Service "President's Higher Education Community Service Honor Roll" initiative; (6) worked collaboratively with the UL System office to develop and publish *The Journal of Service-Learning in Higher Education*; and (7) created a mechanism to honor undergraduate students participating in exceptional service



	<p>activities as documented by number of service hours given back to the local community.</p> <p>These efforts help to maintain our identity as an institutional body committed to making a difference in our community. In each of the seven identified areas, additional activities and initiatives are planned for 2013. There will be an increase in the number of FYE students involved in service (by half again), an increase in the number of awards made available for students through the Dean of Community Service, and the additional institutional commitment of increasing Dean of Community Service hours by half to a full-time commitment (for 2012-13) to institutional initiatives in service. Primary challenges to the successful implementation and initiation of service activities are beyond the institutional (UL Lafayette) commitment - and are primarily attributable to the unstable funding mechanisms at the State and Federal levels. In order to maintain and document increases in community engagement commitment, the primary resource needed is time. That commitment has been made by the institution.</p>
<p>bond students with others through learning communities</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p>	<p>Sixteen business majors were accepted into the initial Living Learning Community (LLC) sponsored by the University in the Fall 2011 semester. The students were enrolled as a cohort in UNIV 100, ECON 201, and ENGL 101. Of the 16 students, two were placed on academic probation following the Fall semester while nine students earned a "D" or an "F" in at least one course. All 16 students are enrolled in courses at UL Lafayette this semester and 100% of the students remain as participants in the LLC. A focus group with eight of the LLC students was conducted on February 15, 2012. The purpose of the meeting was to assess the students' experiences thus far with the LLC and to get a sense of both the positive and negative aspects of the program. Students rated the ability to take classes, to study together, and to help each other with homework and other assignments as the most positive aspects of their participation in the LLC. Other positive aspects reported included: participation in the LLC enabled the students to develop a social support network and LLC participation encouraged them to become involved in extracurricular and co-curricular activities. Participants shared their desire for additional opportunities related to increased contact with business faculty and administrative staff as well as guest speakers from the business community, greater exposure to business experiences and to the business environment, activities such as skill-building specific to developing business skills and techniques, and participation in community service projects. Students engaged in the LLC pilot reported very positive experiences from their first semester, however, they also reported some unfulfilled expectations. Most students reported participation in the LLC has enriched their academic and social lives, however, they would like more access to the business faculty and additional exposure to actual business practices and opportunities for professional networking with members of the business community. Building on the knowledge gained from the pilot LLC implementation, two additional LLCs were planned for the Fall 2012 semester - an LLC targeting nursing students and an LLC designed for modern language majors were implemented in addition to the continuation of the LLC for business majors. Results of the focus group session will be shared with faculty developing the new LLCs and will also be shared with faculty and administrators in the Moody College of Business for program improvement purposes. An Assistant Director of the Office of the First-Year Experience was hired with a primary responsibility being expansion of the learning community/living learning communities' initiative. The primary challenges associated with implementing the pilot LLC was lack of staff support and lack of budgetary resources. The hiring of a staff person (Assistant Director, Office of FYE) will be significant to expansion of the initiative. However, monetary resources need to be allocated specifically to support expansion. Currently, there is no budget for recruitment, promotion, nor are there funds to pay for programming needs.</p>
<p>provide resources to assist students with choosing or affirming their choice of major</p> <p>(Aligned with the "Master Plan for Public</p>	<p>Major accomplishments include the following. (1) The Office of the Career Counseling Center was restructured to report to Student Affairs and is physically relocating to the Conference Center to be better aligned and synergistic with the Office of Career Services. Progress is being made in determining an optimal location</p>

<p>Postsecondary Education In Louisiana: 2011”  OBJECTIVE 3-4   CREATE A MORE BALANCED ENROLLMENT  MIX BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS)</p>	<p>for the Center that will be in close proximity to Career Services, provide the space to service the testing needs of UNIV 100 and also continue serving the general student body population with their career planning needs. (2) Provided better online services, including online testing and an enhanced website. A Career Planning Fleur de Lis was added to the student tab of ULink giving students the ability to access the Career Counseling Center on the left side and Career Services on the right side. The left side of the Fleur de Lis gives students the option of logging on to their FOCUS-2 account or going to the Career Counseling Center website. The FOCUS-2 program is reserved for students registered in UNIV 100. Approximately 1,622 first year students enrolled in the Cajun Connection were required to complete the FOCUS-2 online self-guided career assessment to explore and make decisions about their career goals and major area of study. In addition to FOCUS-2, these students were introduced to a four-year career plan and were guided on the services and resources available to assist them in making decisions regarding their major and choice of career. Students not enrolled in UNIV 100 can still explore their options by taking the Choices program by Bridges and enrolling in the Career Decision Making Course, ACSK 140. Additionally, we have begun to run the online version of Choices. Students will still need to visit the Center to set up a portfolio and take a short tutorial, but they will be able to access the program online after that point. They will be encouraged to stay and take the test in the lab and follow up with the counseling that would better assist them in making decisions regarding their major and choice of career. (3) Worked with the new Retention Specialist in the Academic Success Center to identify high-risk students who are not making adequate progress in their major or changing majors multiple times. Our intent is to target these groups and introduce them to the career planning resources available and to assist them in creating a viable career plan.</p> <p>The Career Counseling Center intends to create a testing lab for UNIV 100 students and hopes to be able to service one or more sections at one time through the lab for career testing and course assessment. This will introduce a large number of students to the career planning resources available in the Conference Center. Additional electronic testing will be added by transitioning the existing Choices program to an online option. The Career Counseling Center will begin to reach out to academic departments with additional information about majors and programs available to students. For students not progressing satisfactorily, emails will be sent to invite students to seek career testing and counseling, and we are considering registration blocks to ensure that students seek the help they need. One of the challenges we may face will be defining and applying criteria to target certain at-risk groups. Our goal is to work with students who are not progressing in their major (they have a certain number of hours but have not reached key courses in their major program OR they have changed their major multiple times). We will target students who have sophomore standing because this is when we find students start to lose direction and focus (“sophomore slump”). Additionally, the Center will need resources to create a lab that will function for the UNIV 100 classes, the at-risk student population that will require testing, and the general population that we encourage to come for career planning.</p>
<p>2B   To improve the campus climate for students</p>	
<p>construct a student union to serve as the gateway to campus life</p>	<p>The existing union has been demolished and new construction plans continue. A comprehensive services-relocation transition plan was developed and implemented. Safe, accessible and efficient egress around the construction site is being addressed.</p>
<p>enrich the vitality of campus life through extra- and co-curricular activities and organizations</p>	<p>New initiatives include the Collegiate Ragin’ Cajun Association, Emerging Leader’s Summit Conference for freshman and sophomore students, Workshops on Demand for student organizations, Library Rave, LEAD UL Facebook group, Spatterbeat, New Student Convocation, and Swampfest. We also have many new student organizations that address the needs of our students. Some of our new organizations include Black Male Leadership Association, Jewish Student Association, American Red Cross, V Day, Student Veterans of UL, Sigma Chi Fraternity, and Young Life.</p>

	<p>We will be using the Quad as an “outdoor” union. Traditionally, the quad has been off limits to student organizational use. We will now open the door for activity to flourish in the Quad. Readaboutme, the social media gateway recently introduced on campus, will allow students to show pride in UL and the organizations in which they are involved. This program will allow students to record their academic and extra-curricular achievements thus producing a co-curricular transcript. Many engagement challenges will be created with the Student Union becoming unavailable. Events will take place all over campus and many events will now be held off campus. We will need to work hard to create a sense of campus life without the heart of campus available to students. Another challenge is that we are still in need of a university master calendar. Large scale events continue to conflict with each other. A master calendar will allow staff to collaborate our resources, time, and efforts.</p>
<p>create synergies among and optimally integrate student support and service units</p>	<p>Student Health Services and the Counseling Center moved into the completely renovated Saucier Wellness Center in 2012. The Union construction project is expected to last 18-24 months, and much effort has been dedicated to short- and long-term space planning for student services needs.</p>
<p>improve service to internal and external constituents <b>AY 2011-12 STRATEGIC PRIORITY</b></p>	<p>With the addition of a Retention Specialist to the Academic Success Center (ASC) staff, efforts to provide services to traditional and non-traditional at-risk student groups increased. The following programs were provided: Early Warning; Academic Success and Probation; and Study Smarter Seminars (SSS) for FTF TOPS recipients and students at-risk of academic probation. The Retention Specialist and ASC counselors collaborated with the Office of the First-Year Experience to provide over 37 Study Smarter Seminars over a two-week period. Partnering with LOFSA, ASC also provided various programs aimed at helping students maintain their TOPS scholarships. Collaborating with Student Affairs (i.e. Student Health Services, Counseling and Testing, and the Office of Disability Services), the Retention Specialist led an initiative to address the culture of “W”s by providing an “Academic Prescription” resource to increase student awareness of campus resources and options. A step grant was also submitted and awarded to expand the advising and retention software program “GradesFirst” to Freshmen. This will enable the ASC to connect, communicate, and monitor at-risk freshmen in a more efficient, timely manner in order to address academic concerns and refer students to campus resources. The Learning Center (TLC) collaborated with the Housing Department to expand its evening tutoring services (study groups for selected math and science courses) to on-campus locations such as the new Baker residence hall and the Conference Center. STEP funds allowed for the necessary equipment (a desktop, laptops, and a new edition of our tutor-tracking software) and labor to bring this project to fruition. The Academic Success Center/The Learning Center received additional funds to double the offerings of Supplemental Instruction (SI) programs (BIOL 121 &amp; 216, CHEM 123, MATH 250, PHYS 207, STAT 214, BIOL 110, 220 &amp; 318, CHEM 107, and MATH 140 &amp; 270). Brainfuse, an online 24/7 tutoring resource, was also funded by STEP. Additionally, a CENTSS Online Student Services Audit was conducted on 31 student service areas to assess the University’s e-student services. Over 400 participants evaluated the University’s online student services to identify problem areas in the delivery of e-student services and develop strategies for improvement. In 2013, the Retention Specialist and ASC counselors will continue the following programs to at-risk student groups: Early Warning; Academic Success and Probation; and Study Smarter Seminars (SSS) for FTF TOPS recipients and students at-risk of academic probation. A retention center with space to conduct small group workshops and activities, student workers, and computer work stations will also be critical to expand creative, student driven avenues to enhance retention services.</p> <p>The Graduate School made a major service improvement through the conversion to electronic submission of dissertations to ProQuest/UMI. All dissertations, after defense, editing, and final printing, are submitted to ProQuest/UMI for inclusion in the dissertation abstracts database. In previous semesters, each student’s printed</p>

	<p>dissertation was boxed and shipped to ProQuest/UMI for scanning, then shipped back to the university for binding and cataloging in the library's collection. Benefits of electronic submission include: (a) allows a student's dissertation to be posted to the ProQuest/UMI dissertation database more quickly, (b) improves the quality of the images in a student's dissertation because the images are not scanned but rather transmitted electronically, (c) allows the student to pay with a credit card for the microfilming, publishing, and copyright (optional) fees.</p>
<p>ensure policies, rules and procedures to facilitate student engagement and campus involvement</p>	<p>Student Life and Conduct continues to inform students on policies and guidelines using various media in order to increase their knowledge of the expectations set forth by the University. Student Life and Conduct sends emails to students informing them of the Code of Conduct and utilizes UNIV 100 to reach Freshmen. Housing display monitors in Residence Halls will also be utilized to reach students who live on campus. Additional professional staff may be needed to address student violations.</p>
<p>support emerging forms of appropriate electronic media to enhance student communication</p>	<p>UCSS began a Content Management System (CMS) pilot project (Drupal) designed to study the feasibility and capacity of the University to adopt a campus-wide CMS. In addition, Communications and Marketing has hired an Associate Director for Electronic Communication. This staff member will coordinate the planning, development, implementation, and management of the new University website. UCSS (working with Communications and Marketing) has retained the services of Acquia to assist in the deployment. UCSS is working with the Office of Distance Learning, and deployed a "New" Moodle LMS server. In addition, a premium, hosted Moodle instance (and associated pilot) was conducted with an "off-site" managed LMS. UCSS also acquired hardware for a ULink upgrade. ULink is now running on a newer hardware platform and we have seen dramatic reductions in downtime and increases in system response times for students, faculty and staff. The University installed and put into production additional hardware for ULink. This new hardware platform has reduced access problems and the latency associated with the older portal hardware. We planned, engineered, and deployed the LUS Shortcut to facilitate faster communications to LUS customers in Lafayette. Students, faculty, and administration now have the benefit of sharing a 100 Mbps peer-to-peer connection when they are transferring information between the university and their home LUS Fiber Internet service. The University is now working on leveraging the shortcut to provide alternative (backup) services during LONI outages. Moodle 2 will "roll out" in Spring 2013. We installed four fiber paths to increase the redundancy and resiliency of the network. The RAILS project (10GBps Backbone) has been deployed (at layer 2) at seven sites across campus. Electronic SEI administrations using the Scantron platform was linked into Moodle. For the first time, the University completed the student evaluation of instruction electronically. Although there were a few implementation "glitches", the project was very successful. The University iPhone/Android application has undergone several enhancements including the campus tour, course catalog and access to key library resources. This year the program hired a graduate assistant to assist in the management and upkeep of the apps. The University Wireless Enhancement Project has completed installation and deployment of new dual-band wireless access in over 20 academic and dormitory buildings "on campus". A new residential network has been engineered and tested and will be moved to production during 2013. This year, four STEP Labs and 16 SMART Classrooms were upgraded, and the new Wireless network was installed in more than twenty (20) academic buildings. The primary University website (phase I) should "go live" this year. Key outward facing services will be migrated to the internet DMZ beginning this Fall. The services will be registered and owners identified and held responsible for patch management, content, and management of registered devices. As a result of a large STEP grant (which funded the initial capital expenditure), the UCSS is developing a mechanism for customers to utilize backup/recovery services including local and "offsite", disk to disk, disk to tape, and hybrid backup/recovery protocols. The University will continue to maintain and upgrade "open-use" STEP facilities on campus for students. Most of the Legacy wireless access points will be replaced and outdoor wireless access points will be</p>

	<p>deployed and tested in several key strategic student congregation areas on campus such as the Quadrangle, Rex Street, and around the Library. Working with the instructional staff of UNIV 200, the University will pilot software tools to: (a) supervise students' work, (b) control and coordinate students' internet use, (c) showcase student work/screens, (d) create teacher remote control of student workstations, (e) launch and manage workstations and instructional applications, and (f) share instructor screen with student workstations.</p>
<p><b>2C   To increase the number of students graduating</b></p>	
<p>implement an online degree audit system  <b>AY 2011-12 STRATEGIC PRIORITY</b>  <b>AY 2012-13 STRATEGIC PRIORITY</b>          (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011"          OBJECTIVE 1-4   IMPROVE POSTSECONDARY PERSISTENCE/RETENTION RATES)</p>	<p>The initial coding phase of the Degree Audit project is being out-sourced to CollegeSource. The contract has been approved and funded. Our goal is to have as many programs as possible coded in time for Spring 2013 advising.</p>
<p>increase the graduation rates of transfer, at-risk, non-traditional and underrepresented students through the nurturing of appropriate support services and programs           (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011"          OBJECTIVE 1-6   INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS)</p>	<p>The Black Male Leadership Association was created, an association designed to assist African-American male students in meeting their academic and career goals thru on and off campus leadership activities. African-American male students continue to be the group most at-risk for not persisting at the university. Bi-weekly meetings and monthly forums are hosted. Topics included study skills, faculty expectations, and black entrepreneurship. We created a new position in the Office of Enrollment Services for an Assistant Director of Transfer, Veterans and Adult Recruitment. This position will seek to attract qualified students from these targeted groups and work to streamline the admissions and enrollment processes for them. The University's transfer and retention efforts need to be better coordinated. Many resources have been invested in these domains but are not optimally aligned or synergistic. The first action is to re-establish the Retention Committee.</p>
<p>grow selected undergraduate and graduate programs  <b>AY 2011-12 STRATEGIC PRIORITY</b>           (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011"          OBJECTIVE 3-3   REVIEW ACADEMIC PROGRAMS AND ELIMINATE, AS APPROPRIATE, PROGRAMS THAT ARE LOW-PERFORMING AND/OR DUPLICATIVE)</p>	<p>Two fully online undergraduate programs were initiated this year. In August 2011, the Board of Regents approved the conversion of the B.S. in Health Promotion and Wellness to a fully online program. SACS substantive change approval followed, and the program was operational for Spring 2012. In Fall 2011, the University partnered with an external marketing agency, Academic Partnerships, to take the RN-to-BSN program online in a compressed format. The program, based on a carousel model with six seven-week terms per year, is designed to provide the same content as the traditional BSN program to working nurses with the RN credential and whose schedules cannot accommodate a traditional academic calendar. Nearly every system, calendar and interface through which students interact with the University, and a number of courses across the University, had to be redesigned in order to accommodate the compressed, seven-week semesters. Eleven new programs were approved by the governing boards in 2011 and 2012: B.S. in Health Services Administration; Ph.D. in Systems Technology; B.A. in Music with concentrations in Music Business and Traditional Music; M.S. in Criminal Justice; and M.S. in Kinesiology; Graduate Certificate in TESOL; Graduate Certificate in Non-Public Schools: Administration; Graduate Certificate in Historic Preservation; two Post Master's Certificates in Nursing; and the DNP through the Nursing consortium. The programs were initiated in response to data-driven workforce needs with, in most cases, full endorsement by or input from external advisory boards. All five industry advisory boards in the College of Engineering, which meet a minimum of twice yearly, strongly supported the Ph.D. in Systems Engineering, a program aligned to commercialization of technology and economic development in the state. The Graduate Certificate in Non-Public Schools was a collaboration between the College of Education and the leaders of non-public schools in the Acadiana area to fill a void in the development of non-public school administrators. The Graduate Certificate in Historic Preservation resulted from a collaboration of the School of Architecture, the</p>



	<p>Department of History, and the Department of Anthropology. A contract price was approved for the Executive MBA program and was initiated in Fall 2012. LOIs for the Ph.D. in Geoscience, M.S. in Systems Technology and the M.S. in Accounting received both System and Regents approval with full proposals to be submitted. A LOI for a Ph.D. in Counselor Ed is currently being prepared.</p> <p>In Spring 2012, the University's Academic Affairs Council formalized the already-operational New Academic Program Development Policy that encourages "the development of new degree programs to meet the changing landscape of academic disciplines, state educational and workforce needs, and student recruitment." The document provides a step-by-step process that originates with a Pre-LOI which requires submitting faculty/departments/deans to focus on workforce needs among other factors. Links to the Regents'-required LOI, full proposal, and budget forms as well as an explanation of SACS substantive change are also included. A complementary form must be completed by academic units proposing programs for distance learning delivery to address SACS Comprehensive Standard 3.2.7, which states that "administrative responsibility for all educational programming, including the offering of distance education courses and programs, should be reflected in the organizational structure of the institution." The University will continue to explore programs that are relevant to the existing role, scope and mission of the institution and contribute to the well-being of the state, region, or academy. Additional programs, in various stages of development, will be shepherded through the process. And, in Fall 2012, a comprehensive review process of existing and newly proposed minors was instituted, which resulted in definitional, criteria and policy changes.</p> <p>UL Lafayette will continue to participate in the System-wide initiative to offer an online, compressed B.A. in Organizational Leadership. The LOI for this consortial degree was approved by the System in April 2012. UL Lafayette's program "concentration" focus will be Health and Wellness.</p> <p>Although the BOR moratorium on new degree programs, centers and institutes has been lifted, declining state support has hindered rapid implementation of the plans to grow particular programs. Existing vacant lines and, in some cases, new lines will be necessary as enrollment grows in selected areas, particularly graduate enrollment in Education, Engineering, and Nursing. Additionally, travel, equipment and start-up budgets must be augmented in areas where the University wishes to grow graduate enrollment.</p>
<p>involve career services early in our students' academic progression  <b>AY 2012-13 STRATEGIC PRIORITY</b></p>	<p>Collaboration between Career Services and the Career Counseling Center has led to growth and much momentum regarding comprehensive career planning services on our campus. In Fall 2011, University Administration decided to relocate the Career Counseling Center closer to the office of Career Services in the Conference Center to eliminate confusion among students regarding career services on our campus. This decision will allow the two departments to work closely and ensure student success. Approximately 1,622 first year students enrolled in the Cajun Connection completed the FOCUS-2 online self-guided career assessment to explore and make decisions about their career goals and major area of study. The students were introduced to Career Services and the career planning resources available to them throughout their years at the university. Career Services facilitated a Career Planning Ragin' Routine session at SOUL Camp where students discovered how career exploration, campus/community involvement, and academics are all part of a successful career plan. Career Services presented career planning and job search preparation sessions to over 145 classes and student organizations across campus this year. Career Services and the Career Counseling Center co-presented Career Planning for Success sessions at all new student orientations. Career Services also introduced services at the Graduate School Orientation and the International Student Orientation.</p> <p>Once the Career Counseling Center has moved to the Conference Center, the two</p>

	<p>departments will seek assistance from the Communications and Marketing Department to create and implement a campaign to promote Career Services.</p>
<p>increase the number of graduates in high-demand professions</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-6   INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS)</p>	<p>The Moving Image Arts BA program, aims to enhance Louisiana's workforce in digital media industries. The new program has already graduated a handful of students, has attracted far more majors than anticipated and has hosted its first student film festivals.</p> <p>The MIA program has also taken a lead role in the University's multidisciplinary Digital Media Work Group (DMWG) which is collaborating to identify space and technology needs for a shared studio. Through large grants from the Board of Regents Support Fund, significant program enhancements are planned for the Moving Image Arts program in the 2012-2013 academic year. They will especially impact our graduating seniors. The department will spend nearly \$100,000 purchasing cinema-grade cameras, lenses, lighting, and other production equipment, while another \$50,000 (approximately) will be spent on the purchase of 29 new video editing stations (iMac computers loaded with Final Cut Pro). Shared between the areas of Moving Image Arts and Broadcast Communication, this new digital media equipment is all professional-grade gear comparable to the kind that our students will likely encounter in the workplace when they graduate. Now outfitted with cinema-grade production and post-production resources, we expect the quality of digital media work produced by our students and faculty to advance significantly, making our media products much more competitive for publication and distribution. Further, in line with the new potential afforded us by these resources, Moving Image Arts and Broadcast Communication plan to revise and enhance their pedagogy and instructional strategies for all senior-level production classes. Prospective employers looking at UL graduates for jobs in digital media industries, such as film or television, will now be assured that our students are trained with state-of-the-art technologies.</p> <p>Because the Moving Image Arts Department offers an interdisciplinary curriculum, our material and human resources are distributed across a wide array of disciplines and departments. This interdisciplinary approach offers significant educational advantages for our students, and it serves as a major cost-cutting strategy for the institution; it is both pedagogically effective and economically efficient. However, the interdisciplinary nature of the Moving Image Arts program also forces some unfortunate compromises. For example, the "department" has no centralized presence on campus. Our equipment resources, facilities, and faculty are widely dispersed across campus and must be shared with other departments. This has been a particular challenge as the new degree program works to establish an independent identity and build a brand. Further, it makes it difficult to showcase the department and its resources to both prospective students and to the industry stakeholders who will eventually employ them. Therefore, one of the biggest challenges confronting the Moving Image Arts program in our goal of bolstering Louisiana's digital media workforce is our lack of dedicated studio space, wherein students and MIA faculty can come together in one place, work with the technologies available to them, learn, and collaborate on media projects. The second biggest challenge confronting our efforts is the unanticipated growth of the program itself. The Moving Image Arts Department now counts more than 80 majors, and both our equipment and personnel resources are strained. We need more (and, in some cases, better qualified) faculty to deliver instruction to the many students seeking careers in Louisiana's burgeoning digital media industries. As noted above, students in the Moving Image Arts Department would be better served if they were provided with dedicated facilities and more instructors—particularly those instructors who have proven themselves through real, applied experience in the industries for which they are training their students.</p>

	<p>The Ray P. Authement College of Sciences created two new degree programs in order to increase the number of STEM graduates. One program was a more general Environmental Science degree to replace an agricultural-based degree entitled Environmental and Sustainable Resources; which was showing signs of decline. We had estimated that we would have 70 enrolled in one of these programs or the other and have 14 graduate this Spring of 2012. In fact, we had 80 enrolled between the two programs with 22 of the 80 in the new program, and 18 graduated. Since we have just hired a new professor to become the Director of Geosciences, which oversees Environmental Science effective August 15, 2012; we expect to improve on these numbers. The second degree is a BS in Informatics in the School of Computing and Informatics. This provides us with a program that focuses on computer systems from a user-centered perspective. We had expected to have about 40 enrolled as majors in this program by now. In fact, we have 73 majors at this time. Of course, none have yet graduated from the Informatics BS program since it has only finished its first year.</p> <p>Faculty have been hired for both the Environmental Science unit and for the Informatics unit; and they will join us in 2012-13. In addition to integrating these new faculty members into these units, further curriculum development will be done.</p>
<p>reduce the average time required for undergraduate students to graduate</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-6   INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS)</p>	<p>Cognizant of the fact that higher pay has been identified as primary motivator to increase faculty participation in summer school and that increased offerings are key to improving student "time to graduation," the Academic Affairs Council proposed another increase in per-course compensation for the 2012 summer and intersessions. The increased pay, contingent on courses meeting enrollment minimums, is graduated, rewarding faculty based on the number of students in their classes. Specifically, faculty are paid based on the level of their degree (bachelors, masters, doctorate), the level of the course, and the enrollment. The increases in pay from Summer 2011 for master's-prepared faculty ranges from 15% for smaller classes to 72.5% for larger classes while the doctorally-prepared faculty will receive either 36% or 105% above last summer's pay depending on class size. The goal is to continue working toward the implementation of the Summer Pay Plan developed in 2009-10. Budget constraints have prevented full implementation of the plan developed in 2009. While the Administration continues to be supportive, further action will be impeded until the state achieves some stability in funding for higher education. In a continuing effort to ensure UL Lafayette's enrollment management and academic delivery systems are optimizing student progress and success, a number of programs/plans/ studies were initiated this year. The Assistant Vice President for Institutional Planning and Effectiveness conducted for the first time an analysis of students who enrolled in Fall 2010 but did not return and enroll again by Fall 2011. There were 773 "lost students," constituting about 25% of our freshman class. For each student the group collected numerous pieces of data related to incoming academic preparation, demographics, courses completed and grades at UL Lafayette, campus residence, and student engagement and involvement in a variety of student organizations, with the intent of predicting student success and identifying needed interventions and policy changes to mitigate these withdrawals. In addition, students were surveyed to determine their reasons for not returning to school. The results of the survey will be further analyzed, and action plans developed. In addition, the Academic Affairs Council focused on the number of "Ws" and "Fs" in all courses, disseminating the data to Deans and Department Heads at the semester retreat in March 2012. A number of ideas emerged including early intervention through the early grade reporting (in the first five weeks for freshmen), monitoring attendance and engagement and reporting problems to the Academic Success Center, increased referral to both academic support sources (Academic Success Center) and non-academic support services (Disabilities, Counseling), earlier testing and one-on-one discussions with students, additional tutoring or study sessions, and targeted use of Supplemental Instruction, among many others. As a result, the Deans made recommendations to the Committee on Academic Affairs and Standards and the SGA intended to promote early intervention as well as student</p>

success and progress. These initiatives include limiting the number of hours which freshmen who failed to meet certain metrics can schedule and accelerating the semesters in which students must enroll in required math courses. Other adjustments to the options and schedules that govern course grades are being considered across campus.

Supplemental instruction continues to be highly effective. The Fall 2011 Report reveals that students attending SI seven times or more had grades in “challenging” courses that were 6.5% higher than non-attendees, with those attending 14 times or more posting a 10.5% difference in average grades. The most noteworthy results were in BIOL 110 where attendees received grades 19.4% higher than non-attendees. In Spring 2012 the Academic Success Center hired a Retention Specialist charged with (1) coordinating, developing and delivering retention outreach services including Early Warning and Academic Probation initiatives for academically at-risk students and (2) providing academic counseling and intervention services and tracking student progress for all lower division students.

## Strategic Imperative 3 | Facilitating quality teaching and learning

### 3A | To recruit and hire the best faculty for student learning

enhance commitment to faculty development

**AY 2011-12 STRATEGIC PRIORITY**

**AY 2012-13 STRATEGIC PRIORITY**

Faculty development initiatives this year included the awarding of faculty development grants and training for online instruction, refinement of university-wide courses including Freshman Seminar and Information Literacy, and advisor training. A new faculty development grant focusing on Louisiana culture and heritage was created from the History Department's Guilbeau Endowment. An attorney also delivered a training session on appropriate in-person and online interactions between students and faculty. Sabbaticals and Summer research awards were restored this year in spite of ongoing budget cuts. A new Director of Academic Planning and Faculty Development will bring fresh ideas to this imperative. There is a need to revamp the faculty development workshops to boost attendance and be more useful to faculty. In Spring 2013, a needs assessment will be conducted to identify development domains in which faculty are interested.

reinforce quality teaching and student research

**AY 2012-13 STRATEGIC PRIORITY**

Our present Undergraduate Student Research efforts were considerably strengthened this year by the direct involvement of the VP of Research, who provided financial and logistical support to the 4th Annual Fall Honors Invitational, which has already gained a reputation as one of the premier undergraduate research events in the state. The Honors Program was able to host the event in the Research Park this year, utilizing both the LITE Center and the new Picard Center, which provided an excellent venue for this event. The event involved undergraduate students from McNeese, Nicholls State, Northwestern State, Southeastern, UNO, and UL Lafayette. Eight UL students also participated in the UL System Academic Summit. In addition, the Visual Arts students who participated in the Juried Art Competition brought home six of the top eight prizes, including Best in Show. For the first time, the university hosted its iOpener event in the Research Park as part of the inaugural city-wide INNOV8 event. Examples of student projects were on display in the LITE Center and Abdalla Hall. Feedback from the visiting public was very positive. Many expressed surprise that the university is so far advanced in the area of research, and to find that undergraduates are actively involved.

The College of Engineering continues to run its Undergraduate Research Apprenticeship program, in which high-caliber students are selected to work one-on-one with a faculty mentor on their research projects. This continues to be a major recruiting tool, and graduates of the program are very well prepared to enter research programs at the best graduate schools. For example, in the Fall of 2011 one of our graduates was accepted into the PhD program in Mechanical Engineering at MIT. Undergraduate students have won various honors at national-level competitions. For example, a Chemical Engineering student won first place in the 2011 AIChE Undergraduate Poster Competition, and the student chapter for the Society of Petroleum Engineers was named the Best Student Chapter in North America. And, a junior majoring in Chemical Engineering was recently awarded a prestigious national Tau Beta Pi undergraduate scholarship. The university plans to continue to implement all existing programs and initiatives in the area of undergraduate research, and to refine, streamline, and improve each program. As with all initiatives, the availability of funds is a continual constraint. We have always enjoyed significant administrative support from the Academic Affairs Council. The main improvement that we saw this year was in the direct involvement of the VP of Research in the Undergraduate Research effort as well. Continued high-level administrative support within the university is essential for the continued success of our students in the area of undergraduate research.

The University participated in NSSE 2012, and results will be considered to strengthen the undergraduate experience in this (and several other) domains, such as the introduction of more capstone course experiences.



promote faculty diversity	In 2012, the Executive Director of Campus Diversity departed to assume a position at SLCC and a committee was assembled to assess the optimal strategic direction for that position and for the Office of Campus Diversity. The committee was convened under the leadership of the Interim Dean of General Studies in November 2012, and set out to benchmark other campus diversity efforts and to gain a deep understanding of the current state of diversity awareness and other issues on campus.
engage adjunct faculty members in the life of the University	Following a comprehensive market assessment of faculty salaries requested by both the President and the Faculty Senate, we upwardly revised the pay schedule for adjunct faculty. Significant progress has also been made in further engaging instructors in the life of the University through establishing a policy on rank for instructors. In 2012, the University committed to the creation and hiring of 12-month Instructor positions. The precise expectations for engagement and responsibilities are being refined for these positions following consultation with various academic units.
<p>motivate faculty to provide more course offerings in the summer</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-6   INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS)</p>	Cognizant of the fact that higher pay has been identified as a primary motivator to increase faculty participation in summer school, and that increased offerings are key to improving student "time to graduation," the Academic Affairs Council proposed another increase in per-course compensation for the 2012 summer and intersessions. The increased pay, contingent on courses meeting enrollment minimums, is graduated, rewarding faculty based on the number of students in their classes. Specifically, faculty are paid based on the level of their degree (bachelors, masters, doctorate), the level of the course, and the enrollment. The increases in pay from Summer 2011 for masters-prepared faculty ranges from 15% for smaller classes to 72.5% for larger classes while the doctorally-prepared faculty will receive either 36% or 105% above last summer's pay depending on class size. The goal is to continue working toward the implementation of the Summer Pay Plan developed in 2009-10. Budget constraints have prevented full implementation of the plan developed in 2009. While the Administration continues to be supportive, further action will be impeded until the state achieves some stability in funding for higher education. We are fortunate to have the support of the Administration. Future pay increases will be dependent on the financial outlook for the University.
<p>create and fill all currently vacant endowed chairs with faculty of national prominence</p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p>	For the second consecutive year, initiatives to fill vacant chairs were put on hold. Currently, the University has twenty-four approved chairs; ten are filled and fourteen are vacant. During 2011-12, with information from the Program Review and other resources, the Interim Director of Faculty Planning and Development began a comprehensive review of vacant chairs to determine which require active searches and what, if any, strategic realignments can be made with donor/Regents approval. The newly-appointed Director of Faculty Planning and Development will continue to explore strategic realignments. As was the case last year, the declining market values in the endowed accounts coupled with the possibility of significant budget cuts hindered active recruitment. A related complication is that many of the vacant lines supporting various chairs are either "officially frozen" or not sufficiently funded. While the University is supportive of initiatives to address the issue of vacant chairs, budget restraints will continue to plague the process. However, donors, internal stakeholders and the BOR are cognizant that many available funds being held in these accounts are not being deployed to support the institution's research efforts. As a result, in 2013 an effort will be made to explore the legalities and opportunities in using some of these funds to support undergraduate and graduate research efforts.
<b>3B   To enhance the classroom experience</b>	
continue pursuing learning-oriented IT infrastructure opportunities	Learning Management System - A task force of faculty and staff studied options to improve Moodle, the University's learning management system. As a result, a pilot of Moodle 2.2 software was conducted in Spring and Summer 2012. A 58% adoption rate of Moodle was reached this year based on the average number of courses in Moodle that were turned on for use. There was an increase in 245 sections turned on from Spring 2011 to Spring 2012 alone. Plagiarism and Written Assignment Grading Software - The Office of Distance Learning purchased a campus-wide license for Turnitin.com and integrated it into Moodle. Approximately 94 instructors used the

	<p>service to view over 4,000 originality reports of submissions and to grade approximately 1,000 submissions using the grading software.</p> <p>Lecture Capture - The Office of Distance Learning conducted a six-month pilot of Panopto's lecture capture software. As of June 1, there were 59 faculty and staff users who had recorded 166 sessions. A contract for a Panopto site license has been purchased for the 2012-13 academic year. This license will allow faculty engaged in hybrid and online design and delivery to record lectures, pod casts, video casts, and screen casts and upload them to Moodle. Faculty training and usage will continue to be tracked.</p> <p>Web-Conferencing - For a second consecutive year, the Office of Distance Learning provided web-conferencing virtual classrooms for all faculty members. Each of the 12 rooms could hold up to 100 participants. Over 500 sessions were held including virtual office hours, guest lectures, course orientation sessions, faculty professional development, and webinars. The University has purchased ten web-conferencing (virtual) classrooms to host synchronous class meetings through Blackboard Collaborate for the 2012-13 academic year. Two additional staff members are being requested. First, a dedicated staff member for improving learning-oriented IT infrastructure is needed to manage, monitor and report on the University's investments in these services described above. This staff member would also be responsible for training and supporting an expanded number of faculty in their use of the software. A full-time Media Specialist position has also been requested.</p>
<p>create increased opportunities for active learning and community engagement  <b>AY 2012-13 STRATEGIC PRIORITY</b></p>	<p>In order to increase opportunities for active learning and community engagement, there were three primary areas of focus: (1) maintain and increase connectivity of faculty and staff to engagement activities through active e-mail communication, (2) provide research outlets through presentation and publication opportunities, and (3) create a more formal community partnership with the area volunteer office of the United Way in order to enhance engagement opportunities. In 2013, each of the identified three areas of progress (connectivity, research, and community partnerships) will be maintained and enhanced through an increase of number of faculty and staff associated with the email lists, creating additional community partnerships, and maintaining research outlets.</p>
<p>raise the profile of graduate study and create the environment and funding structure for growth  <b>AY 2011-12 STRATEGIC PRIORITY</b>  <b>AY 2012-13 STRATEGIC PRIORITY</b></p>	<p>In 2012, UL Lafayette hosted its inaugural Graduate Student Appreciation Week, which consisted of various workshops on items of student interest and a research showcase. We also worked with various academic units to help develop and implement new graduate programs, with particular emphasis placed on those that have the potential for generating revenue to support graduate study. Examples of these are the Executive MBA and the Doctorate in Nursing Practice, as well as certificate programs in Non-Public School Administration and Historic Preservation. Lastly, we were able to secure two BOR/SREB Minority Doctoral Fellowships to help us recruit minority students into the STEM disciplines. We plan to build upon the initial successes of our Graduate Student Appreciation Week. More specifically, we plan to conduct workshops on items of student interest throughout the semester and broaden the scope of the research showcase to include panel presentations in addition to poster displays. We also plan to continue to work with academic units to identify areas where there is both the demand and capacity for creating new self-sustaining graduate programs and certificates. Lack of financial resources and human capital are both challenges to accomplishing these objectives. The adoption of the proposed Graduate Student Enhancement Fee is requested. And we need to continue to examine the number of available graduate stipend levels.</p>
<p>offer distance learning to select markets and assure high quality delivery</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011"  OBJECTIVE 1-3   INCREASE THE NUMBER OF ADULTS AGE 25 AND OLDER ENROLLED IN POSTSECONDARY EDUCATION PROGRAMS.)</p>	<p>The Office of Distance Learning focused its efforts on program development as well as course development during 2012. As a result, the following milestones were achieved. (1) Hybrid course sections offerings increased from 26 to 62 this academic year from last academic year (summer semesters not included). (2) Online course sections increased from 104 to 163 this academic year over last academic year (summer semesters not included). (3) Undergraduate online degree programs increased from 0 to 2 this academic year with the creation and launch of the online Bachelor of Science in Kinesiology with a concentration in Health Promotion and Wellness and the online Registered Nurse to Bachelor of Science in Nursing</p>

	<p>(RN-to-BSN) programs. (3) A contractual agreement was negotiated and signed with Academic Partnerships, Inc. to assist in recruiting, enrolling, and retaining students in the RN-to-BSN. A GRAD Act target related to growth in online programs was developed in late 2012.</p> <p>Professional Development: The Office of Distance Learning's commitment to faculty professional development remained vibrant in the 2011-12 academic year. Two staff members became nationally certified through Quality Matters as Online Facilitators of the Applying the QM Rubric course. Many faculty became QM certified in 2012. Additionally, "QM Refresher" trainings were offered for faculty who had completed their face-to-face trainings in 2010-2011. The University joined the Sloan-Consortium in 2011 and provides access to a vast range of online workshops for faculty to enroll in and complete. 47 faculty completed 89 total Sloan-C workshops on 45 distinct topics. The ten-week Course Design Practicum, in which faculty design and build an online or hybrid course from the ground up, is offered three times per year. This will result in over 30 new course designs in 2012-13. The six-week Introduction to Online Learning workshop, in which faculty are placed in the role of students, is typically offered twice a year. Fifteen (15) faculty completed the Introduction workshop in Spring 2012. Throughout the year, the Office of Distance Learning hosts various workshops at the request of specific departments. The topics have included Moodle, Panopto, TurnItIn, Blackboard Collaborate, to name a few. In addition, "Share Fair" (hosted twice a year) is an opportunity to showcase the "best of" online faculty and courses at UL Lafayette. Over 60 faculty attended the Fall and Spring Share Fair events.</p> <p>Faculty Certifications: Faculty have the opportunity to become certified online teachers and course designers. Since Fall 2011, about 30 faculty have earned both distinctions: ULearn Certified Online Teacher and ULearn Certified Course Designer.</p> <p>Course Certifications: Committed to quality course designs, the Office of Distance Learning launched its electronic peer-review process using the ProcessMaker platform in the Fall of 2011. One (1) course went through a pilot review and earned certification. By Spring 2012, the system and the process were ready for a large-scale review of 17 courses. Of these, seven (7) are certified, nine (9) are "approved pending changes", and one (1) was put on hold until Fall 2012. Since Spring 2011, there are a total of 15 courses certified and 10 "approved pending changes". A total of 10 course design stipends were awarded to support general education course development in support of the new undergraduate programs. In 2012, peer-reviewers will be offered a honorarium recognizing their contributions.</p> <p>The Office of Distance Learning is supporting the following program development efforts for the 2012-13 academic year:</p> <ul style="list-style-type: none"> <li>• College of Engineering Masters in System Technology to develop an online accelerated graduate degree</li> <li>• College of Nursing Doctorate of Nursing Practice</li> <li>• UL System Bachelor of Arts in Organizational Leadership with an institutional focus on Health and Wellness.</li> <li>• College of Education introduction of online programs</li> <li>• Moody College of Business development of online MBA Foundation courses</li> </ul>
<p>increase student opportunities to customize a viable cross-disciplinary degree program</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011"</p> <p>OBJECTIVE 1-3   INCREASE THE NUMBER OF ADULTS AGE 25 AND OLDER ENROLLED IN POSTSECONDARY EDUCATION</p>	<p>A task force studying the development of an interdisciplinary program to replace current offerings in the College of General Studies presented a report to the Academic Affairs Council in 2012. A determination was made that this process needed to be integrated with potential enhancement of our general education core and our new "minor" process. It was also realized that one such interdisciplinary program may not serve the two specific, distinct and potentially incompatible demands intended to be met by General Studies, which include: (a) the creation of a flexible customizable degree program for students with a clear understanding of what they want to study, and (b) a "safety net" type program for those students needing a</p>

<p>PROGRAMS.)</p> <p>grow and encourage internships and co-op experiences</p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011"</p> <p>OBJECTIVE 1-7   DEVELOP A SKILLED WORKFORCE TO SUPPORT AN EXPANDING ECONOMY)</p>	<p>temporary or permanent mechanism for continuing their higher education.</p> <p>Career Services continued to collaborate with internship and co-op coordinators across campus to grow and encourage internships and co-op experiences. Campus wide efforts, along with the improved job market led to a 20% increase in the number of internships and co-op positions posted through our department. The following initiatives were undertaken: (1) Collaborated with faculty and coordinators across campus to promote internship and co-op opportunities for students through career/internship fairs, internship employer panels, and class and student organization presentations. Meetings were also coordinated with Career Services staff, faculty and employers to discuss internship and co-op offerings. (2) Career Services hosted a booth at the Acadiana Society for Human Resource Management Expo (ASHRM) in September to promote the hiring of UL Lafayette students and graduates for internship, co-op and full time positions. (3) Awarded STEP funding for the annual licensing fee for the CSO Co-op/Intern Management component which will integrate within the current online database used by Career Services, students, and employers for job/internship/co-op listings, career fair management, resume referral and interview scheduling. Implementation of the CSO Co-op/Intern Management online system for tracking/reporting placement information for all internship, co-op, clinical experience, and field experiences occurred in 2012. This program can be utilized by all coordinators on campus to manage every aspect of placement to streamline operations and ensure student success. Career Services will develop an employer relations plan to aggressively recruit new employers to campus offering internships, co-ops and full-time positions and to continue building long lasting relationships with employers, and will meet with department heads and co-op coordinators across campus to review current co-op policies and procedures and make recommendations for program changes. Career Services will collaborate with Academic Deans and Department Heads and seek support and ideas in developing an employer-relations plan to bring more employers to campus. We will also seek funds and support for travel and will collaborate with faculty to participate in employer site visits. We will seek support and assistance from Departments and Internship and Co-op Coordinators to ensure student employment opportunities are providing a meaningful experience.</p>
<p><b>3C   To improve learning through evidence-based assessment</b></p>	
<p>increase staffing in the office of institutional research</p>	<p>A request for the creation of two staff positions in the Office of Institutional Research was submitted in 2011-2012. These positions will enhance services offered by IR as well as provide additional support to University administration by providing pertinent data to be used in their management and decision making. The Provost and Vice President for Academic Affairs approved the request and forwarded to the Vice President for Administration and Finance. Unfortunately, due to budget concerns, the request has not been approved yet. The request to increase staffing in Institutional Research will be submitted again in the 2012-2013 academic year. In addition to the primary responsibilities and job descriptions that were submitted in the 2011-2012 request, a suggested outline of projects will also be included in order to better explain the services that would be offered to administration. The Chief Information Officer has offered to provide training and other assistance to the additional staff positions. Other resources would include equipment and software needed to perform job duties. The demands on IR have exponentially increased as the campus has become more data-driven, and a new, more secure and central physical location for the Office is also needed.</p>
<p>proactively incorporate institutional research in university planning processes</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011"</p> <p>OBJECTIVE 3-2   SERVE AS THE DEFINITIVE SOURCE OF INFORMATION ON HIGHER EDUCATION IN LOUISIANA)</p>	<p>Numerous new reports and analysis have been developed and distributed to academic departments and other units on a regular basis, including workload evaluations, grade distributions, student course evaluations and administrative evaluations. Regular data review sessions are conducted at the Deans' meeting, and a special department Head's forum was hosted in late 2012 to review various data needs and reports available to enhance their management. Institutional Effectiveness is working with the restructure Council of Department Heads to assess their data needs and to ensure the format and content of extant reports meets their needs. The Assistant Vice President of Institutional Planning and Effectiveness was</p>

	<p>relocated to Martin Hall in late 2012 to allow for enhanced access by frequent data users. In 2012, the Institutional data Coordinator position was created and staffed to manage facilities information. In 2013, the position of Director of Institutional Assessment will be created and filled.</p>
<p>implement an integrated enterprise management system</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-2   SERVE AS THE DEFINITIVE SOURCE OF INFORMATION ON HIGHER EDUCATION IN LOUISIANA)</p>	<p>In early 2013, a final vendor will be selected and the OIS will continue the work necessary to complete the items on the ERP "readiness checklist". Upon selection of a partner, we will begin a multi-year implementation process. Depending on partner recommendations and business process analysis, Finance and Human Resources/Payroll will be the first modules to start the implementation process and will be synchronously. Student and Financial Aid will follow the next year. Preparing the University to undertake such a massive project is both a challenge and an opportunity. Commitment to the project is evident in that despite the state's budgetary restrictions, the University administration has found the necessary resources to make the infrastructure improvements identified in the initial 2009 project readiness checklist. The greatest challenge this year has been managing and balancing the community expectations with the completion of the projects necessary for success and working within the state approval process to initiate the RFP. Due to the current budget crisis and complexity/risk of the project, the University must prepare for a complex procurement process by working together to assure that State approvers' expectations are met. There will be a significant learning curve associated with new technology and system processes. One of the primary goals of this project is to redesign and reengineer the University's business processes to achieve optimal work practices that elevate quality and innovation. The University community (including the administration) recognizes the importance of this aspect of the project and its associated challenges. In order to achieve the goal, a significant investment in rethinking process, procedure and protocol will be necessary. The institution will empower internal functional staff and faculty working with industry experts to define best practice and integrate it into the new operational workflow.</p>
<p>continue a coordinated assessment of institutional and student learning outcomes</p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-5   DEMONSTRATE IMPROVEMENT IN STUDENT LEARNING OUTCOMES THROUGH MEASURABLE DATA AND REPORTING THAT CAN BE SHARED PUBLICLY AND USED TO DRIVE THE DECISION-MAKING PROCESS)</p>	<p>A Director for Institutional Assessment position will be created and staffed. This position will focus on: (1) ensuring our General Education assurance of learning protocol is current and optimized, and that results are being deployed to enhance the core learning experience for our students; (2) review of WEAVEonline profiles to ensure the over 300 institutional effectiveness units on campus are benefitting from the assessment process; and (3) maximizing the use of WEAVEonline for additional purposes such as program-specific accreditation and curriculum mapping.</p>



# Strategic Imperative 4 | Supporting the research portfolio of our community of scholars

## 4A | To plan strategically for enhanced research efforts and results

<p>develop an integrated, coherent approach to incentivizing, measuring and promoting research productivity at the individual, college and university levels</p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p> <p>(Aligned with the “Master Plan for Public Postsecondary Education In Louisiana: 2011” OBJECTIVE 2-1   MAINTAIN AND BUILD STRENGTH IN FOUNDATIONAL SCIENCE AND TECHNOLOGY DISCIPLINES IDENTIFIED IN FIRST LOUISIANA)</p>	<p>The major incentive for research productivity in 2012 was the development, implementation and refinement of an indirect return policy, which provides monetary resources to deans, departments, centers and individual researchers. In addition, the College of Sciences has developed a series of program specific rubrics for measuring the success of individual researchers. Since success differs by discipline, these rubrics must also differ. The rubrics will be used in merit evaluations following a pilot implementation this year. When merit raises again become available, the success of researchers will then be measured and rewarded accordingly. The full implementation of the discipline-specific rubrics will be completed in 2012. Also a review of the uses of indirect return will be made to ensure that these resources were used for research-related needs. Clear measures of research productivity will need to be identified and tracked by discipline. This will allow us to determine the effectiveness of these new policies. The University has an interest in distributing portions of the indirect costs it receives each year to principal investigators, departments, and colleges that were instrumental in capturing sponsored research during the previous fiscal year. This is done to provide appropriate resources to those University units to encourage further success in securing external funding for research and sponsored programs; and to provide some resources that may not be available in sponsored funding for graduate student travel, equipment repairs, and other costs of sponsored research. The focus of indirect return is to support full time tenure track faculty and their academic units to provide resources to sustain sponsored research development.</p>
<p>clearly define and support the attainment of aggregate productivity targets in the basic, applied and pedagogical domains of research</p>	<p>There was continued effort during the 2011-12 academic year on updating the reporting metrics for research expenditures at UL Lafayette. This was part of the new reporting requirements to NSF; but also an internal audit by the Research Office on how research expenditures were calculated by the university. There are initiatives within the Research Office to obtain aggregate productivity metrics on quality during 2013. Research Office goals include the following: (a) Total research income (grants, contracts, patent income, foundation investments) targeted to reach \$85 million in research expenditures by 2015 and \$100 million by 2020; (b) Annual review of center directors including productivity of center/institutes; (c) Annual review of university rank in the following: NSF Research Expenditures, Top 200 Public Research University Report (Arizona State University); (d) Annual review of university research productivity to public university research group; (e) R&amp;D expenditures (NSF) per full-time faculty – compare with peers; reach \$125,000 funding per FTE; (f) Double the number of graduate students supported by research funds in next five years (based on 2010 levels); (g) Increase the number of post doctoral assistants supported by grant dollars; (h) Increase the number of total Research Scientists positions (post-docs, research associates, graduate research assistants, graduate interns) supported by external grant dollars; (i) Increase the Square footage of research space on UL Lafayette campus; (j) Increase the Major equipment acquisitions by formation of analytical services laboratory functions, promote MRI proposals, and development of cost centers to sustain large scale equipment operations.</p> <p>Developing an integrated, coherent approach to incentivizing, measuring and promoting research productivity at the individual, college and university levels will require coordinated missions of several academic and research units across university. Faculty, research scientists, and post-doctoral associates will all have to understand the value placed in scholarship and research productivity as defined for various disciplines within the University Research Assessment guidelines. Annual evaluation systems will have to reflect those values as implemented by Department Chairs, Deans, and Center Directors. This will require extensive dialogue and constant revision as to the guidelines to help accomplish this strategy.</p>

<b>4B   To foster the creation of rigorous research and other eminent intellectual contributions</b>	
<p>increase attainment of competitive federally- and industry-supported grants for funding research and graduate assistants</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-2   PROMOTE MULTIDISCIPLINARY AND MULTI-INSTITUTIONAL COLLABORATIVE RESEARCH EFFORTS)</p>	<p>One standard indicator of research productivity is Research and Development expenditures as reported to the National Science Foundation through its annual Higher Education Research and Development Survey. Data of research and development expenditures reported by the University of Louisiana at Lafayette for the FY 2011 National Science Foundation Higher Education Research and Development (HERD) Survey was used as the basis for reporting of research productivity and alignment with key economic development industries. The Office of Research reviewed every project account that had reportable expenditures in FY 2011 and determined whether those expenditures were eligible for inclusion in the NSF HERD survey. Those projects/accounts that did not meet the criteria established for research and development as reportable to the NSF survey were removed from the data set (such as public service grants or outreach programs, and grants for curriculum development). The remaining expenditures were used in the completion of the HERD Survey. As a result of this process, total R &amp; D expenditures reported for the National Science Foundation Higher Education Research and Development Survey for FY 2011 were \$69,978,000 from all sources (federal, state and local government; nonprofit organizations; business and industry; and institutional funds) in support of research and development activities. In benchmarking how UL Lafayette compares with its peers (Peers Selection) in terms of research productivity, data from the NSF Survey of Research and Development Expenditures at Universities and Colleges can be analyzed. UL Lafayette performs above the median of the peer group in terms of total research expenditures. The median of the total research and development expenditures from all sources reported in FY 2010 for the selected peer group was \$56,472,000. This amount reported by UL Lafayette for total R&amp;D expenditures in FY 2010 was higher than the median at \$69,412,000. Goals in this domain include: (a) provide support to faculty, staff and the administration in their efforts to increase external funding, graduate student recruitment and assistantships, and the development of community and industry research partnerships; and (b) increase awareness of the impact and contributions of the university's research enterprise for both internal and external stakeholders. The Office of Research and Sponsored Programs has provided, on their website, excellent resource links, an Investigator Toolbox, and weekly announcement of upcoming opportunities to assist faculty in applying for external funding. In addition, ORSP will provide training programs for faculty regarding proposal development, program management, the use of Fastlane and Grants.gov, and exploring funding opportunities. The Office of Research will work with university faculty as liaisons with the Office of Communications and Marketing to describe the results and impact of funded projects and university research initiatives for dissemination through media outlets, university publications and website, and other appropriate means.</p>
<p>explicitly incorporate quality as a performance dimension</p>	<p>The Office of the Vice President for Research is in the process of initiating a thorough process of promoting and assessing the research capabilities, opportunities and progress at the University of Louisiana at Lafayette by developing a University Research Assessment (URA-UL). This effort is to accomplish four key objectives: (1) promote quality in research endeavors including products, impact, compliance, technology transfer, and integrity; (2) improve the research environment including both physical and human resources; (3) increase the research income associated with sponsored programs at the university; (4) promote innovation in the region and contribute to the state Blue Ocean initiative.</p>
<p>forge avenues for interdisciplinary collaboration on meaningful and influential research projects</p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-1   MAINTAIN AND BUILD STRENGTH IN FOUNDATIONAL SCIENCE AND TECHNOLOGY DISCIPLINES IDENTIFIED IN FIRST LOUISIANA)</p>	<p>Major accomplishments in this domain include the creation of three new schools in 2012 (Geoscience, Informatics, and Kinesiology), a coherent and intentional process for linking research centers with academic programs and departments, and the creation of interdisciplinary working groups such as the Digital Media Workgroup. The new Interim Vice President for Research has identified Health Informatics, Energy and Coastal as three domains targeted for enhanced collaborations as they are all both rich with external funding opportunities and critical to the State of Louisiana (as evidenced in the FIRST Louisiana document). FIRST Louisiana provides the organizing framework for the research component of the Regents Master Plan for Higher Education, which will target research foci and investment for the coming decade. The plan is also an integral part of the research and economic development component of the Louisiana Gaining Resources and Autonomies for Diplomas (GRAD) Act.</p>
<p>ensure access to and availability of the</p>	<p>The Dupré Library Distance Learning Committee has been working diligently to address the needs of students and faculty involved in UL Lafayette's distance learning program.</p>

<p>informational and physical resources necessary for the creation of high-impact contributions in all academic disciplines</p>	<p>Librarians are compiling LibGuides (<a href="http://louisiana.libguides.com/">http://louisiana.libguides.com/</a>), electronic research guides on specific subjects with links to online resources. Procedures are being developed to circulate books and mail LALINC cards to remote students. LALINC cards allow our students and faculty to borrow materials from other academic libraries in Louisiana. The Interlibrary Loan Department will soon pilot electronic article delivery. The Dupré Library Institutional Repository Committee has been working on a proposal to implement and maintain an institutional repository at UL Lafayette. An institutional repository contains the collection of research, scholarly and creative output produced by members of the university community. In addition to research published in peer-reviewed journals, the repository serves as a distribution medium for faculty's ongoing scholarly and scientific work, including the federally mandated National Science Foundation data sets. The institutional repository also makes available theses, dissertations, unpublished papers, student projects approved by the University departmental editorial committees, reports, technical papers, and community outreach materials. Institutional repositories provide free public access to the scholarly and creative works of the university. The lack of a Materials Budget prohibits the Library from purchasing books, standing orders, and has led to the cancellation of many print serials. Funding is needed to acquire the electronic and print resources needed to support instruction and research, including adequate annual inflationary increases. Funding is also needed to enhance existing facilities to provide for the creation of a Learning Commons.</p>
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**4C | To focus on signature initiatives supporting the future of our earth and society**

<p>launch innovative and non-redundant signature initiatives to take advantage of our potential strengths and external opportunities for funding and support</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-2   PROMOTE MULTIDISCIPLINARY AND MULTI-INSTITUTIONAL COLLABORATIVE RESEARCH EFFORTS)</p>	<p>In 2012, as a component of our BOR-mandated "role, scope and mission" review process, UL Lafayette defined its five Focal Research Areas to include: Lifespan development with early childhood emphasis; Louisiana arts, culture and heritage with a focus on Cajun and Creole cultural traditions; Environment, energy and economics; Nursing and applied research and development in healthcare systems and support; and Computing, informatics and smart systems development. In 2013, in anticipation of GRAD Act requirements, UL Lafayette will begin to consider "Centers of Excellence."</p> <p>The Research Office supported significant investments to stimulate applied research, technology transfer and commercialization through the establishment of the Center for Visual and Decision Informatics (CVDI), a National Science Foundation (NSF) supported Industry-University Cooperative Research Center that was awarded in 2012. As a center of excellence that is driven to solve industry problems through applied research, the CVDI is positioned to greatly coalesce several synergistic activities with LITE, CBIT, and CACS with several industry partners to create and foster an innovative ecosystem in the State of Louisiana. The CVDI mission is to research and develop next generation visual and decision support tools and techniques to enable decision makers in government and industry to fundamentally improve the way their organization's information is interpreted and analyzed. CVDI will bring together, analytic, visual and perceptual techniques by advancing the state-of-the-art in the research fields of Information Visualization, Visual Analytics and Automated Analysis. This research will be supported by advanced computing and visualization facilities to create Decision-Making Environments (DME) – a framework that will enable users to explore and customize information streams in a variety of modalities to gain better insight to that information.</p> <p>The Research Office has also helped develop the following initiatives and continued operations. (1) Coastal Sustainability Studio (CSS recently renamed Coastal Resilience and Sustainability Studio) that links architecture, engineering and coastal science in interdisciplinary collaborative environment. (2) Formation of a MOU with MEPOL, PTAC, SBDC, ECOL and CBIT to promote the Centers of Economic Development (CED). This is to foster more collaboration. And there have been planning meetings with federal partners in the University Research Park to build collaborative efforts with university research programs. (3) Continued discussion on how to more clearly implement the Computation and Visualization Enterprise or CAVE consortium is an interdisciplinary team of LITE Fellows from UL Lafayette. In 2013, several additional efforts in this domain will be undertaken including the revamping of the Center for Health Informatics, the Energy Institute, and the Institute for Coastal and Ecological Engineering (ICEE).</p> <p>The UL Lafayette President is currently serving as the President of the Louisiana Universities Marine Consortium (LUMCON) Executive Board. LUMCON was formed in 1979 to increase society's awareness of the environmental, economic and cultural value</p>
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	of Louisiana's coastal and marine environments by conducting research and education programs directly relevant to Louisiana's needs in marine science and coastal resources and serving as a facility for all Louisiana schools with interest in marine research and education. LUMCON is currently governed by a six-member Executive Board comprised of chief executive officers of Louisiana State University and A & M College, Nicholls State University, and the University of Louisiana at Lafayette. This board reports to the Board of Regents. Recent state legislation is compelling LUMCON to strategically reconsider its operation, and UL Lafayette is eager to step up our efforts under this framework and collaborate more in this domain with other state institutions.
consider development efforts and a research foundation dedicated to funding viable programs of basic research	Because of the significant potential implications of this endeavor, and because of a lack of campus consensus regarding the benefits, responsibilities and risks of such a venture, the Vice President for Research continues to evaluate this imperative.
<b>4D   To grow successful academic centers and programs to enable greater levels of achievement</b>	
encourage center staff members to engage in reciprocal interaction with academic departments  (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-2   PROMOTE MULTIDISCIPLINARY AND MULTI-INSTITUTIONAL COLLABORATIVE RESEARCH EFFORTS)	Financial, structural and evaluative mechanisms are being instituted to significantly enhance collaborations between research centers and academic units, with some initial progress already being realized with Picard, NIRC, ICEE and the Microscopy Centers. The LAC (Louisiana Accelerator Center) is a unit facing significant challenges in this area, as is the LITE Center.
ensure provision of a budget to cover essential center needs when warranted by a positive return on investment	With ever-decreasing resources to support our basic instructional mission, 2012 and 2013 are critical years for centers to critically evaluate the plausibility of their self-sustainability. Budget cuts have impacted our Research enterprise, as evidence by the 10% reduction enacted in late 2012. However, financial incentives are being constructed through the Research Office's indirect return policy to motivate increased external dollar generation.

# Strategic Imperative 5 | Preparing our students to thrive as global citizens.

## 5A | To widen our global perspective

centralize functions associated with international students and internationalization

**AY 2011-12 STRATEGIC PRIORITY**

**AY 2012-13 STRATEGIC PRIORITY**

In January 20 of 2012, the Provost created the International Initiatives Task Force, comprised of 17 faculty members and administrators with experience and expertise in international education. This task force met on several occasions during the Spring 2012 semester, and identified the following areas as central to an institutional effort on internationalizing the University: (1) Strategies to engage in active international student recruitment; (2) Strategies to improve the international student experience on campus; (3) Strategies to integrate and coordinate international issues in the curriculum; (4) Strategies to redesign and promote study abroad; and (5) Planning for the proper infrastructure to coordinate these international initiatives. Each topic was assigned to a subcommittee and generated a fruitful discussion. A brainstorming session during the Spring 2012 Deans, Directors and Department Heads Retreat also produced many useful suggestions. The committee expanded and met throughout the Fall 2012 semester and in December of that year presented the provost with a very comprehensive evaluation and strategic plan for meeting each of these objectives. The report included a proposal to develop an international outreach program aimed at emerging global markets, and designed to build the university brand abroad, through international recruitment fairs (including virtual fairs), alumni connections, and improved international advertising and web presence (notably through sites such as Facebook, LinkedIn, etc.). The report also proposed recommendations in order to improve orientation services to international students and the University's reputation as an international student-friendly institution, ready to accommodate the housing, transportation, practical, and social needs of international students. By creating a curriculum map of courses that meet a global competency learning outcome (such as UNIV 100, ENG 101, CMCN 200, etc.), the Task Force will also articulated a strategic plan to develop global awareness and sensitivity to international issues throughout the curriculum; to integrate the University's regional uniqueness and diversity (Cajun and Creole cultures) into the global arena; and to articulate global skills with students' employability and workforce development. The restructuring of study abroad programs and the creation of an Office of International Education were discussed. The main obstacle that was recurrently noted is the fact that international components and resources are currently scattered across campus. The Intensive English Program could be better connected to the academic side of the University. Contrary to the national trend, our international student population has stagnated or declined in recent years, and there has been little money available to cover recruitment costs. Data on international students is not easily available, and the University has often neglected to take into consideration the specific needs of international students (for instance by closing residence halls during semester breaks). The current formula for study abroad is expensive; study abroad faculty members lack institutional support, and are solely responsible for recruiting their own students. Summer programs abroad have plateaued at around 100 students per year (compared to 5,000 at U.C. San Diego, for instance), and no very short-term, semester-long or year-long programs are available. The study abroad office is not visible enough and is understaffed. In order to give our students the opportunity to be global learners, we need to supplement our current study abroad structure and centralize international expertise in a single office. The Task Force reached the consensus that the Office of International Students and the Study Abroad programs have outgrown their current structure, and recommended the creation of an Office of International Education, staffed with a full-time Director with appropriate academic training and expertise in international academics, overseeing its own budget, as well as a staff comprised of the director of study abroad, the director of the international student office, faculty recruiters with release time, an administrative assistant, and students (working as peer recruiters). This office, which should be structurally integrated with Admissions, Enrollment Management, and academic advising, should ideally be located in a highly visible, central part of campus, which would enhance the visibility of international education and would facilitate campus-wide recruiting, database collection of international study opportunities, transfer of credits, and dissemination of information. This Office of



	<p>International Education will allow the implementation of a “Geaux Global” plan which will foster a more cohesive approach to study abroad, expand study abroad options, focus on a few signature programs, and place emphasis on study abroad across the curriculum. Faculty will continue to oversee the academic side of study abroad programs, but will rely on the Office of International Education for advertising, recruitment, and advising, as well as other managerial and organizational duties. This office will also house and develop study abroad scholarship programs, through SGA and private partners, and will coordinate site supervision with private companies like AIFS. Its integrated articulation with the international student office will strategically mesh all international education programs in a single office and will facilitate the coalescence of cultures on campus. In 2013, implementation of this plan will be an institutional priority.</p>
<p>increase the number of international students and exchange faculty</p>	<p>During the Spring 2012 semester, Dr. Savoie signed an agreement to recruit high school students from China that will enroll in the Intensive English Program first and then will matriculate to the university. This agreement will potentially increase our enrollment. A total of 65 international undergraduate scholarships were awarded in the Spring 2012 semester as compared to the total of 42 international undergraduate scholarships awarded in the Spring 2011 semester. This 55% increase was due to an increased budget for international undergraduate scholarship for international first-time freshman and transfers. We also worked to strengthen ties with various foreign government agencies such as the Oman Embassy, Saudi Embassy and foreign corporate sponsors such as Saudi ARAMCO, CHEVRON, SABIC and PETRONAS. These agencies sponsor students from their home countries paying full tuition at our institution. We identified a few high schools from Latin America that produce high performing international students with good ACT/SAT scores and have shared recruiting materials to one of these high schools through two of our alumni who graduated from this Honduran institution. We facilitated the admission process of prospective Chinese students applying to our institution through the 2 MOU's that Dr. Savoie signed in Spring 2012 semester (Wuhan Institute of Technology and ICEC), and we improve online recruiting efforts by using social media.</p>
<p>engage international students in campus life</p>	<p>The International Student Orientation was held a few days before the Fall 2011 and Spring 2012 semester, providing important information to incoming international students. A Welcome Reception hosted by our university president and our city parish president at the LITE Center was held to welcome all incoming international students to our university family and community. A Farewell Luncheon, hosted by LEDA, our university president and city parish president, was given in honor of all graduating international students. The purpose of this event is to celebrate our students' accomplishments and to encourage them to maintain their ties to our university and the city of Lafayette. International Coffee Hour was held twice a month to provide all international students an opportunity to interact with various campus and community organizations. International Week 2012 was held during the last week of March to highlight the diverse international student community on our campus. This week-long celebration included an International Dinner and Ball, International Soccer Tournament, International Talent Night, International Hallway Display, and the Miss International Pageant. A monthly Conversation Hour was planned for the Intensive English Program students to provide them an opportunity to engage in casual conversation with fellow Americans outside of the classroom environment. Field trips to the New Orleans French Quarter, Avery Island, and State Capitol in Baton Rouge provided international students an opportunity to experience local culture.</p>
<p>expand and invest in study abroad programs to maximize student opportunities for participation</p>	<p>Study Abroad accomplishments for 2011-2012: 85 participants – Costa Rica 14, England 16, France 15 and Italy 40. Attempted to recruit students for new program in China and will possibly attempt in the future; ARCH/DSGN, BSAT, CMCN and MUS courses were offered. Awarded 11 Study Abroad scholarships totaling \$13,000; 8eightat \$1000, two at \$1500 and one at \$2000. Learned more about the Financial Aid loan process due to more student interest in Study Abroad. New academic disciplines include BSAT, EDCI, MUS and POLS. Will once again attempt the West Africa program in the Summer 2013. Participated in campus activities such as Freshman Orientation, Moody COBA Panel Discussions, China Interest Sessions and Career Services Fairs. Sponsored Study Abroad Fairs and the first Parent Interest Session. Ensured publicity in the Vermilion and the student and parent guides for Freshman Orientation. Site Directors and office personnel are submitting the required</p>

	<p>financial forms in a timely fashion to Administrative Services to ensure that our programs follow in accordance to all University policies. Faculty decisions for Summer 2013 were made at the last Spring 2012 committee meeting. All Study Abroad participants and faculty are now required to purchase the ISIC/ITIC (International Student/Teacher Identity Card) which had been optional in previous years. The program concluded with a surplus in 2011. The Study Abroad Committee created three sub-committees: Course Curriculum, Program Budget and Policies/Procedures.</p>
<p>internationalize the curriculum in all colleges <b>AY 2011-12 STRATEGIC PRIORITY</b></p>	<p>Internationalizing the curriculum moved forward in a cohesive fashion in 2011-12, through the formation of the International Initiatives Strategic Task Force (IISTF), chaired by Dr. Fabrice Leroy and Rose Honegger. Combining information gathered during the previous two years by the General Education Committee with some additional fact-finding, a sub-committee of the IISTF prepared a report for Dr. Leroy that documented current efforts at UL to promote global citizenship and learning. The committee found that nearly all UL students are exposed to global learning through the completion of three classes: UNIV 100, CMCN 100 (previously 200) and ENGL 102. Other ways that some UL students gain international exposure is through studying a foreign language, majoring in political science or other fields with international requirements, minoring in related fields offered by a number of colleges including Business and Liberal Arts. In addition, the report recommended that global competency at the undergraduate level be promoted by the development of an "activity transcript" to document student learning, the creation of a global competency asterisk or "sticker" that would designate certain courses in the catalogue as promoting global education, the creation of a certificate program that would award certificates to students developing global citizenship skills and knowledge, the development of a curriculum map that would illustrate where students were receiving international knowledge, and finally, by designating one (or more) person(s) in each department responsible for assessing and promoting international education and global citizenship. Other recommendations included the development of a concentration in international interdisciplinary studies, a minor in international interdisciplinary studies, a major in international interdisciplinary studies, and an expansion of offerings at the graduate level including a graduate certificate in International Studies, a Masters Degree in Interdisciplinary International Affairs, and the development of dual degree programs (e.g., dual BA/MA in French; dual MBA/MA in French). The recommendations of the International Initiatives Strategic Task Force (IISTF), which included the creation of an activity transcript, a global learning catalogue entry, an undergraduate (and perhaps graduate) certificate, a curriculum map, the creation of numerous related degrees and concentrations, and the naming of a departmental representative, will be considered for implementation. In addition, the IISTF sub-committee with responsibility for internationalizing the curriculum plans to hold meetings with representatives from each college and department at UL to assess ways that different colleges and departments can share in the accomplishment of this crucial mission. These meetings would likely focus on the achievement of objectives previously identified by the (IISTF), while being open to learning about ways that each college and department are already promoting this mission and may promote this strategic initiative in the future. The initial challenge in internationalizing the curriculum has been to understand and document all the ways that this strategic initiative is already being addressed by the various departments, programs and colleges at UL. A second challenge has been the search for ways to implement international education without disrupting the fundamental curriculum and authority of each department and college. A third challenge has been the lack of an institutional basis and staff for the promotion of global education and the development of resources. A fourth challenge has been the reduction in hours from 125 to 120, which made implementation of curricular initiatives even more difficult than they might have been originally. The current strategic task force convened to look at international issues, of which curriculum is one focus, provides the best change of overcoming some of these obstacles. A great deal has been accomplished within the several years. However, additional support is needed to expand international learning and global citizenship in the curriculum. The single largest need is for a director or person with supervisory authority who would be responsible for coordinating and publicizing efforts in this direction and interacting with all the colleges and departments. An office with a small staff might be a very good start towards accomplishing this important and multifaceted</p>

	goal. Such an office and director would also be responsible for assessing student learning in this area and setting targets for further learning and programmatic expansion, coordinating these efforts across the various programs, degrees, disciplines and colleges.
develop strategic partnerships with international universities	The following are ongoing partnerships that we have developed with international universities and organizations: ICEC (Inner Circle Education Center, China; Wuhan Institute of Technology, China; Universite de Poitiers, Poitier, France; University of St. Etienne, France; Pole Universitaire Leonardo de Vinci (PULV), France; Universite de Strasbourg, France; Universidad de Cantabria, Spain; Universite de Moncton, Canada; Universite Laval, Quebec, Canada; Universidad Autonoma de Guadalajara, Mexico; Instituto Tecnologica de La Piedad, Michoacan, Mexico; International Academic Assistance Program, Torreon, Coahuila, Mexico; Program for North American Mobility in Higher Education, NAFTA; Ryerson University, Canada; Universidad Autonoma de San Luis Potosi, Mexico; and Universidad Panamericana, Mexico. Two new MOU's were signed during the Spring 2012 semester with ICEC and Wuhan Institute of Technology. The Embassy of Oman official made a visit to our university strengthening our ties with them. The plan for 2012-13 is to facilitate and streamline the admissions process of prospective international students that will be sent through these organizations. The development of partnerships with international universities at our institution is decentralized as we depend on the generous initiative of individual departments at our institution. The development of these strategic partnerships has a potential to grow if these efforts were centralized. We need a professional staff that will have oversight of the development of these strategic partnerships with international agencies, foreign government and international agencies.
sponsor intercultural events on campus	January - Black History kick-off celebration for Black History Month March - Womens' Conference for Women's History Month March - Beacon Club Awards September - Hispanic Heritage Month events September - Mentoring Program Annual Social October – LGBT Month
<b>5B   To ensure our students are poised to face major challenges of the 21st century</b>	
reinforce the importance and acceptance of diversity	We hosted diversity workshops for the following groups: Football prospective, English Graduate Assistants, Engineering Student Leadership, Acadiana Outreach Honors Program, Community Assistants (formerly known as Resident Assistants), Chi Alpha, Greek Leadership, Conference Center Residents and SOS.
emphasize sustainability and actions for prudently handling environmental resources <b>AY 2011-12 STRATEGIC PRIORITY</b>	The President's Council on Campus Sustainability was inaugurated in the Summer of 2011 and convened in the following Fall semester. Dr. Whitney Broussard was appointed chair of the Council and 29 members were assigned to represent various entities across campus that are interested in or influence campus sustainability. The final phases of the Geaux R.E.D. recycling program are complete. All faculty, staff, and administration offices on campus now have personal recycling bags that we regularly collected. A website ( <a href="http://www.sustainability.louisiana.edu">www.sustainability.louisiana.edu</a> ), Facebook page, and Twitter site to communicate our activities have been established. In this effort, a list was created that includes all course offerings, research projects, and university-related organizations that work to enhance sustainability issues. The President's Council on Campus Sustainability hosted two meetings of the full council in AY11 where subcommittees and subcommittee chairs were assigned to meet AY12 objectives. The Council was also represented in the campus master planning process to recommend principles and directives that could improve campus sustainability. The primary objectives in 2013 will be to develop a Campus Sustainability Plan and a proposed budget to implement sustainability strategies. To this end, we will develop metrics and data collection methods related to resource consumption on campus. A second objective will be to develop a cross-discipline curriculum plan that integrates sustainability principles across campus and promotes co-curricular activities (service learning, clubs/organizations) that involve sustainability issues. This effort will also create a sustainability lecture for incoming freshman that will be used during orientation week. The Geaux R.E.D. campus-recycling program will continue to grow. We plan to improve recycling and paper use efficiency in STEP computer labs through student page-limits and printer conservation default modes. And, we will take advantage of the STEP labs as a place to educate and create greater awareness of

	<p>sustainability. Additional activities will include improved recycling facilities in the common areas in classroom buildings (to be phased in by campus zones), developing a systematic way to ensure recycling at major campus events, and piloting a recycling program in the tailgating area on game day at Cajun Field. A campus-wide awareness campaign designed to reduce paper consumption will be necessary for significant progress. Ongoing efforts to implement student housing recycling program will be the final phase of this objective. Finally, a Bicycle Policy and Safety Program is being developed to encourage bicycle use on campus while promoting a safe bicycle etiquette (Sp 13).</p> <p>The lack of a full-time director and other support positions, as well as resources to fully implement sustainability initiatives, continue to limit the pace of progress. While we have built a strong coalition of support from a small group of faculty, staff, and students, coordination across organizational divisions and communication between committee members remains a challenge. While the agreement with ARC of Acadiana to assist with our recycling program has efficiently initiated campus recycling, this is not a sustainable arrangement as the university continues to expand the program and pursue zero waste. The university will eventually need to investigate third-party providers who are expertly equipped to handle large-scale recycling efforts. Finally, we must develop a means to generate a return on our recycled materials thereby decreasing the university's annual recycling program cost. We desire continued support from the Office of Information Technology to implement a paper reduction campaign in STEP labs across campus. Similarly, support from the Print Shop in allocating and accounting for paper consumption by department would be required. Continued support from Physical Plant personnel will be necessary to collect and analyze resource consumption information and plan for appropriate reductions. Finally, appropriate communication technology that easily links a select group of otherwise disparate people is greatly needed. A digital media forum that caters to the needs of the Council remains elusive. Moodle forums have not been significantly useful, though we are pursuing other avenues within this platform.</p>
<p>enable students to evaluate rationally the causes of problems facing our society and our world</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p>	<p>Several degree programs and courses in our curriculum directly address the objective of teaching students to evaluate societal problems, giving students the knowledge and critical thinking skills they need to understand America and the world, and building on this knowledge in order to pursue a better understanding of the underlying causes for cultural differences, conflict, strife, inequality, xenophobia, discrimination, and lack of freedom. These courses have traditionally belonged to the Humanities, insofar as they value and strive to instill critical thinking and rational argumentation; cultural relativism and respect for other cultures; sociological, historical, and geographical contextualization of issues; foreign language proficiency, international relations, and coverage of world issues; legal and ethical principles of social conduct; and psychological and anthropological approaches to human behavior. Several departments are offering courses targeting social problems in a globalized context, such as Political Science (whose two survey courses POLS 110 and POLS 220 focus specifically on American and world politics, including topics such as American National Government, World Politics, Civil Rights, Congress, State and local government, International politics, Southern Politics, Middle Eastern Politics and Civil Liberties), Communication (specifically CMCN 170, 384, and CMCN 385), Sociology (SOCI 241, 254, 305, 310, 350, 362, 395, 454), Criminal Justice (CJUS 202, 305, 330, 399, 401), Modern Languages (FREN 101 to 202, 421, 424, etc; SPAN 101 to 202, 320, 332., etc.), History (HIST 101,102, 110, 221, 222, etc.), etc. Outside of the Humanities, programs such as Business Law, Economics, and Health Education focus on specific analytical skills and critical tools needed to examine societal problems in these disciplines. The achievement of this imperative remains a constant learning objective, and programmatic adjustments are made each year through course revisions or improvements, curriculum reforms, and new seminars that challenge students to learn local and global issues, as well as engage with their world, while keeping a critical stance towards the accomplishment of goals. For instance, the Political Science Program will continue to offer courses (revised from last year via student input and evaluation of instruction) on American National Government, World Politics, United States Foreign Policy, Religion and Politics, Law and the Judicial Process, International Law and other classes that directly teach students about world</p>

	<p>issues and encourage them to get involved. The POLS Department will also remain engaged in service by asking students to get involved in the political process and join one of the clubs that the Department advises (POLS club, Law Club, College Democrats, College Republicans). To that end it has established the FLIP and Boustany Internships that give students opportunities to work directly with power holders in state and national government. It also plans to restart the International Affairs club under the direction of a new faculty member, engaging students in understanding and acting in the International Arena. The International Initiatives Strategic Task Force will continue to make recommendations about broadening and deepening international learning, global interaction, and multicultural understanding and engagement, both at the curriculum level and at the institutional level, in order to educate students about the challenges, problems, and needs of American society and the world community. Because the current study abroad options are limited to a few summer programs offering only a handful of international sites, students have few options to study abroad, and virtually no options for year-length or semester-length cultural immersion. The need for new and more diverse study abroad programs and reciprocal partnerships with foreign universities is crucial to our students' firsthand exposure to international cultures and issues. Conversely, the University needs to update its international enrollment strategic plan in order to integrate a larger and more diverse international student population. The valuing of international education requires a strategic effort on the part of the university in order to integrate globalization as an inherent part of its academic culture, which can be mapped throughout the curriculum — not only in the humanities, but also in professional degree programs — because employability in the current globalized job market implies increased knowledge of international issues and demonstrable skills in this area. This effort should extend from early orientation and advising throughout the completion of all degree programs. In this regard, many departments are stretched to cover the necessary clubs, internships, classes, and advising that are required by this globalization effort, which constitutes a continual challenge. For instance, the Bayou Bijou international film series (which offers invaluable exposure to world cultures) will be canceled next year due to lack of funds. Hiring international faculty members is often difficult due to visa complications, and many departments would welcome additional assistance and more institutional support in hiring international scholars. The establishment of a new Office of International Education would centralize the University's globalization effort. Providing funding for campus programs and events with an international component would demonstrate the University's investment in global education. The Modern Languages language resource center is in a state of disrepair and in high need of new computers. Filling the Kaliste Saloom Chair in International Affairs (Political Science) would help energize the study of international affairs. The UL Library is lacking in international holdings, and its lack of documents on various global issues often constitutes an impediment to student research.</p>
<p>socialize students to value and internalize the need to protect human rights</p>	<p>Teaching about human rights in various cultures raises challenges, promotes cross-cultural understanding, and offers students the opportunity to practice critical thinking so that they may become more experienced critical thinkers. Many courses in the curriculum focus directly on human rights. For instance, the course in Communication Law and Ethics (CMCN 385) requires students to secure their commitment to the legal and ethical principles guiding human rights in terms of verbal and symbolic expression, and privacy. This class in particular guides students to evaluate social problems confronting political and legal institutions of the United States in view of the First Amendment. In this course students are asked to develop a logical rationale of their constitutional rights and recognize the importance of the judicial system and how it serves to protect them by either striking or affirming laws that would impinge upon their basic human rights. The socializing process occurs in this class when students engage in lively discussions regarding the legal tensions emanating from issues of personal reputation, privacy, and intellectual property, in addition to the core values of freedom that flow from First Amendment applications to case law and a thorough understanding of how precedents apply to legal disputes. Students are also socialized to understand the constitutional impact of legal precedents regarding hate speech with regard to federal precedent, including symbolic speech, and the so-called Racial Profiling Act. Several courses in Political Science very specifically addressed human rights in the past year, including courses</p>



	<p>on World Politics, Civil Rights, Globalization and the Environment, Middle Eastern Politics, Civil Liberties, and Ethics and International Relations. The French and Francophone Studies program provides a recurrent focus on colonial and postcolonial matters, and discusses the inequities of these power structures as they are portrayed through the artistic production of French-speaking African and Caribbean writers and filmmakers. The History program examines the concept of human rights in courses on Indigenous People (325), Atlantic History (324), Modern Africa (330) and Modern Asia (343), Latin America (351 and 352), Black History (355), Gender in History (366), Constitutional and Legal History (369), and The Modern African-American Experience (380). Philosophy (314 and 316) and Criminal Justice (202) offer ethics courses, and Sociology offers courses on LGBT Cultural Studies (254), Disability (280), Minority Groups (310), Social Work (374), Gender across Cultures (454), and Death and Dying (480). The courses listed above will be taught again in 2012-2013, with appropriate adjustments based on student evaluations and curriculum reforms. The Political Science Department has just hired an International Relations professor with a specialization in International Law and International Ethics. Currently, many units on campus feel that they lack the appropriate resources to address the imperatives stated here as well as they should. The Political Science Department, which is central to this effort, feels particularly understaffed and would benefit from additional faculty and resources. Although human rights are studied as a theme in a large number of classes and in various degree programs, and constitute a central component to general education goals, the strategic coordination and articulation of such courses across campus have not yet been fully mapped. It would be useful to conduct a full assessment of this learning outcome on campus through curriculum maps and across curricula. Such a document would be useful for advising purposes, and it would ensure that all programs on campus guarantee regular exposure to human rights issues, either through the general education curriculum, or through their individual degree programs. These courses could be articulated in the form of a minor or certificate in human rights studies.</p>
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## Strategic Imperative 6 | Creating an institution our stakeholders will highly regard

### 6A | To make university accomplishments more evident

strategically improve branding and marketing of current endeavors	The OCM created a plan to use the new website to tell stories of current endeavors that convey our brand. For example, featured stories will have three components, such as (1) Thinking, (2) Collaborating, and (3) Ragin'. OCM also researched and initiated the purchase of John Kennedy Toole memorabilia to position the academic history of university and the encourage donations for future acquisitions. Also, OCM has developed a policy and protocol for commercial filming on campus to ensure that the university is depicted favorably and to protect the use of the university's name and image. The OCM plans to roll out the new branded stories in starting December 2012. Time lost dealing with negative news stories and public records requests has caused a challenge for the OCM in most of 2011-12. The OCM needs a university graphic designer, an additional writer and a photographer. Maintaining the new website stories will take such resources.
develop brand recognition of, preference for, and loyalty to the University	<p>The OCM grew retail licensing by adding new wholesalers and retailers, and is pursuing an agreement with an external vendor to significantly expand our branded product lines and facilitate electronic commerce and international shipping options. In 2012, UL Lafayette moved into the Collegiate Licensing Company (CLC) Top 75 annual sales list. OCM began refining its Communications Branding Toolkit, converting the Graphics Standards Manual into a "Brand Culture" guide, and creating social media guidelines and a strategic plan, along with a social media start-up packet.</p> <p>OCM organized and conducted focus groups to discuss UL Lafayette merchandise to provide feedback to retailers. Also, we had the university's brand and logos assessed by a professional firm. OCM created the first official university ring with input from alumni and students. OCM also filed for trademark of "Geaux Cajuns." OCM purchased television ads in New Orleans, purchased ads in enrollment recruiting publications, and purchased and shuttered negative website (universityoflouisiana.net) populated by a non-institutional critic of UL Lafayette. Other initiatives included increasing street banners, assisting with an IceGator promotion, and the creation of I-10 murals and airport exterior UL Lafayette signage. OCM helped decorate the team official hotel lobby for the New Orleans Bowl game, designed shuttle bus wraps, and facilitated the offering of an affinity license plate in Texas. The OCM began meeting and communicating more regularly with Athletics and integrated the athletics marketing position back into the OCM staff. The OCM will launch promotion of an official team shop. OCM also will promote Geaux Cajuns further when trademarked. OCM is also reviewing all trademarks for the university and will re-launch the branding initiative across the campus and community and develop policies to provide greater brand protection. We have encountered colleges and departments who have introduced unapproved logos, designs and cobranding despite their inconsistency with the university's branding goals.</p>
publicize high-profile (signature) initiatives, research contributions and academic programs	The OCM increased by 35% press releases during the 2011-2012 year compared to the 2010-2011 year. OCM launched twice-a-week news roundups distributed to University Council and Deans to promote current level of publicity and to encourage more news releases with the departments and centers. The OCM plans to update an experts database to promote more publicity for the university and its signature initiatives. OCM also plans to implement new media contact database and news tracking software. OCM will roll out news roundups on the new website to promote media coverage received by the university. OCM plans to launch more videos to promote university endeavors and also plans to meet more regularly with the Office of Research. The OCM needs to fill the vacant media relations position with a competent professional. It was a challenge for OCM to produce even one issue of LaLouisiane in a year. We need to assess capabilities and enhance resources to

	produce at least two issues and an annual report.
focus on enhancing and broadening our institutional reputation <b>AY 2012-13 STRATEGIC PRIORITY</b>	The new Director of Alumni Relations has implemented some changes to enhance our institutional reputation to past graduates of the institution. We have installed video features at the Alumni Center in anticipation of hosting gatherings for televised away games and other streamed events. Planned for 2013 is for the Alumni Center to serve as the venue to promote alumni businesses for an evening "Business after Hours" concept event. We established two events to engage our younger alums and families by hosting Christmas and Easter events with children in mind. We are also planning an event for just our new grads and younger alumni to develop relationships. Our biggest challenge with many of these events is timing and volunteer assistance. We must streamline our current events by reviewing their impact and find ways to merge in other events that will benefit the future of membership for Alumni.
<b>6B   To provide support for the athletic programs and the Ragin' Cajun Athletic Foundation</b>	
strategically and systematically renovate athletic facilities through support of a capital campaign and other sources of nontraditional financing	In 2012, softball fans were privileged to enjoy the extensive renovation of Lamson Park. Funding for this project was provided in part from the active solicitation for the Ragin' Cajuns Athletic Foundation (RCAF). As state budget decreases presented an unclear funding future, an extra effort was directed to garner additional funds through the sale of traditional signage and sponsorship programs. In an attempt to communicate a concise and coherent message to our fans, donors, and corporate partners, the Athletic Department and the University administration made the decision to begin formulation of a master facilities plan. The Athletic Department will finalize the master facilities plan and begin the fundraising process with the marketing of premium seating opportunities. Priority objectives of athletics are increasing the athletic operating budget to \$20 million by 2017 and securing the necessary funding for capital projects as outlined in the facilities master plan. A tertiary objective is to increase the athletic endowment fund. However, the primary focus will be on the increasing operations and enhancing facilities. An additional fundraising position within the Office of University Advancement will be created to enhance annual giving and assist with premium seat solicitations. The range of needed facility improvements, and offsetting construction costs, is a challenge to the fund raising priorities. With the exception of Lamson Park and the Leon Mondla Indoor Facility, the age of our athletic facilities range between 34 and 73 years old. While upgrades were conducted on these facilities, all encompassing renovations have not been conducted. University of Louisiana System regulations limit the amount of direct University support available for intercollegiate athletics. Also, securing funds through student fees is something available to many other collegiate Athletic Departments. These two prohibiting factors have contributed to the UL Athletic Department budget ranking near the bottom of Division I-FBS athletic programs. The master facilities plan will lay out the path, combined with the funding strategy to enable this Athletic Department to greatly enhance facilities for our student-athletes, coaches and fan base.
develop an academic center for student athletes to enhance their educational success	The Student-Athlete Academic Center (SAAC) provides the resources necessary for student-athletes to attain the highest level of academic and athletic achievement. The role of the SAAC is to provide the support structure necessary to aid student-athletes in obtaining a college degree through effective tutoring, monitoring, advising, registration and mentoring. In the Fall 2011 semester, 41 percent of all student-athletes earned a 3.0 GPA or above. The average GPA for all student-athletes in the Fall 2011 semester (2.84) surpassed the all Greek average (2.74) and the general student body (2.71). University of Louisiana at Lafayette student-athletes are graduating at a rate of 61 percent according to the 2010-2011 Federal Graduation Rates Report versus our general student population (approximately 42% graduation rate). Additionally, UL has the second highest percentage of student-athletes graduating from a Division I institution in the state of Louisiana. All sixteen UL teams competing at the NCAA Division I level scored above the minimum NCAA Academic Performance Rate score required for the 2010-2011 year (925 multi-year score), and are on pace to surpass the increased standards for the 2011-2012

	<p>academic year (930 multi-year score). All processes are currently being evaluated and assessed to determine the most beneficial plan of action for 2012-2013. Beginning in Summer 2012 semester, the Athletic Freshman Orientation Course (ACSK 100) will be converted to UNIV 100 to provide student-athletes with the same level of preparation received by all students. Peer institutions were visited In Spring 2012 to benchmark best practices and to assist with planning facility improvements that will best meet the academic needs of our student-athletes. Study Hall will be restructured to prioritize day-time use as opposed to the current pattern of extensive night-time use. Additionally, tutors will be scheduled and hired by appointment to ensure budget efficiency and to better meet the individual needs of all student-athletes. Expanded efforts will also be utilized to better educate staff and faculty outside of Athletics on the structure, purpose, and goals of the Student-Athlete Academic Center. The current Associate Athletic Director for Compliance and Academics, supervising the Student-Athlete Academic Center, is new to the position but has developed a strategic plan. Overall communication must be improved within the Student-Athlete Academic Center and externally when working with coaches, administrators, and all University departments. Secondly, the level of professionalism in which day-to-day operations are conducted is an area that must be addressed. A limited number of full-time staff in the office contributes to low staff morale. Employees currently work extremely long hours with study hall being run four nights per week until 9:30 PM and on Sundays from 6:00-8:00 PM. We are currently underutilizing technology, including the GradesFirst System, which has been purchased to assist in progress report data collection. Finally, the eligibility certification process needs to be improved as do our primary facilities (study hall and tutor rooms). In order to maintain standards for the eligibility certification process established by the NCAA, it is imperative that our University purchase a degree audit system. We currently rely on a pen and paper method involving all Deans in the degree certification process which initiates the Eligibility Certification Process for all student-athletes (leaving extensive room for error). We may benefit from hiring a full or part-time eligibility certification officer to oversee this complex and in-depth process rather than assign these duties onto the current Registrar, as this individual must be fully trained in understanding NCAA rules and regulations to avoid potential major infractions (such as those incurred in 2004-2005 as a result of improper eligibility certification). Providing facility renovations for the Student-Athlete Academic Center may be the most beneficial improvement that can be made for the welfare of our student-athletes at this time. Finally, in order to best service the needs of our 400 student-athletes, an additional full-time staff member is needed to assist with sport specific responsibilities and to coordinate all tutor appointment requests. The current, inefficient practice is to only hire tutors during night-time study hall hours (who wait in a room for student-athletes to approach them for assistance).</p>
<p>establish an endowment for athletics to increase competitiveness within the conference</p>	<p>Understanding that an aggressive dedication to enhance endowments that benefit athletic competitiveness in both the recruitment and retention of student-athletes and coaches is an institutional imperative, the Athletic Department and the Ragin' Cajuns Athletic Foundation (RCAF) have identified two major steps necessary before an effective endowment campaign can be successful. These steps include: (a) increasing the annual athletic operating budget to \$20,000,000 by 2017, and (b) securing funding for capital projects prioritized in the facilities master plan. Endowing funds is a priority to this Athletic Department, but with an operating budget ranking in the lowest levels of the Sun Belt Conference, the primary focus is to enhance the operations revenue in preparation of the capital campaign. Considering the Department's overall operational needs and ongoing facility upgrades, the planning regarding the future endowment for our student-athletes will remain within the priority structure established by the Athletic and University administration. A timeline for an endowment campaign will be a part of the master plan currently being researched and formulated. After years of athletic budgets near the bottom of Division I-FBS athletic programs (123 out of 124), a new funding structure was established. In addition, the creation of an athletic foundation provided the seeds for the much needed facility improvements postponed for many years. The fruits of</p>

	<p>these changes are visible in the remodeling of the softball facility at Lamson Park and the weight training facility serving all of our student-athletes. As we work to increase the facilities used by our student-athletes, the overall operational needs and facility upgrades will continue to be a priority over an endowment focus. Once the facilities master plan is approved, endowments will be one aspect of the funding needed to meet our facilities plan. The facilities master plan will be the road map to our growth and financial planning. This Department will continue its ongoing dialogue and cooperation with the Development Office within the University Advancement Office to promote endowment gifts as a priority for the Athletic Department. With the master plan, Development Officers will have concrete goals in place to communicate to potential donors.</p>
<p>6C   To increase voluntary contributions for educational purposes</p>	
<p>develop an integrative master plan for donor relations, fund raising and stewardship with the collaboration of the UL Lafayette Foundation</p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p>	<p>The plan has not been developed.</p>
<p>determine the optimal relationship between the University and affiliated organizations such as the UL Lafayette Foundation and the Alumni Association</p>	<p>The UL Lafayette Foundation Board of Trustees and management team continue to review and pursue the best practices for the organization as the primary nonprofit entity (501c3 status) established for receiving the privately gifted assets to the university. The primary obligations of the organization are to ensure endowment preservation and growth through a comprehensive, sophisticated investment program; provide accountability and proper stewardship of donors; and identify resources to support the university in fund-raising efforts and other campus priorities. The UL Lafayette Foundation has contracted with the Picard Group, a governmental relations firm, to represent the University and the Foundation on state and federal matters relative to higher education and institutionally-related Foundations. The Foundation has connected the Picard Group with the international organization Council for Advancement and Support of Education - Institutionally-Related Foundations division (CASE-IRF). The University continues to work directly with the Picard Group on both local and federal issues. The firm is scheduled to present reports on their progress to the Foundation Board of Trustees on a semi-annual basis. The Foundation has assisted with the acquisition of properties for the campus and surrounding proximities to the Foundation. The Foundation has drafted a proposed policy for donations of real estate and other property acquisitions and presented to the university administration for review and approval. The Foundation has earmarked a portion of the investment portfolio with funds available for property acquisitions as identified by the university's campus master plan. The Foundation has improved the accounting system for receiving donations, processing disbursements and enhancing processes for auditing procedures. The staff is working on a more advanced means for delivering reports to various stakeholders. The Executive Director represents the Foundation on the University Advancement Council and Foundation staff has worked with the Development, Scholarship and other offices on scholarship processes, endowment portfolio and other donor recognition programs. The Foundation has budgeted for travel expenses for the Development Office staff and will continue to review the progress on an annual basis. The Development Office serves on the Foundation's Development Committee and all Committee members are considered Advisory Board members for the current Scholarship Campaign. The Development Office also makes presentations to the Board on fund-raising initiatives. The Executive Director represents the Foundation on the President's Council for Campus Sustainability and incorporated the Foundation office in sustainability plan. In addition, the UL Lafayette Foundation has recruited several new board members, many of which are UL alumni that are representative of the community, patrons of the art museum and UL athletics programs. With Board of Trustees' approval, the management team has defined positions in finance and stewardship areas. The Foundation's Executive Director and staff will coordinate several educational sessions with Deans, Department Heads,</p>



	<p>Development, Scholarship and other stakeholders on endowment reporting and various business procedures for the Foundation and other activities in general. The Foundation Board and staff are identifying resources to renovate the upstairs space in the existing building for continued growth to support the Development Office and Foundation personnel. The Foundation Board of Trustees will establish a Past Presidents Council to serve as an advisory council to assist with identifying long-term strategic initiatives for the organization. A long-term plan will be developed for use of the surrounding properties that are contiguous to the Foundation building. The Foundation office will work with UL Chief Information Officer to identify best practices for technology needs of the Foundation. In general, time constraints with stakeholders and with university administration only allow for limited input, particularly with respect to the real estate policy review and establishing priorities for the best use of limited funding resources available.</p>
elevate the role and responsibility of academic colleges in fund raising initiatives	<p>Deans in the Colleges of Business, Engineering and Nursing were invited to prepare an annual giving campaign appeal letter to solicit gifts from their alumni. The primary objective of this effort was to establish a culture of annual giving by alumni to their colleges. This, in turn, helps to provide mostly unrestricted annual funds to help each college. A development officer was assigned to assist each of these deans in preparing the complete direct mail appeal piece including the appeal letter, the mailing envelope, and the gift reply mechanism (gift reply piece and return envelope) and coordinating the preparation of the mail appeal with an outside vendor (Curtis 1000). Colleges that did not conduct such an annual giving campaign appeal in the first half of 2012 (Liberal Arts, General Studies, Sciences and the Graduate School) will be given the opportunity to do so in 2012-13. Arts had an existing annual giving campaign appeal program in place and the Dean chose to continue that existing program. One of the biggest challenges faced was working with the outside vendor, and each development officer complained about inadequate customer service. Ultimately, maximizing success in each college's annual giving campaign appeals will require additional steps. In looking at common and best practices for this type of fund-raising (college annual giving campaigns), multiple approaches are used with seeking alumni support. Direct mail appeals (which is what we are addressing) are usually complemented by a combinations of other types of "asks", namely e-appeals, additional and varied direct mail appeals, telemarketing, and personal solicitations. The coordination and implementation of such all-encompassing annual giving programs is commonly handled by an office of annual giving. Meanwhile, the Office of Development will continue working with the deans to build annual giving support for their colleges.</p> <p>In late 2012, an external firm was contracted with to solicit mid-sized gifts from alumni who had never financially supported the institution. And, an external strategic assessment and benchmarking evaluation was conducted by an experienced advancement consultant.</p>
improve alumni relations through the creation of contemporary engagement opportunities	<p>The Alumni Association has redesigned its webpage, launched a new Facebook page, created a YouTube channel, is redesigning its current Twitter account, and has increased mass emailing to current members. Without a videographer on staff, multimedia content development is challenging.</p>
<b>6D   To plan for the growth needs of the University</b>	
<p>formalize a master plan for the use and future expansion of university properties and facilities</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p> <p><b>AY 2012-13 STRATEGIC PRIORITY</b></p>	<p>The University's Draft Master Plan was completed and delivered to the institution for review and acceptance in late 2012. During this year, UL Lafayette was heavily engaged in the City of Lafayette Comprehensive Planning process, the Downtown Master Plan development, and the Lafayette Parish School Board facilities and program plan.</p>
develop property acquisition and disposal policies	<p>In 2013, a major project will be initiated that will attempt to reduce the book inventory of antiquated and unusable personal computers. We are also hired and experienced Director of Purchasing to assume that position in January of 2013. One component of his responsibilities will be in the policy development domain.</p>



## Strategic Imperative 7 | Optimizing administrative effectiveness and efficiency

### 7A | To focus on human resource management challenges

<p>change the evaluation of faculty performance and the awarding of merit pay to a system that simultaneously reflects budgetary constraints, motivational factors and institutional priorities</p>	<p>The Task Force on Faculty Evaluation and Merit completed its work, and the Academic Affairs Council has begun implementing its recommendations, which entail completely revamping the faculty merit evaluation process, including the track system and all associated policies. The process will be the subject of a special Deans, Directors and Department Heads Retreat in Spring 2013, and will be fully implemented after an acceptable period of internalization. The proposed new system eliminates 'quotas' and provides a quantitative adjustment range for the Dean and Provost, and makes the expectations of each track more explicit and specific.</p>
<p>streamline and expedite hiring procedures for faculty</p>	<p>The University has effectively alleviated the pressure of the Table of Organization through its classification of employees and through legislative relief that changed the definition of certain employees (particularly those hired as research associates on externally funded grants). While the appointment process is considerably smoother and more efficient than in the past, hiring is still hampered by debilitating state budget cuts. The Provost and CFO will better coordinate the request and approval process for new hires. Following the presentation of requests by the academic areas, they will meet in mid-summer to examine all academic area positions and determine their disposition for the following year. Early in the academic year, administrators in each area will be informed whether vacancies might be approved for filling.</p>
<p>monitor and ensure compensation at all ranks and for all contractual faculty is competitive with appropriate benchmarks</p>	<p>Despite reductions in our University's operating budgets, we initiated a number of actions to raise faculty compensation in a few discrete areas. First, continuing efforts to improve compensation for summer and intersession term instruction, the University implemented a new pay plan which rewards faculty at three levels based on course enrollments, based on their academic preparation (bachelor's degree, master's degree, terminal degree). Second, the University resumed the awarding of Summer Research Awards and Sabbaticals in 2012. Third, the University increased promotion increments to make them more competitive with those at peer institutions. It is hoped that these actions will both reward some of the institution's most productive junior faculty while mitigating salary compression. Finally, using the results of the salary analysis conducted during 2010-11, the University was able to implement over seventy-five market adjustments for those faculty whose salaries were most out of line with both their national benchmarks and their regression-predicted salaries based on tenure at UL Lafayette and the salaries of comparable faculty. The University had hoped to be able to afford some type of one-time salary supplement for faculty and other employees who have been without across-the-board salary increases since the fall of 2008. This was not achievable, however, due to mandated restrictions on fund use.</p> <p>UL Lafayette faculty and staff participated for the first time in the Great Places to Work Survey, and according to 2012 results, employees collectively report a general level of satisfaction with pay and benefits. The institution is in the process of hiring a Chief Human Resources Officer who will assist Academic Affairs with the compensation function.</p>
<p>develop a comprehensive system for the hiring, evaluation, equitable compensation and best-practices management of unclassified professional staff</p>	<p>The institution is in the process of hiring a Chief Human Resources Officer who will focus on each of the three major segments of the institution's labor force: (a) faculty, (b) unclassified professional staff, and (c) classified personnel. Unclassified professionals lack any formalized HR systems. However, for the first time in 2012 we utilized the SCANTRON system to automate administrative evaluations completed by those in the reporting chain. Unclassified professionals with reportees did benefit from this feedback, and in 2013 we will expand that feedback system to include evaluations by peers. YUPA also grew in terms of membership and activity</p>
<p>ensure adequate administrative support staff</p>	<p>Not specifically addressed, although key hires were made in areas where process inefficiencies were hindering revenue generation and cost efficiencies.</p>

determine and meet classified staff needs for evaluation, development and recognition	Employee Appreciation Week was expanded, as was the annual Holiday Luncheon and Sneaux Day. Considerable institutional-level effort was expended by the Office of the President to boost classified employee morale, although no pay raises were awarded due to state policy.
<b>7B   To optimally structure the organization</b>	
examine the formal and informal administrative organization and reporting structures to ensure the appropriate level of (de)centralization	Restructuring and modifications to the organizational chart to optimize effectiveness and efficiency, as well as shared governance, are ongoing. In the academic domain, "schools" were created to enhance research and instructional synergies.
automate the purchasing process and post comprehensive budgets and available financial resources online	Comprehensive online budgets were utilized in 2011-2012. In addition, financial resources were available only online as printed reports to departments were phased out. Online budgeting will again be utilized in 2012-13. There were plans to revamp the queries to prioritize requests by individual columns rather than in narrative form; however, those modifications were not completed for the 2012-13 online budget process. We will implement this enhancement in 2013. The acquisition of a new enterprise resource planning (ERP) system will be instrumental in the achievement of this imperative, and until such implementation it has been determined that expenditures to modify the existing system would not be cost-beneficial.
foster communication among internal stakeholders <b>AY 2012-13 STRATEGIC PRIORITY</b>	The editors of the eNews, President's Blog, and the Academic Affairs Newsletter met this year and developed a more cooperative system of sharing and allocating news items, resulting in far more comprehensive and effective communication across the University. The University, as well as many individual units, established social media presences. The University's Academic and administrative calendars were made available for the first time on a common website in both pdf and Zimbra format. A UL Lafayette app was developed and made available, facilitating the communication of a wide range of University information among all stakeholders. The Undergraduate and Graduate Catalogs will soon be integrated into the UL Lafayette app. A special University-wide convocation and open forum for questions was held to communicate budgetary and other critical University information. Features on the UL App will continue to expand, eventually allowing students to register for classes on their phones through the app. A web archive of the Academic Affairs newsletter will be created.
create a culture emphasizing the value of exceptional service  (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-5   INCREASE GRADUATION OF TRANSFER STUDENTS)	This initiative has languished without a clear coordinator, perhaps not unexpectedly due to its broad nature. However, the Director of Academic Planning and Faculty Development has indicated an interest in spearheading this effort in 2013.
combine local, state and federal relations into a single government relations office	This imperative is not under consideration for full implementation at this time.
strategically reengineer the centralized information technology unit  (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-1   : ADVANCE A PERFORMANCE-BASED FUNDING FORMULA FOR HIGHER EDUCATION THAT ALIGNS WITH THE GRAD ACT AND DRIVES CONTINUED IMPROVEMENT IN EDUCATION OUTCOMES AND MEETING THE WORKFORCE NEEDS OF THE STATE)	Implemented a new Help Desk ticket tracking system. Continued the alignment of UCSS and IMN Level 1 and Level 2 support organizations. The "integrated" help desk operation will begin this Fall. Hired new employees in the areas of Network Operations and Help Desk. The new Help Desk Manager has provided the leadership and experience necessary to increase the service capability of the operation. The RFP for "co-sourcing" vertical help desk functionality for specific ERP, after-hours, and support for e-learners was sent out this summer. Created several new positions to be filled as funds and TO become available. The "reorganization" efforts will continue during the 2012-2013 academic year. Several positions that will be filled include a third help desk agent, two information technology network technicians; an additional windows system administrator (entry-level), and an Administrative Computing Support Specialist (OIS). In addition, as we approach the implementation of the new ERP, we will fill the following support positions: a) additional Oracle DBA, b) Unix System Administrator, and c) Project Management Officer. As with Network Operations, we would like to move the IMN administrative

	<p>operation "back to Stephens Hall" and move the business function (services group, Video/Audio support, Operators) into the space currently occupied by IMN Administration. The Help Desk will become the primary service point of contact for the entire division. The current telephone and network support (TT#) will transform to a second-level support structure coordinated by the help desk. Upon completion of the renovation projects, the Help Desk operation will move to the first floor adjacent the printing services area and across from the new Stephens Training Labs. Obviously, the ongoing budget situation and the state's tighter controls on the University TO (table of organization) have played a role in the speed of the reorganization plan. However, the University administration has provided the leadership and resources necessary to continue to make progress. As we make the necessary physical changes to Stephens in Phase II (move help desk to first floor, create space for network operations, move OIS operators into the viewing booth in machine room), we would like to reapportion the space on the Broussard side of the first floor for IMN administration.</p>
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## Strategic Imperative 8 | Fostering economic and community development

### 8A | To support internal stakeholders working to generate a positive economic, scientific, cultural or social impact

increase access to and awarding of external funds for research and other learning activities

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-4 | DEVELOP AND PERIODICALLY UPDATE CAMPUS-BASED PLANS FOR SCIENCE AND TECHNOLOGY RESEARCH)

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-5 | ASSESS AND ENCOURAGE THE ARTICULATION OF STATEWIDE PRIORITIES FOR INVESTMENT WITH CAMPUS RESEARCH PRIORITIES AND ACTIVITIES)

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-6 | ENHANCE COMMUNICATION, INTERACTIVITY, AND EFFECTIVENESS THROUGH STATEWIDE DATA COLLECTION CONSISTENT WITH PROPRIETARY PROTECTIONS)

The Office of Research plans to engage in the following programs and activities to address the imperative during the upcoming year. (1) Continue the development and distribution of the biweekly e-newsletter entitled Funding Notice; (2) Continue training sessions on the following: (a) BORSF General Sessions; (b) Getting Started: Finding Funding and Basic Proposal Development; (c) RCS Panel Discussion; (d) Traditional Enhancement Panel Discussion; (e) BORSF Program Managers Visit; (f) IACUC 101/201; (g) "Winning More Grants? Learn Best Tactics for use on the New NIH Short Form"; (h) "How to Write a Winning NSF CAREER Proposal." (3) Distribute an annual research report; send out copies of e-newsletter of research update and dashboard to the community; (4) Implement the 'research dashboard' component of the Research Office web site; (5) Continue to hold intensive proposal development workshops; (6) Continue to work with faculty/teams on individual project proposals to increase competitiveness. The new interim Vice President for Research is deliberating many additional initiatives in this domain.

foster activities of internal stakeholders that have the potential for enterprising ventures

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-3 | SUSTAIN AND ADVANCE RESEARCH COMMERCIALIZATION AND TRANSLATIONAL ACTIVITIES THAT PROMOTE ECONOMIC DEVELOPMENT IN LOUISIANA)

During the past year, there was one start-up company formed out of the university's technology transfer efforts - Post Chain Brace. In its infant stages, the inventors are working to commercialize a device designed for post-surgical rehabilitation for knee and hip surgeries. The device assists in the rehabilitation process assisting and resisting various ranges of motions of the hip and knee. [Core Industry S&T Sector: Healthcare; Blue Ocean Sector Theme: Specialty Healthcare]. Following are examples of surviving startups resulting from institutional research and/or partnerships that continue to operate:

Innovative Learning Assessment Technologies, LLC (ILAT): ILAT, headquartered in Lafayette, Louisiana, is an assessment solutions provider whose primary goal is development and delivery of assessment and accreditation support systems for institutional applications. ILAT licensed PASSPORT from the University of Louisiana at Lafayette and Xavier University in 2005. PASSPORT was developed in 2000 as a state-wide project funded by the Louisiana Board of Regents. [Core Industry S&T Sector: Information Technology and Services; Blue Ocean Sector Theme: Digital Media/Software Development].

eNovativePiano: Though still very a young endeavor, eNovativePiano is a surviving start up resulting from the efforts of university faculty. Dr. Suzanna Garcia and her colleague Dr. Chan Kiat Lim from the UL Lafayette School of Music developed a web-based system called the eNovativePiano: Multimedia Tools for Developing Musicianship Skills that provides students seeking to learn music a set of experiential tools with feedback to improve their learning capability and experience [Core Industry S&T Sectors: Information Technology and Services; Arts and Media; Blue Ocean Sector Theme: Digital Media/Software Development].

	<p>In addition, the university continues to work with private sector partners to commercialize technology developed through UL Lafayette research efforts. One such example is the licensing of a technology referred to as Hybrid Luminescent Tracer Ammunition developed by Dr. Andy Hollerman and a team of students in the Physics Department. This technology was licensed to Hallum, Inc. in 2005 for further development of the technology into non-burning tracer bullets for recreational and non-military applications. The company is currently implementing an aggressive distribution plan for the product [Core Enabling S&amp;T Research in Materials Science and Nanotechnology].</p> <p>Though UL Lafayette has collaborated with small business concerns on Small Business Innovative Research and Small Business Technology Transfer awards from the federal government, there have been no new start-up companies ensuing. All recent and current SBIR/STTR Awards have been Phase 1 awards with companies outside of the state of Louisiana and fall within the Core Industry Sector of Information Technology and Services. Recently, one of our partners in a STTR project, Charles River Analytics, was invited to submit a Phase 2 proposal for one of their STTR project in which UL Lafayette is the Research Institution.</p> <p>To compare the technology transfer activities and efforts of UL Lafayette to peer institutions, metrics gathered from the AUTM U.S. Licensing Activity Survey: FY2009 were used. Based on information in this report, benchmarks for expected activity are as follows:</p> <ul style="list-style-type: none"> <li>o 1 invention disclosure for approximately \$2 million in R&amp;D expenditures</li> <li>o 1 startup company for approximately every \$90 million in R&amp;D expenditures</li> <li>o Approximately 25% of disclosures are licensed eventually</li> </ul> <p>When comparing the number of new invention disclosures at UL Lafayette to the benchmark of 1 invention disclosure for approximately \$2 million in R&amp;D expenditures, the metric for UL Lafayette was significantly lower. When applying this benchmark, with expenditures at \$69,978,000 in FY 2011, one would expect new invention disclosures at UL Lafayette in FY 2011 to be 34.989 or, approximately 35 new invention disclosures. UL Lafayette reported 6 invention disclosures in FY 2011. Some consideration must be given to the nature of research conducted at UL Lafayette as a factor impacting the disclosure rate. Over 30% of the \$69,978,000 expenditures reported in FY 2011 can be attributed to the New Iberia Research Center (from all sources including institutional funds) for contract research for private pharmaceutical companies and for maintenance of federally-funded primate research programs. Due to the nature of this work and the related contractual arrangements, one would not expect disclosures to result from these efforts. Also, much of the work conducted in education and other non-science and engineering disciplines at UL Lafayette have limited potential for commercialization. When comparing the number of new startups at UL Lafayette to the benchmark of one startup company for approximately every \$90 million in expenditures, the metric for UL Lafayette is comparable to, but exceeds the benchmark. When applying this benchmark, with expenditures at \$69,978,000 in FY 2011, one would expect new startups at UL Lafayette in FY 2011 to be .77. UL Lafayette reported one new startup company in FY 2011. When comparing the number of disclosures that are licensed at UL Lafayette to the benchmark of 25% of disclosures being licensed eventually, the metric for UL Lafayette is comparable to the benchmark. With a total of 95 disclosures reported during the five-year period between 1996 and 2011 and a total of 20 licenses awarded, 21% of disclosures at UL Lafayette during this period resulted in a license. It is expected that the recent creation and staffing (with two professionals) of the Office of Innovation Management will stimulate intellectual property and technology transfer activities on campus by informing the university community and facilitating relationships with private industry. As a result, we anticipate an increase in new invention disclosures, licenses of university intellectual</p>
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	<p>property, business innovations and new companies (startups) resulting from institutional research as well as partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) projects. The operation of OIM will rely on the ability of new Director to build collective efforts across campus by faculty and center staff in stimulating innovation activities. The Research Office has decided to use ITI funds to provide funding resources for the OIM.</p>
<p>incentivize the invention and commercialization of intellectual property  <b>AY 2011-12 STRATEGIC PRIORITY</b></p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011"  OBJECTIVE 2-3   SUSTAIN AND ADVANCE RESEARCH COMMERCIALIZATION AND TRANSLATIONAL ACTIVITIES THAT PROMOTE ECONOMIC DEVELOPMENT IN LOUISIANA)</p>	<p>Guided by the Louisiana Board of Regent's FIRST Louisiana Science and Technology Plan and the Blue Ocean Initiative of Louisiana Economic Development, the University is committed to continue to work with industrial partners and economic development entities throughout the state to align our research and development activities with Louisiana's key and targeted industries. The expenditures that were included in the survey were evaluated for alignment with key economic development industries using the Science and Technology Framework as cited in the Board of Regent's FIRST Louisiana Science and Technology Plan and the Blue Ocean sector themes of LED's Blue Ocean Initiative as criteria. Of the \$69,978,000 total R &amp; D expenditures reported for FY 2011, approximately \$45,893,000 (or 66%) was spent in research and development activities related to Core Industry Sectors or High Growth Target Industries identified in the Louisiana Board of Regents FIRST Louisiana Science and Technology Plan. In addition to these expenditures that were aligned with key economic development industries (Core Industry Sectors or High Growth Target Industries), \$7,248,000 was expended in areas of strategic importance to the FIRST Louisiana Plan in other categories defined in the Science and Technology Framework as Foundational Sciences, 21st Century Building Blocks, Core Enabling S&amp;T Research and Translational Research Domains. During the analysis, if a project fit within more than one category of the Science and Technology Framework, the highest category along the framework continuum was selected. One notable accomplishment was the establishment of the National Science Foundation funded Center for Visual and Decision Informatics (CVDI), the "first ever" NSF Industry/University Cooperative Research Center in the history of the State of Louisiana. NSF has designated the CVDI as the "nation's only" NSF Center in the area of visual and decision informatics to foster industry-driven scientific innovations in the transformation of "big data" into decision making tools. [Core Industry S&amp;T Sector: Information Technology &amp; Services]. CVDI research elements will be designed to enhance our partners' competitiveness in their commercial ecosystems, which include areas such as Information &amp; Publishing, Healthcare, Oil and Gas, Manufacturing, Disaster Management, Revenue &amp; Finance, Business Process Intelligence, E-Science, Real-time Supply Chain Monitoring/Visualization and Network Analysis. CVDI is positioned to capitalize on synergies within the Center for Advanced Computer Studies and the Center for Business and Information Technologies on the UL Lafayette campus and Louisiana Immersive Technologies Enterprise, the Opportunity Machine, and FiberCorps to create and foster an innovative ecosystem in the State of Louisiana. Across the nation, there are 45 I/UCRCs in the domain of engineering and 16 in the area of computer and information sciences that have produced extraordinary outcomes in host communities, nationally and globally. The Center for Business and Information Technologies (CBIT) has recently furthered its partnership with the Louisiana Department of Health and Hospitals (DHH). While CBIT has offered technology services and solutions for LA DHH for several years, the University of Louisiana at Lafayette has entered into a large, multi-year agreement with DHH to engage in a cooperative effort to develop innovative data-driven and evidence-based research, technologies, and analytics in an effort to improve the health and well-being of every Louisiana citizen and efficiently utilize taxpayer resources. Through this agreement, UL Lafayette shall provide an array of applied research, technology development and information management deliverables to DHH for the purpose of developing innovative data-driven and evidence-based research, technologies, and analytics to inform public health care policy. CBIT will collaborate with faculty in the School of Computing and Informatics and the College of Nursing in performance of this agreement [Core Industry S&amp;T Sector: Information Technology &amp; Services &amp;</p>

	<p>Healthcare; Blue Ocean Sector Theme: Digital media/Software Development (Healthcare Software)].</p> <p>A major initiative of the College of Engineering is in programing in Sustainable and Alternative Energy, which is best highlighted by its partnership with Cleco Power. Cleco and UL Lafayette's College of Engineering continue in partnership in constructing an Alternative Energy Center at the Industrial Park in Crowley, La. The center will be used to study and develop alternative energy technologies using renewable energy sources, which benefit the environment [Core Industry S&amp;T Sector: Energy and Environmental/Blue Ocean Sector Theme: Renewables &amp; Energy Efficiency]. This facility will be available for students and faculty to explore alternatives in energy and product development, while strengthening the university's relationship with its community partners. UL Lafayette will research a range of alternative energy technologies at the facility; however, the first project involves a pilot-scale biomass gasifier. Cleco Power and UL Lafayette are working with NorthStar Resources of Jasper, Texas, to commercialize the biomass gasifier. Also on this site, UL Lafayette has received a \$1 million stimulus grant from the Louisiana Department of Natural Resources' Empower Louisiana Renewable Energy Grant Program for the construction of a Solar Thermal Power Plant. The goal of this project is to purchase, install, produce power, and evaluate the commercial viability of a 20 kW pilot solar thermal power plant for the first time in Louisiana. The major objectives for this project are to create or retain jobs, to create renewable energy, and to offset the production of greenhouse gases. The University of Louisiana at Lafayette continues its leadership role in the NSF supported Northern Gulf Coastal Hazards Collaboratory (NG-CHC) located at UL Lafayette is funded by EPSCoR and involves seven other institutions in three states. Through this project, the three states in the consortium—Louisiana (LA), Mississippi (MS), and Alabama (AL)— are leveraging their unique partnerships, proximity, and significant prior investments in CI to advance science and engineering of coastal hazards across the region. The NG-CHC has the opportunity to capitalize upon strong CI and Coastal Hazards research infrastructure to address issues of national importance. [Core Industry S&amp;T Sector: Energy and Environmental/ High Growth Target Industry: Coastal Resilience].</p> <p>Gary Breit has been hired to be the new Director of the Office of Innovation Management and will report to the Vice President for Research. The Office of Innovation Management will be responsible for developing the capacity to commercialize the broad portfolio of intellectual property developed at UL Lafayette including the following: identifying and protecting the University's Intellectual Property, negotiating licensing and other agreements with external parties and creating entrepreneurial/economic development opportunities that will benefit the University and the region. This office will facilitate and stimulate commercialization interest and activity across all disciplines; direct technology transfer and commercialization of university research; and ensure that UL Lafayette is fully compliant with all federal and state compliance guidelines associated with innovation and intellectual property.</p> <p>The Director of the Office of Innovation Management has three major responsibilities encompassing the development and marketing of the intellectual activity and capital of the university, including, but not limited to intellectual property (IP): A. Outreach and marketing of the University's intellectual capital in faculty, staff and students, to include the following activities: (a) develop marketing strategies and solutions for University IP; (b) explore the development of relationships with private sector corporations; (c) work with state and local officials to assure University inventions, patents, copyrights and capabilities are fully considered in economic development initiatives and plans; keep local, regional, state and federal economic development officials aware of University capabilities, patents, and other IP; B. Design and implement processes to foster IP development within the University, to include the</p>
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	<p>following activities: (a) advance and implement IP goals and technology commercialization strategies for the University; (b) coordinate innovation development activities for the University, and identify IP opportunities, goals and solutions; (c) provide workshops and training for University faculty in the areas of economic development and technology transfer; C. Develop policies to govern intellectual property and its commercialization for the University, to include the following activities: (a) chair the University's Intellectual Property Committee; (b) manage intellectual property activities of the University, such as University review of inventions, patent development, filing, follow-through, and prosecution, and do so in conformance with University, state and federal policies, rules and regulations; (c) assist in the development and implementation of institutional policies relating to licensing of IP and agreements with private sector companies.</p>
<p>encourage interdisciplinary initiatives that preserve our regional culture  <b>AY 2011-12 STRATEGIC PRIORITY</b></p>	<p>The opening celebration for the Cajun and Creole Music Collection (CCMC) in its new location on the third floor of Edith Garland Dupré Library was hosted in 2012. The Cajun and Creole Music Collection consists of commercial recordings published since 1928, selected unpublished recordings and other resources that represent the diverse styles, genres, and musical influences of Louisiana Cajuns and Creoles. The Cajun and Creole Music Collection is open to the public for listening, viewing and research. Audio-visual stations are available, and the library encourages the use of the collection and offers tours and instructional sessions.</p> <p>Also home to an irreplaceable Louisiana archives is the Center for Louisiana Studies, which has a new Director and which encompasses the Center for Cultural and Eco-Tourism (CCET) and the University of Louisiana Press (UL Press). Activities and initiatives that have been undertaken to preserve and promote our regional culture are divided into four major areas: outreach, publications, research, and preservation. Outreach includes both public and institutional programming designed to share knowledge about Louisiana's culture with a broader audience, including Antonine Maillet and Her World: Retour en Acadie, the Festival of the Arts Symposium; the five-part The Distant Brought Near: A Discussion Series Inspired by the Art of George Schmidt, co-coordinated by the Center for Louisiana Studies (CLS) and the Hilliard University Art Museum; and the monthly In Your Own Backyard Series, coordinated by the CCET). Publication includes scholarly publications by UL faculty and students on Louisiana, to be certain, but also the acquisition, production, and promotion of high quality and award-winning works of fiction and non-fiction focused on Louisiana by the UL Press (eight produced in 2011-2012) and the publication of journals such as the quarterly "Louisiana History." Research includes CLS-based research projects, many of which are interdisciplinary in nature, such as the ongoing documentary projects Dancehalls of South Louisiana, Lafayette Urban Mardi Gras Masking Traditions, and the foodways-focused Gumbo 2 Step. Preservation is evident in the various archival UL archival collections such as the Cajun and Creole Music Collection and the University Archives. The Archives of Cajun and Creole Folklore (ACCF), the premier oral history and recorded music collection in Southwest Louisiana, has added 17 new collections to its holdings, has cataloged roughly 1,000 hours of recordings, and has digitized 527 recordings with approximately 878 hours of material. Projects that have a proven track record will continue. The In Your Own Backyard series is fully planned for the 2012-2013 year, the UL Press will continue its strong publication program, the CLS will continue its ongoing research projects, and the ACCF will continue to increase its holdings while maintaining its digitization and cataloging program. CLS Director Michael Martin has teamed with UL anthropologist Ray Brassieur and geographer Lionel Lyles (recently of Southern University) to propose a year-long research project into the history, geography, and culture of Lafayette's Freetown neighborhood. The CLS has designed an eight part Louisiana Studies Lecture Series featuring UL faculty members who are leaders in their respective Louisiana-centric disciplines. CLS is also revamping its moribund CCET Fellows program to more adequately reflect the obligations of the participants in the program and to track and encourage interdisciplinarity between scholars with a broad range of Louisiana research interests. The greatest challenge to</p>



	<p>accomplishing the goal of increasing "interdisciplinary initiatives that preserve our regional culture" relates to the collection and preservation efforts of the ACCF, which lacks physical space to store original materials and lacks a stable backup system for digitized items. A second challenge reflects a manpower shortage at the UL Press: currently, two full-time staff members have to cover all matters related to acquisitions, contracting, author relations, design, layout, editing, receiving bids, marketing, and distribution for the books the UL Press produces, books that are by their very nature "interdisciplinary initiatives that preserve regional culture." A third challenge is that between teaching, advising, sitting on committees, fulfilling administrative roles, and engaging in their own research, most faculty at UL have very little time to meet, much less meet in a larger group than just a couple of people, and plan for interdisciplinary projects. A fourth challenge faced is the fact that there is no centralized mechanism for keeping track of what Louisiana-focused research UL faculty and students are engaged in. A fifth is the lack of visibility for Center for Louisiana Studies. If the CLS is to function as a clearinghouse for Louisiana Studies research, as a means of publicizing internally and externally what research is being done by faculty and students, as a focal point for encouraging interdisciplinary work on Louisiana, and as a potential gathering place for faculty and students doing such work, it must be more visible (and accessible). The staff of the ACCF has determined that, in order to preserve its materials and make them accessible in a way that is both useful for the people requesting them and that meets International Association of Sound and Audiovisual Archives standards, it needs a reliable RAID (Redundant Array of Independent Disks) server system that holds at least 50 Terabytes of data, plus an automated tape backup system. The manpower needs of the UL Press will need to be addressed soon by hiring at least a part-time editorial assistant to alleviate some of the burden currently shouldered by the two staff members handling the Press's activities. One potential way to provide a means of tracking Louisiana-based scholarship would be the creation of Louisiana Studies minor, which no other public institution in the state offers and which could provide a structure for providing cross-discipline communication and collaboration. A serviceable website for promotion and sharing of information is absolutely necessary. Finally, to promote visibility and accessibility of the CLS and interdisciplinary work on local culture, the Center ideally needs to be provided adequate signage; parking; and space for university and public outreach through book readings, performances, and exhibits. A new facility will help the Center for Louisiana Studies attract more community interest in the activities of the Center and its component parts, notably the UL Press and CCET; make the Center's Research and Archives Division more accessible to scholars and the public; attract more customers for the UL Press; provide programming space for music, readings, and community outreach; and provide space for UL Lafayette's Louisiana studies experts to congregate.</p>
engage in outreach to enhance regional citizens' physical health and well-being	<p>The Department of Nursing continues to maintain active involvement in a wide range of health initiatives, including provision of acute care and health promotion. Community-based clinical sites include public health units, schools, health promotion clinics for UL Lafayette faculty and staff, and local pediatrician offices. Mental health programs are also provided to adults and adolescents in a variety of settings across the Acadiana region.</p> <p>The Dietetics faculty, students, and interns are engaged in physical activity and nutrition education and counseling to a variety of citizen populations. In a pediatric weight management program, improving fitness, health, and education for obese and overweight children and their parents occurred. In an alternative day care for special needs adults, knowledge and application of healthy nutritional practices were provided. School-based gardens enhanced hands-on awareness of and interaction with fresh vegetables to young pre-school children, and their parents interacted with nutrition education via internet media. High school students in the area and minorities in economically challenged regions of the state were counseled on overweight and obesity strategies to establish healthy eating and food selection. Mothers' breast feeding rooms were provided throughout the university for students</p>

	<p>and employees to support this optional feeding route for their infants and provide nutrition literature. University students and employees were provided complimentary nutrition education and counseled to improve nutrition diagnosis and support healthy food choices.</p> <p>Although the Department of Health Information Management is not directly involved with the health and well-being of citizens, the students in the program have assisted area physicians and healthcare facilities in the following ways: (1) Area Physicians Offices: Students performed an Evaluation and Management Coding Audit for two area physicians which focused on correct coding and reimbursement in their practice. (2) Student Health Services: A student project in LCHI 465 was conducted to assist Student Health Services in its migration toward the electronic health record (EHR). All processes were studied and recommendations made to ensure a smooth transition to the EHR. (3) Students also performed various projects in the hospital settings and alternate healthcare settings during their clinical rotations.</p> <p>A new UL research project is exploring whether the plants that older generations in Acadiana relied on for healing might have applications in the modern world of medicine. Some of those old cures are attracting fresh attention in a project involving ULL, Pennington Biomedical Research Center, the National Wetlands Research Center and Rutgers University. The project has its origins in the Healer's Garden at the Vermilionville Living History Museum in Lafayette where UL research along with work by the Lafayette Parish Master Gardeners spawned an exhibit that highlights plants that have traditionally been used as medicine in south Louisiana. The garden exhibit led to the nascent medical study with a Rutgers professor who collaborates with the Botanical Research Center at Pennington Biomedical Research Center in Baton Rouge.</p> <p>Lafayette was selected as a 2012 finalist for the Bloomberg Philanthropies' Mayors Challenge. The essence of the competition is to inspire American cities to come up with innovative ideas to improve lives and solve issues. Lafayette's idea, called "Level Up, Lafayette", would aim to help people create and play a range of games to benefit the community. The City is now in the running for a five million dollar grand prize along with one of four one million dollar prizes. Several UL representatives were invited to serve on the original concept team as well as consulted about various aspects of the game. A multi-institutional Blue Cross health promotion grant recently secured with UL Lafayette will be a major component of the game.</p> <p>The University sold its nearly 100-acre Horse Farm on Johnston Street to Lafayette Consolidated Government for the creation of a public park that will preserve the land's natural beauty and contribute to the health of the community.</p>
<b>8B   To further develop the research park to enable both research generation and economic development</b>	
<p>develop a master plan for the park's future growth</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p>	<p>UL Lafayette is collaborating with the city of Lafayette, LEDA and Southwest Architects to develop master plan for the University Research Park that would include multi-purpose amenities such as service hotel, indoor concert venue and performance hall, student/faculty housing, supportive retail and dining, and recreational facilities. This master plan will also define the partnership of UL Lafayette research enterprise with innovation and technology development. The master planning process has engaged discussions between the Research Office with the American Association of University Research Parks. In addition, the Community Design program in the School of Architecture and Design spent Spring 2011 designing four different scenarios for both the University Research Park and the now vacant Lourdes facility.</p>
<p>strategically cultivate tenants based on consideration of synergistic collaborations</p>	<p>This strategic imperative will follow the vision and elements of the master plan described above. The master plan has established some short-term goals in</p>

and economic sustainability	developing market factors that may assist with implementation of capital to realize build-out of the research space in the master plan. The combination of a 'multipurpose' research park with commercial, housing, and research space combined in a 'village' concept will help with recruiting tenants to occupy these new types of community development. The University Research Park component of the Master Plan will have to develop a strategy that will realize capital outlay to construct infrastructure that will attract tenants. This will require close coordination with LEDA and other economic development organizations to highlight potential tenants and to develop some form of capital to provide incentives to develop infrastructure in the University Research Park to house these tenants. Capital investments in research and innovation space to house tenants will be limiting factor to realizing this imperative.
carefully segment and locate prospective tenants in each of the University's research intensive sites and locations	This imperative is being addressed in the UL Master Plan. Notable, however, is that the College of Engineering has forged a unique partnership with an innovative company called AgraTech in which that company's chief scientist will become academically involved in the Chemical Engineering department in return for some basic lab space in Madison Hall. AgraTech International has developed a biotech enterprise focused on chitosan, a biomaterial processed from crustacean shells (shrimp, crawfish, crab). AgraTech will be the only commercial manufacturer of chitosan in the United States. Demand for chitosan is outpacing supply as new uses are being discovered and new chitosan-based products are developed.
<b>8C   To increase the interface between the community and university</b>	
create a regional economic development council to leverage our intellectual assets and applied research for the betterment of the area	<p>The University of Louisiana at Lafayette launched the Office of Innovation Management (OIM) in 2012. This new Program was constructed to meet the evolving needs a Regional economy that is increasingly technology-dependent. Significantly the OIM has played a major role in tech transfer for the local business community including inventors not formally associated with UL Lafayette. The OIM has worked with Opportunity Machine clients, Le Centre International, the Greater Lafayette Chamber of Commerce and LEDA. The OIM was specifically engineered to transcend traditional, transaction-oriented technology transfer operations ...providing intensive support for entrepreneurs and for innovative faculty/student populations.</p> <p>UL Lafayette also served as the primary representative for Louisiana's Region 4 on the newly created Council of Workforce and Economic Development Officers (CWEDO) is comprised of the chief workforce/economic officers from each public postsecondary system and institution statewide. At this group's inaugural meeting, UL Lafayette was invited to present its protocol for ensuring that degree program development reflected the occupational demand forecasts of the state.</p>
continue and make known our emphasis on partnering with regional not-for-profit enterprises	<p>In order to continue and make known our emphasis on partnering with not-for-profit enterprises, two primary outlets are utilized. First, activities are documented through an academic year-end survey asking that faculty and staff identify the not-for-profit agencies and institutions with which they regularly participate. Secondly, these partnerships, and the associated activities are reported through a variety of outlets including (but not limited too): the application for the President's Higher Education Community Service Honor Roll, the Campus Compact annual service survey and report, the UL System annual service report, regular public relations and news releases reporting our partnerships and activities, and regular online announcements reporting our partnerships and activities. Actions planned for the 2012-2013 academic year include maintaining our activities that document and report our engagement.</p> <p>UL Lafayette launched a partnership of the various economic development and innovation programs on campus called the Centers for Economic Development (CED) as a way of leveraging and maximizing the university's innovation potential and impact. The CED includes the Small Business Development Center (SBDC), the Manufacturing Extension Partnership of Louisiana (MEPOL), The Louisiana Procurement Technical Assistance Center (LaPTAC), the Enterprise Center of Louisiana (ECOL) and the Center for Business &amp; Information Technologies (CBIT),</p>

and the Enterprise Center of Louisiana (ECOL). Unlike most universities, UL Lafayette has, for over three decades, supported and subsidized the activities of each of these units. Working together these units, or the Centers for Economic Development (CED), coalesce the university's economic development initiatives under one common umbrella, to promote regional economic development through research, innovation and service. Synergistic linkages of the CED with the university's research, development, technology transfer, and commercialization activities support the development of an "innovation ecosystem" that will contribute to the development of a knowledge-based economy in the region. This year, CED launched the South Louisiana Innovation Corridor for Energy (SLICE), an innovative pilot program to make Lafayette and the Acadiana area a top innovation community. The SLICE concept focuses on establishing global technical and economic leadership in energy innovation and skilled workforce development. SLICE promotes the economic growth, job creation, and international competitiveness of south Louisiana as a coalition comprised of universities, technical community colleges, industry, economic development organizations, and business support centers. A nineteen-parish corridor spanning from Lake Charles to Lafayette through Houma and to Port Fourchon contains a rich environment to satisfy global demands for innovation-based products and services in high-growth economic sectors. This region has incumbent economic strengths in oil, gas, and maritime, which strengthen American energy positions and satisfies international demand. As a result, the region also has developed specific economic and research assets that support emerging industrial sectors of national and global importance. A regional innovation corridor master plan is envisioned that unites academia, industry, and economic development partners in the goal of developing an innovation-based economic base around the energy, environment, water management, healthcare, and software development sectors.

Louisiana's Demand Driven Workforce Investment Plan For Title I of the Workforce Investment Act of 1998 and the Wagner-Peyser Act (For the Period of July 1, 2011, through June 30, 2012) detailed the development of the "Louisiana Workforce Supply and Demand Forecast Simulation" created at UL Lafayette by the Center for Business and Information Technologies (CBIT), the B.I. Moody III College of Business Administration, and the UL Picard Center for Child Development and Lifelong Learning. This simulation tool incorporates the Louisiana Industry and Occupational Employment Projections Process, along with a new Louisiana Workforce Supply Forecasting Model, into a simulation environment. The simulation tool can analyze the gaps between Louisiana's demand and supply of workers by skill, industry, and region. It has the capacity to answer "what if" questions for policy formulation and analysis. Using historical data to develop trends and correlations, the Louisiana Workforce Supply Forecasting Model forecasts the demographic makeup of the Louisiana workforce along several factors, such as age, education, skills, income levels, parish, net migration, industry, etc. The simulation tool has the capability to compare the supply and demand for labor skills to assist education, disaster recovery and economic development policy analysis. This model is populated with data from multiple sources throughout the state, including Louisiana Industry and Occupational employment projections, historical public school enrollment and graduation numbers from the Department of Education, enrollment and degree completion numbers from the Board of Regents and the Federal Perkins Career Pathways and Career Clusters crosswalk between educational programs and occupations. Additional data, specifically used for the reporting capability, include adult GED completers, Office of Juvenile Justice (OJJ) profile data, state-in-out migration, and socio-economic data. No other state had developed a similar tool.

FiberCorps is a non-profit charged with engaging the community to drive digital economic development in Lafayette, pursuing this mission by serving as a facilitator and coalition builder for pilot projects, and building towards the goal of transforming Lafayette into a Living Lab for the 21st century Internet. FiberCorps is made up of six

	<p>stakeholder organizations: Lafayette Consolidated Government (LCG), Lafayette Economic Development Authority (LEDA), Greater Lafayette Chamber of Commerce, University of Louisiana at Lafayette, the Community Foundation of Acadiana, the Louisiana Immersive Technologies Enterprise (LITE). The FiberCorps projects in which UL Lafayette is considered a key partner and major stakeholder include: Louisiana Health Information Exchange (LaHIE)   FiberCorps has partnered with the Louisiana Healthcare Quality Forum to make Lafayette a pilot site for LaHIE. As the pilot site, Lafayette will be the first to use LaHIE to improve healthcare outcomes and efficiencies.</p> <p>3d Render Farm   This unique remote render farm project, with a local high school technology academy, will provide infrastructure to support the development of Lafayette's digital media workforce.</p> <p>Telemedicine Bridge   FiberCorps is establishing a telemedicine bridge between Stuller, Inc and Lafayette General Medical Center (LGMC). This project will enable Stuller, Inc.'s employees to remotely access and collaborate with a physician while at work, saving time and increasing productivity.</p> <p>AppSquad   FiberCorps is building a model to engage everyone involved in app development to build community apps. This project has facilitated Lafayette's first hack day and will help build our community's capacity to build apps.</p> <p>Netcast   FiberCorps has partnered with Acadiana Open Channel to pilot the first netcast from Acadiana Center for the Arts. This project paves the way for a future where anyone anywhere in Lafayette can deliver live video to TV sets.</p> <p>Google Summer of Code   FiberCorps partnered with Google to mentor four interns who developed open source software. This project builds a working relationship with Google and supports the growth of Lafayette's creative class.</p> <p>US Ignite   FiberCorps is working with the White House and the National Science Foundation on this initiative. The goal is to create a networked testbed of fiber communities to encourage the development of next gen apps (a "living lab").</p> <p>Ignite Ideation   Ideation events are intended to bring together diverse community stakeholders to brainstorm innovative solutions to the nation's most plaguing problems. Over 60 people attended the inaugural Ideation event in August 2012 including local healthcare leaders, Zac Jiwa from Louisiana Dept of Health and Hospitals, and Colby Lemaire from the Louisiana Healthcare Quality Forum. We skyped in Glenn Ricart from US Ignite and had Will Barkis from Mozilla Ignite attending in person. At the event we set the goal of trying to submit numerous ideas to the Mozilla Ignite Ideas Challenge, and we generated 6 that fit the criteria of the challenge. Will Barkus of Mozilla Ignite, who has attended a half dozen other ideation events, said that Lafayette's was at the top in all aspects.</p> <p>The University also worked this year with the Academy of Interactive Entertainment (AIE), a global leader in education for the Game Development and 3D Animation industries. Partnering with AIE through our Continuing Education division has aided our ability to develop a skilled workforce in the Louisiana Economic Development/ Kinsey's Blue Ocean industry of "digital media/software development." Besides managing AIE's enrollment processes through Continuing Education, and working with that organization on curricular, accreditation, housing and articulation issues, AIE is being incubated in Lafayette's Opportunity Machine (OM), a business accelerator designed for technology-focused start-ups looking to grow their businesses and become a part of Lafayette's developing technology ecosystem. UL Lafayette, Lafayette Economic Development Authority (LEDA), the Louisiana Small Business Development Center (SBDC) at UL Lafayette, Louisiana Immersive Technologies Enterprise (LITE) and the Greater Lafayette Chamber of Commerce are partners in the Opportunity Machine. Also notable is that AIE, with campuses in Sydney, Melbourne, Canberra and now in Seattle and Lafayette, is a global company being incubated and supported by UL Lafayette and its regional economic development partners.</p> <p>Recruitment of international companies operating in Blue Ocean industries to</p>
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Lafayette is a key strategy of our accelerators and master planners of the UL Research Park. Le Centre International, a division of the Lafayette Consolidated Government, is a key partner in this task, as is LITE. UL Lafayette also searches for ways to support initiatives that will synergistically enhance employment and business development in the Blue Ocean sectors, with a typical example being its involvement in LITE's development of an Immersive Virtual Learning Environment (IVLE) using a gaming platform of a fully interactive offshore drilling platform, contributing to employment in three Blue Ocean sectors: (a) Ultra-deep water oil & gas (e.g., establishing operations hub for exploration >10,000 feet below the surface); (b) Unconventional natural gas (e.g., cultivate operations, including R&D, that can be exported to other resource plays); and (c) Enhanced oil recovery (e.g., capturing previously unrecovered oil and gas reserves utilizing new technology). To support and augment the virtual with live "safety" training demanded by the post-Deepwater Horizon oil and gas industries (as noted in LWC forecasts), and rooted in a recent report from the National Academy of Engineering and National Research Council says, companies involved in offshore drilling should take a "system safety" approach to anticipating and managing possible dangers at every level of operation -- from ensuring the integrity of wells to designing blowout preventers that function "under all foreseeable conditions." In addition, an enhanced regulatory approach should combine strong industry safety goals with mandatory oversight at critical points during drilling operations. In response to this recommendation, and based on demand projections, the Marine Survival Training Center adjusted its operations and training portfolio to meet employer needs in these Blue Ocean industries, and the UL Lafayette College of Engineering adopted a "systems" approach to its graduate programs. These initiatives represent but a few of examples of the many engaged in at UL Lafayette to utilize available forecasts and LED programs/plans to optimize the economic health and vitality of our region and state.

The Opportunity Machine (OM) is a single vehicle, supported by UL Lafayette and sponsored by LEDA that brings together the individual elements and strengths of the community to accelerate the growth of technology start-ups. The OM creates ecosystems that unite entrepreneurs with vital corporate resources within a culture of fun and success. It is the mission of the OM to accelerate wealth creation by immersing technology wildcatters into a fiber-powered community of innovators. The OM's goal is to energize the Lafayette technology ecosystem for the benefit of the local community. For this reason, the OM wants to see as many local technology ventures succeed as possible. Each successful business gives back to the community by creating new jobs, diversifying the local economy and generating a technologically diverse workforce. As this effect compounds, what emerges is a growth spiral that attracts bigger businesses, better projects and greater profits while expanding sources of capital. For this reason, the OM looks for companies that have both the best chance of success and the greatest impact. The success of such companies serves their best interest while also serving the greater good of the community. As the OM continues to work toward developing our technology ecosystem, we have created "EcoZones", Economic Development Zones specializing in multiple purposes. These EcoZones represent our commitment to the development of entrepreneurial endeavors throughout the Acadiana region. The Switch is the new OM shared workspace facility. Located in the heart of the active cultural and entertainment downtown, The Switch brings a new entrepreneurial corner stone to the expanding ecosystem in Lafayette. With over 7,000 square feet, it will be the home of many of the domestic and international small business startups that are growing in Acadiana. The Louisiana Immersive Technology Enterprise (LITE) was the first EcoZone to work with the OM. Located on the University of Louisiana at Lafayette Research Park, the LITE is an EcoZone with world class visualization venues. The OM has additional office space and access to the many venues that LITE provides. The OM provides "scholarships" to UL Lafayette student entrepreneurs who win various business plan and innovation competitions, eliminating the need for them to engage in the normal application processes. UL



Lafayette students, through the Vice President of Research's Office, also can take part in the various "tune up" sessions offered by the OM.

In the race to find innovative solutions to our nation's most pressing Big Data challenges, two universities are leading the charge. The University of Louisiana at Lafayette and Drexel University have been awarded funding by the National Science Foundation (NSF) to create the nation's first and only Center on Visual and Decision Informatics (CVDI). Todd Park, the country's chief technology officer, cut the virtual ribbon on the center last week. This is the first time in history that a Louisiana university has been designated as a NSF Industry/University Cooperative Research Center. In partnering with industry members, the CVDI will serve as a research hub in developing visual and decision support tools and techniques to enable decision makers in government and industry to fundamentally improve the way their organizations' information is interpreted and analyzed. CVDI research elements will be designed to enhance our partners' competitiveness in their commercial ecosystems, which include areas such as Information & Publishing, Healthcare, Oil and Gas, Manufacturing, Disaster Management, Revenue & Finance, Business Process Intelligence, E-Science, Real-time Supply Chain Monitoring/Visualization and Network Analysis. CVDI is positioned to capitalize on synergies within the Center for Advanced Computer Studies and the Center for Business and Information Technologies on the UL Lafayette campus and Louisiana Immersive Technologies Enterprise, the Opportunity Machine, and FiberCorps to create and foster an innovative ecosystem in the State of Louisiana.

LITE, a political subdivision of the State of Louisiana and the only facility of its kind in North America open to both industry and academia, was created as a partnership between the Lafayette Economic Development Authority, the University of Louisiana at Lafayette, and Louisiana Economic Development as a magnet for technology-based economic development. Five years ago, these organizations saw the potential of building an advanced visualization and computing resource in the heart of Lafayette. LED, LEDA and UL Lafayette are still heavily involved in the organization as appointing authorities. By appointing members to the LITE Commission, they ensure that LITE continues to move into a direction that is beneficial to government, business and research entities. The Mission of LITE is to catalyze economic development through innovation involving leading edge immersive, and other digital media technologies, by fostering partnerships that strengthen Louisiana's economy. LITE is a 3-D immersive visualization and high-performance computing resource center, hosting clients in commercial industry, government and university sectors. LITE's leading-edge facility features a comprehensive set of advanced visualization systems. LITE's advanced facilities and expert staff are available to any business or organization to help transform the process of innovation and accelerate the time to discovery. LITE is a \$27 million, 70,000-square-foot facility located at the Research Park of the University of Louisiana at Lafayette. To promote the mission of LITE, a new consortium at the University of Louisiana at Lafayette is taking a 3D look at new methods of academic research. The Computation and Visualization Enterprise or CAVE consortium is an interdisciplinary team of 15 LITE Fellows from UL Lafayette. Their purpose is to inject the supercomputing and 3D visualization power of the Louisiana Immersive Technologies Enterprise (LITE) into their academic research. The result will be the collaboration of researchers from disciplines across campus. Their work could ultimately speed up conventional research processes. CAVE teams will be using LITE's supercomputing and visualization technology along with the high-speed fiber optic capability of the Louisiana Optical Network Initiative (LONI). The Fellows come from areas including biology, civil and chemical engineering, English and physics.

About 25 percent of all businesses do not reopen after a major disaster, according to the Institute of Business and Home Safety. That number rises sharply to 43 percent when a business does not have a formal emergency plan in place, studies show. A

new program is intended to improve the odds of small businesses surviving. It will match small businesses with big business mentors who can help them prepare for and withstand a disaster. It is the result of a partnership formed between the National Incident Management Systems and Advanced Technologies Institute at the University of Louisiana at Lafayette and the U.S. Council of the International Association of Emergency Managers. The program was inspired by a FEMA campaign announced in January that is aimed at increasing outreach and educational opportunities to small businesses in the emergency management arena. Participation in the Big Business – Small Business Emergency Management Mentorship program is voluntary and open to all businesses. Some large companies, such as the Walt Disney Company, Verizon, Lowe's Companies Inc., LEAM Drilling Systems Inc., Wal-Mart Stores Inc. and Sam's Club, have already signed up. The NIMSAT Institute has led several innovative efforts in public-private partnerships, he said. The Big Business – Small Business Emergency Management Mentorship enables the institute to work with partnerships formed by private businesses. Program partners and sponsors include the NIMSAT Institute, IAEM-USA, the U.S. Chamber of Commerce, Wal-Mart Stores Inc. and Sam's Club. The NIMSAT Institute will lead and administer the program, with participation from IAEM-USA as well as the U.S. Chamber of Commerce. Wal-Mart Stores Inc. and Sam's Club have already been proactive in advancing small business resiliency through their Small Business Hurricane and Disaster Preparedness Expos. Mentors or protégés can register in less than five minutes. The NIMSAT Institute is a homeland security and emergency management institute. It enhances national resiliency to all-hazards by conducting research that leads to innovative tools and advanced technologies that empower emergency managers through education, training, outreach and operational support. It leads the Louisiana Business Emergency Operations Center under the direction of Louisiana Economic Development and the Governor's Office of Homeland Security and Emergency Preparedness.

When you hear of 'health tech' or 'health innovation', the first places that come to mind are usually Silicon Valley, Boston or New York City. Yet, a recent event hosted in Lafayette by the University of Louisiana shook that notion for everyone that attended. It is not just big cities like SF, Boston or NYC that are experiencing a surge of innovation and entrepreneurship. In fact, even the smallest towns across the nation are taking technology and the power of internet to confront our nation's growing health problems.

Cajun Code Fest, in Lafayette, Louisiana, was no exception. An incredible crew of nearly 300 entrepreneurs, health experts, students, coders, and professionals gathered in Lafayette in May 2012, representing 3 countries, 15 states, and 40 cities. With Louisiana having the second highest obesity rates (after Mississippi), the code-a-thon marked an important stepping-stone for the state in its battle against obesity. As obesity rates continue to rise, the epidemic is now considered one of the nation's biggest public health problems. Bruce Greenstein, Louisiana Secretary of Health and Hospitals, described how "we have failed to take personal responsibility" for our obesity problems and we continue to blame others for this growing issue. The Cajun Code Fest symbolized how our nation's innovators have taken it upon themselves to create solutions that would empower individuals to be responsible for their own health. The Health 2.0 Developer Challenge team worked for several months with Dr. Ramesh Kolluru and the team at the Center for Business Information Technology (CBIT) at the University of Louisiana, Lafayette, to organize the event. The event, with sponsorship from the Office of the National Coordinator for Health IT (ONC), was part of Health 2.0's series of highly innovative health-focused hackathon events. This 3-day event, corresponding with the Festival International de Louisiane, started with a bang as Todd Park, US Chief Technology Officer, gave an inspiring speech about the importance of this innovation as a means to reduce healthcare costs. Park posted these two tweets, among others, about his INNOV8 experience in Lafayette last week: "Silicon Bayou — aka Lafayette, Louisiana — is the best kept

	<p>secret reservoir of innovation mojo in America." "Massively inspired after spending time a #cajuncodefest — amazing competitors; go innovators go!" Other speakers including, Bruce Greenstein (Secretary of Health, LA DHH), Jay Walker (TEDMED and founder of priceline.com), Jose Ramos (Northrop Grumman), Jared Quoyeser (Intel), and Sean Nolan (Microsoft) gave coders motivation and guidance in approaching their solutions. While teams were only given 24 hours to come up with a working prototype aimed at reducing childhood obesity, 19 teams entered the competition, and the following teams claimed prizes:</p> <p>First Place Winner (\$25K – Sponsored By The ONC): Team BE CAMP VB created 'PlayFit', which is an online aggregator of activities that helps communities target regions with high rates of child obesity. Children have their own 'profile' and can connect to sponsors, learn and join activities they're interested in and accrue points by attending events. What's amazing is that the winning team didn't even know each other before the start of the event!</p> <p>Best Student Team (\$10K): Team Flying Fighting Mongooses (made up of UL Lafayette students) created 'The Eating Game' that helps students receive points based on their dietary choices. The game would be implemented in schools where classes can compete with each other for points and serve as an educational component to teach students what is healthy even if kids cheat to gain points in the process.</p> <p>Best Startup-Ready Team: Team New Old Schoolers created 'playguage,' which is a site that tracks activities and gives rewards for positive health behaviors and outcomes in children. The mobile and web app allow parents to incentivize children to complete certain activities to gain points and receive rewards. As the best 'Startup-Ready' team, they received one year of free space and mentorship. The team included a developer who had flown all the way from Germany and is interested in starting a company in Lafayette. Way to go!</p> <p>Best Game and Use of Microsoft Technology: Team PixelDash created 'Health Hero,' which uses the Microsoft Kinect to build a grocery bagging game that tasked children with identifying quickly-approaching foods as "fruits" or "veggies" and putting them in the right bag. The team planned to expand to categories such as 'high fat' or 'low fat' so that kids would be educated while playing. This team received one Xbox per team member, pedometers, and a full scholarship to the new gaming academy in Lafayette.</p> <p>"There is no problem America can't invent its way out of," an enthusiastic Park told the participants at the opening of the competition, calling CajunCodeFest an "epic event." "You came out of nowhere to make this happen," he continued. "This is why I'm so optimistic about America."</p> <p>INNOV8 is a project of the Innovation Division of the Greater Lafayette Chamber of Commerce. It was an eight-day festival of creativity and innovation held throughout Lafayette in Spring of 2012. INNOV8 focused on digital interactive technology... arts and music...and entrepreneurship. It brought together the best and brightest in a creative setting focused on learning and sharing ideas, and served as a conduit for creative thinking and a showcase for talented thinkers that make Lafayette a unique place to live and work. The Cajun welcome mat was out for entrepreneurs and creative thinkers as they gathered in Lafayette for the launch of INNOV8 Lafayette. The event, which will become an annual celebration of the entrepreneurial spirit, provided a focal platform for the many innovative resources throughout the community. "This event is driven by the vibrant creative economy that has blossomed throughout Acadiana over the past decade," according to Joey Durel, Lafayette City-Parish President."</p> <p>Arts and music have long been a mainstay of our culture and now we are seeing an expanding business culture powered by digital interactive, broadband technology, research, and development. It is an exciting time to live and work in Lafayette, the innovation hub of Louisiana." INNOV8, a project of the Innovation Division of the Greater Lafayette Chamber of Commerce, featured a comprehensive program of</p>
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	<p>resource-oriented activities including interactive workshops, start-up seminars, networking socials, and venture-funding opportunities. Fueling the development of INNOV8 is a variety of member organizations throughout the arts, business and education fields. The program is being supported from a cross section of governmental and corporate as well as individual sources including presenting sponsors; Lafayette Convention and Visitors Commission, Lafayette Economic Development Authority, University of Louisiana Lafayette, Lafayette Utilities System and LUS Fiber, Greater Lafayette Chamber of Commerce, Acadiana Center for the Arts, and Cox Communications. The genesis of INNOV8 sprang from the the idea of "simply meeting a need to bridge the many resources in our community and connect those assets to drive economic growth. INNOV8 is a conduit to empower creative ideas and plug in to the endless opportunities for entrepreneurial success." INNOV8 featured programs at a variety of venues around Lafayette such as LITE Center, UL's Abdalla Hall and the National Wetlands Research Center in the UL Research Campus as well as the Cajundome, Acadiana Center for the Arts and a variety of other downtown locations such as Blue Moon Saloon. The event timing is structured to lead up to and overlap the annual Festival International de Louisiane taking place that week. "What a great way to mix business and entertainment by linking the two events in a way that bridges a broader understanding of what it means to live, work and play in such a unique environment," says Gerald Breaux, Executive Director of Lafayette Convention and Visitors Commission. "Lafayette's creative economy is taking center stage on a number of different fronts during INNOV8. It is cause for celebration."</p> <p>In November 2012, UL Lafayette co-sponsor and hosted the inaugural global VerTech Conference focused on assembling the world's most influential researchers in the domain of biofuels and associated byproduct generation. Co-sponsors include Cleco, Lafayette Consolidated Government, the cities and universities of Namur (Belgium), Poitiers (France), Victoriaville (Quebec, Canada), and the French-American Chamber of Commerce (Gulf Coast Chapter). The conference objective was to initiate dialog among VerTech Consortium members with hopes of forming future collaborations pertaining to the development and commercialization of renewable, green energy and chemical processes. The two and a half day conference included technical presentations, tours, posters, collaboration, building sessions, and social interaction. The forum focuses on the exchange of information on Green Technologies that will lead to collaboration in terms of R&amp;D, commercialization, policy development, and education. Relevant topics include Biofuels, Solar , Thermal Energy, Biomass, Fuel Cells, Green Chemical Processes Digestion, Economic Development, Fermentation, Process Commercialization, Wind Energy, and Alternative Energy Processes.</p> <p>UL Lafayette's TEAM BeauSoleil continues to win awards for its design and construction of a solar-powered home that competed in the 2009 U.S. Solar Decathlon in Washington, D.C. The Metal Construction Association recognized the home recently as one of its 2010 President's Award winners. The designation is given to outstanding building projects involving MCA members. The award honors innovation and creativity while showcasing how MCA members' products help achieve innovative building designs. The team won in the residential category. "Members of TEAM BeauSoleil were really thoughtful during the process of designing and constructing their solar home," said Dr. Geoff Gjertson, team faculty leader. "They didn't just create a home as an entry for a competition. They designed and built a home that could be lived in. They deserve this honor." TEAM BeauSoleil is only team from Louisiana to ever compete in a solar decathlon and it was among 20 teams from across the globe competing in the 2009 contest. They placed First Place in Market Viability and were named the People's Choice Award winners.</p> <p>In the aftermath of the 2005 hurricane season (Hurricanes Katrina and Rita), the town of Delcambre has emerged as a model of community resilience and</p>
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redevelopment. The Port of Delcambre adopted the vision of Dr. Rod Emmer from Louisiana Sea Grant and embraced regionalism shortly after Hurricane Rita. By working with Dr. Tom Sammons in Architecture at UL, Thomas Hymel with Louisiana Sea Grant, the LSU landscape architecture program, and Dr. Geoffrey Stewart from Marketing in the Moody College at UL, the Port of Delcambre has modernized. The Port created a web-based seafood market called "Delcambre Direct" that links a regional consumer market with local fishermen. It also constructed a new 28-boat marina in the heart of Delcambre. Because of the positive impact that UL Lafayette and its students had on enhancing community resilience, a focal objective of its programs and initiatives, it shared the Port's honor as the 2012 winner in the public sector category of the Greater Lafayette Chamber of Commerce (the National Chamber of the Year) Acadiana Innovation Award. The town of Delcambre, Louisiana, located about 20 miles southwest of Lafayette, is home to one of the area's most productive shrimp fleets, and is crucial to the seafood ecosystem in the state.

The Coastal Sustainability Studio (UL-CSS) at UL Lafayette is an interdisciplinary sponsored research program dedicated to project-based student learning, cultural preservation, and ecological restoration in the Louisiana Coastal Zone. The UL-CSS uses systems principles in landscape, coastal, and human ecology to reduce environmental vulnerability, enhance ecosystem resilience, and promote cultural sustainability. Representative disciplines in Architecture, Ecology, Engineering, Socio-Anthropology, and Geographic Information Systems collaborate in an intensive project-based studio environment using the "Project Studio" as an organizing principle. In Fall 2012, the UL CSS will work in Pecan Island, Louisiana with community leaders and the new owners of the old Pecan Island High School. After Hurricanes Gustav and Ike (2008), the school was closed and the community is struggling to rebound. The UL-CSS will engage in multiple research projects to address the environmental, economic, and social sustainability of the Pecan Island area. Because our research is collaborative by nature within UL-CSS, we will be able to produce a planning initiative where these interdisciplinary interactions can inform environmentally-sound decisions for a sustainable economy and resilient community.

The Community Design Workshop at the University of Louisiana at Lafayette gives our students hands-on experience by helping cities, small towns, and neighborhoods visualize their potential as communities. The Workshop is designed to educate the public about good community design and planning principles, to assist communities to envision their future by establishing a collaborative effort with its citizens through public workshops and charrettes. The related Building Institute at UL Lafayette provides students in the School of Architecture and Design a link between knowledge and understanding by providing a place for building experience. This experience not only teaches the craft of how materials are assembled but also team collaboration, conflict resolution, financial management, and client communication. The Building Institute provides an opportunity for students to act. It is founded upon the belief that the act of making meaningful architecture requires our students to take responsibility for their designs: culturally, socially, politically, fiscally, and technically. The Building Institute has put a structure in place that allows participation in service-learning by the entire student body and faculty thus institutionalizing pedagogy and service. The project goes from the head of the student, to paper and model and finally to the built-form. Most importantly the built-work is located in the community and serves the community.

The American Democracy Project was instituted by the American Association of State Colleges and Universities and sponsored by The New York Times. This is a national initiative to encourage students to become better citizens by civic involvement. UL Lafayette School of Architecture and Design participated in the project. UL professor Hector LaSala and associate professor Geoff Gjertson received the American Democracy Project's first-place Curricular Award at the ADP South

	<p>Conference held at Moorehead State University. Ten other projects also were nominated for the award.</p> <p>UL Lafayette believes that fostering a regional innovation ecosystem demands that we partner with area organizations to meet their research and development needs. We do this by making the services of our tech transfer unit available for public consultation at no charge. We also make available to scientists and researchers greenhouse and land parcels at The Center for Ecology and Environmental Technology (CEET), and we share lab space with private sector interests that can advance our academic mission. We are currently in negotiations with a firm that extracts elements from shellfish waste to produce valuable defense-related products. We also highlight partner inventions on our Flintbox. "Flintbox" is the internationally-recognized technology bazaar (<a href="http://flintbox.com/public/group/706/">http://flintbox.com/public/group/706/</a>).</p>
<p>collaborate with pre-collegiate institutions to provide educational opportunities for underserved populations</p> <p><b>AY 2011-12 STRATEGIC PRIORITY</b></p> <p>(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-1   THROUGH COLLABORATION WITH B.E.S.E., GRADUATE MORE STUDENTS FROM HIGH SCHOOL READY FOR COLLEGE OR CAREER)</p>	<p>In Spring 2012 we deployed a new ACT Preparation Program for high school students needing assistance in achieving a higher ACT score. The University is working closely with the Lafayette Parish GEAR UP program, targeting middle school and high school students to better prepare them for college. It also participates in workshops for parents and high school and middle school teachers and administrators, and has presented at workshops on preparing for college. This year the University's GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Program serviced six Lafayette middle schools: Scott, Acadian, Carencro, Judice, Lafayette, and N.P. Moss. It exposed students, teachers and families in GEAR UP schools to academic expertise, resources and the diversity of university offerings. The partnership allows schools to link their offerings with university programs, ensuring that students are challenged by academically-rigorous programs and teachers are prepared to teach advanced material that creates a learning environment shaped by high expectations for all students. Enrichment programs provided students with summer academics and an introduction to diverse programs to help students identify their interests and skills. The University's Educational Talent Search (ETS) Program continued to help students (ages 11-27) complete high school and enroll in the post secondary education institution of their choice. ETS also helps high school dropouts reenter the educational system to complete their education. There are two components of the program. Upward Bound I has served 103 students per year since 2008, from three parishes (Lafayette, St. Landry &amp; St. Martin) and ten schools. Upward Bound II program has served 60 students per year since 2008, from 2 parishes (Vermilion and Iberia) and 4 schools (Abbeville High, Jeanerette High, Westgate High, and New Iberia Senior High. Similarly, the Upward Bound Math Science Program continued to help high school students from low-income families to strengthen math and science skills so that they can complete the core necessary to enroll in college.</p> <p>UL Lafayette faculty, administrators and research staff are also engaged heavily with the Lafayette Parish School System (LPSS) in two of its major strategic priorities. One is the introduction of widespread Pre-K 3 and Pre-K 4 programs. The Picard Center has worked diligently with LPSS to provide data on the efficacy of such programs. A second is the Parish's intention to increase the number of student in immersion programs from 1,200 to about 4,000, which would clearly establish Lafayette Parish as the nation's premier immersion learning school district – a goal which has short-term learning and long-term economic development implications. One component of this is a study resolution by the 2012 Louisiana legislature to examine the feasibility of opening an international high school on UL Lafayette land. Appointing authorities have named their representatives and this group is scheduled to convene in early 2013.</p>
<p><b>8D   To enhance the vibrancy of the State of Louisiana</b></p>	
<p>collaborate with economic development entities to mitigate exporting of state educated college graduates</p>	<p>UL Lafayette is actively engaged with every major and minor regional economic development entity in Acadiana and other located throughout Louisiana. LED regularly schedules prospect tours to the campus. The Battelle Group as well as the Board of Regents have recognized UL Lafayette's contributions and strengths in this</p>



(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011"  
OBJECTIVE 1-7 | DEVELOP A SKILLED WORKFORCE TO SUPPORT AN EXPANDING ECONOMY)

area in 2012. The President and CEO of LEDA noted that the region's strongest economic development asset is the University, and we have contributed to the attainment of many of the numerous national rankings earned by Lafayette in this and recent past years, such as:

Fastest Growing Metros - According to a study by IHS Global, in 2012 Lafayette is projected to have the highest growth in employment (8.8%) and the second highest gross metropolitan product growth (7.5%) of 363 metro areas. IHS Global, July 2012

Leading Location - Lafayette was named #1 among the Top 20 Southern Cities and #3 overall among Area Development's 100 Leading Locations. Lafayette topped the "Economic Strength" indicators among the Top-25 Mid-Size Cities, and was 3rd among this same group for its "Recession Busting" factors. Lafayette reportedly has "found a way to thrive in the midst of adversity, to prosper while so many places have struggled". Source: Area Development, Summer 2012

Best City for Job Growth - Lafayette was ranked #1 in the "Best Cities for Job Growth" listing among other medium-sized cities and 4th in the overall rank. The index is calculated based on Bureau of Labor Statistics employment data and takes into account recent growth trend, mid-term growth, long-term trend and momentum, and current year growth. Source: New Geography, May 2012

Best Mid-Sized Cities for Jobs – Lafayette is ranked as the best mid-sized metro area for jobs citing year-on-year job growth of 5.2% over the past 12 years. Rankings are based on recent growth trends, mid-term growth, region's growth and the region's momentum. Lafayette also ranked 4th among cities of all size in this listing. Source: Forbes Magazine, May 2012

Across 190 US Metro areas, Lafayette garnered the second-best ranking with 75.8% of respondents replying with positively. Source: GALLUP, March 2012

Most Increasing Household Income - According to a study released by Sentier Research, the Lafayette MSA saw the largest increase of all 297 metropolitan areas, 12.2%, in median annual household income between 2005 and 2010- \$42,067 to \$47,200. In the same time frame, the average annual income increased 6.8%- \$60,690 to \$64,794- which ranks fifth out of the 297 metropolitan areas. The study is based on data collected in the American Community Survey (ACS) conducted by the U.S. Census Bureau. Sentier Research utilized the three-year estimates for 2005-2007 and 2008-2010. Source: Sentier Research, February 2012