



*University of Louisiana at Lafayette*

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*Université des Acadiens*

June 22, 2017

Dr. James B. Henderson  
President  
University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Henderson:

Attached is the University of Louisiana at Lafayette's 2016-2017 Annual Presidential Evaluation.

Please contact me if you need additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Joseph Savoie".

E. Joseph Savoie  
President

svc  
Attachments

C: Dr. Jeannine Kahn



President’s Annual Self-Assessment (June 2017)

Dr. E. Joseph Savoie

University of Louisiana at Lafayette

University of Louisiana System

Overview. Please provide a brief narrative which explains how your leadership has impacted each area noted below; also identify ways in which you plan to address each area for AY 2017-18 in order to ensure success. The Goals & Achievements section calls for reflection on AY 2016-17 while the Challenges & Opportunities section necessitates looking forward to AY 2017-18 and identifying what you hope to accomplish. The self-assessment should not exceed six (6) pages in length.

Enrollment

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
16,885	16,688	16,646	17,195	17,508	17,519

Source: IPEDS – Fall total enrollment

Narrative: Although the University saw only a modest gain in Fall 2016 enrollment, there has been a three-year five percent enrollment change since the increase in academic admissions standards in 2012. The results were especially positive considering two events unique to Fall 2016 – the August 2016 floods and the reduction in TOPS funding. The Fall 2016 freshman class of 3,024 students, the third largest in school history, included a record number of high school valedictorians – 160, a 44 percent increase over the previous years record total of 111. The class also had the best-ever high school cumulative GPA, 3.39, and the highest average ACT composite score, 23.87. Finally, the number of transfer students continued to grow, as there was a 17 percent increase from Fall 2015 to Fall 2016. With the launch of two online degree programs in Fall 2017, the MBA and the General Studies adult completer degree, it is expected that Fall 2017 enrollment will show similar growth.

Retention

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
74	74	74	76	76	75

Source: IPEDS – Full-time retention rate

Narrative: Despite several initiatives reporting positive results (see below), the retention rate has not significantly improved. As a result, we have restructured units (the Office of First Year Experience (OFYE) and the Academic Success Center) and created a new position – Executive Director for Student Success Initiatives – to coordinate the University’s student success initiatives in the 2017-18 academic year.

UNIV 100. In 2015-16, the OFYE revised the UNIV 100 First Year Seminar based on the comprehensive conception of college and career readiness espoused by David T. Conley. The revised course was changed from two to three credit hours and involved a new two-day “Cajun Connection” (extended orientation) component, as well as a ten-week freshman seminar. In Fall 2016, the OFYE staff completed the second year of the revised UNIV 100 First-Year Seminar, enrolling 100% of first-year students. Success rates for the course improved again compared to the previous two-credit hour model. Among the 3,000 students enrolled in the course, the percentage of students who earned a C or higher in UNIV 100 was 94.66% (as compared to the 2-credit hour model in F14-89.8% and 84.6% in F11, when the course was first introduced). The course will be extended to 15 weeks in Fall 2017.



**Living Learning Communities (LLC).** The OFYE sponsored eight LLCs with 232 students participating in the 2016-17, an increase of 19.59% over the previous year. The LLCs in the residence halls continue to be effective in increasing retention from freshman to sophomore years. In the 2016-17 cohort, there was a marked difference between overall UL Lafayette retention rates and LLC retention rates (75% and 80%, respectively). The persistence rate (from Fall semester to Spring semester) for first-year students in the LLC was 93.1%.

**Supplemental Instruction (SI).** In Fall 2016, SI was offered for 23 courses. The percentage of students earning A, B and C grades was significantly greater in 19 of those courses, with the most success occurring in Math 105 (87.5 % SI students as compared to 57.7% Non-SI students) and Math 109 (100% as compared to 59%).

### Completers

AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
2,699	2,741	2,913	2,989	3,089	3,364

Source: IPEDS – Completions (Awards/degrees conferred by program)

Narrative: The University continues to set records for completers. The Fall 2016 class of more than 1400 was the largest fall semester graduating class in the history of UL Lafayette. In Spring 2017, the University awarded a record 1,771 degrees.

### Graduation Rates

Aug, 2011	Aug, 2012	Aug, 2013	Aug, 2014	Aug, 2015	Aug, 2016
41	44	45	48	45	45

Source: IPEDS – Graduation rate, total cohort

Narrative: Despite serious efforts and record completers, the graduation rate has not responded significantly. With the appointment of an Executive Director of Student Success Initiatives and concentrated efforts at the junior and senior levels, the University will continue work to increase this rate in AY 2017-18.

### Operational Efficiency (includes two components)

#### Cost per Credit Hour

AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
324	309	306	310	317	353

Source: BoR Student Credit Hours and Operation Budget: Total Educational and General Expenditures

Narrative: The increase in operating expenses – primarily in the areas of faculty salaries, debt service, scholarships/fellowships, and facilities and plant expense – accounts for much of the increase in the cost per credit hour. These increases are discussed below in the “Fiscal Health” section of this report.

#### FTE Students per Full-Time Faculty

AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
23.9	24.7	24.0	24.3	24.9	25.3

Source: IPEDS – Reported 12-month full-time equivalent (FTE = UG + GR) & Full-time with faculty status

Narrative: One of the Key Policy Initiatives of the Faculty portion of the Strategic Plan is the reduction of the FTE\_undergraduate student to faculty ratio for students taking traditional curricula. However, upon examination of the issue, the Strategic Planning Implementation Task Force reported that one of the primary reasons that UL Lafayette’s UG S/F ratio is higher than peers is that we use far fewer adjuncts than our peers, and the group does not recommend changing that. In fact, since 2008, UL

Lafayette has had the smallest increase in S/F ratio (4.3%) of any school in our System or LSU, which together averaged a 10.7% increase. With the new hiring policy implemented in 2015-16, the University prioritizes hires in each college based on enrollment, disciplinary coverage and other needs, hiring as many faculty as can be funded each year. A discussion of class sizes and student to faculty ratios will be included in the deans' annual hiring priority requests beginning in Spring 2017.

### Fiscal Health

AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
4.4	3.4	3.6	3.6	3.1	3.5

The Fiscal Health ratio analysis is based upon expendable net assets, plant debt, total revenues, total operating expenses, total non-operating expenses, and change in total net assets (see attached for methodology and calculations).

Source: Annual Fiscal Report (AFR)

Narrative: The University remains fiscally sound despite changes reflected above. To counter the significant shift in funding from state-provided funds to self-generated funds, auxiliary operations have grown. In FY 2013, the Campus Housing project, a cornerstone in the University's Master Plan, was completed which included four new residence halls, two renovated halls, a historic residence hall, and a parking tower. The new residence halls added 1,800 new beds to the University's 2,000-bed inventory. The project resulted in an increase in bond principal and interest payments, as well as increased operation and plant maintenance expense, which has been reflected yearly since that time. Such debt service has become the "new normal." In addition, the University awarded three salary adjustments in recent years: (1) in FY14, salaries were increased for the first time in six years by a small, one-time adjustment; (2) in FY15, salaries were increased by an average four percent merit raise; and (3) in FY16, another four percent merit raise was awarded for the last half of the fiscal year. Finally, University-provided aid to students, mainly in the form of increased scholarships, has been necessary to cover some of the increases in tuition and fees necessitated, to a certain extent, by shifts in University funding sources. Ever mindful of cost increases, the University will continue, when possible, to focus efforts on providing such assistance to our students.

### Goals & Achievements

- I. Review the Looking Forward section from your 2016 Self-Assessment and provide a description of efforts undertaken to meet strategic initiatives identified.

A brief summary of efforts in the four areas listed last year follows:

**Strategic Plan.** The Strategic Plan 2015-2020 includes four sections – Faculty, Students, Research and Governance. In AY 2016-17, the Strategic Planning Implementation Task Force, appointed by the Provost, studied two of the imperatives – Faculty and Research – and made specific recommendations for future action. The final two sections will be examined in 2017-18.

**Research for a Reason.** Despite multiple funding cuts to higher education over the past eight years, the University continues to advance as a major research institution with the watch phrase, "research for a reason." A summary of efforts in that area are included in Question II below.

**Partnerships with Two-Year Schools.** The University continued to strengthen partnerships with SLCC, LSUE and Baton Rouge Community College, among other two-year schools. The University's partnership with LSUE was recently featured in *The Transfer Playbook*, a paper published by the Aspen Institute detailing best practices for successful transfer programs.

- II. Describe ways in which you have worked to advance research as it relates to your university's mission/classification.



Data for research and development expenditures reported by the University for the NSF HERD Survey, used as the basis for reporting of research productivity and alignment with key economic development industries, exceeded the 80-million-dollar mark for the first time in University history. While there have been significant strides in the research area, selected AY 16-17 initiatives include:

- Efforts continued to ensure that the University's support services are sufficient to sustain research and innovation with the appointment of research coordinators for the Picard Center and New Iberia Research Center. In addition, the faculty research travel budget increased from \$100,000 to \$150,000, with additional funding targeted for interaction with key agency heads.
- Recognizing that exposing all students to meaningful research experiences is one of several "high-impact practices" to improve student outcomes, the Undergraduate Research Council expanded the Undergraduate Research Mini-Grant Program from \$48,000 to \$75,000.
- Changes were made to the indirect return formula to provide incentives that eliminate center/department competition.
- Funding to the base salaries for endowed chairs was increased so that externally provided chair funds can be targeted for research enhancement.
- As part of the plan to "expand research programs beyond our existing strengths and take advantage of our historical, cultural, and geographical setting for research and scholarly purposes," the University hired eight new research center directors in the past 18 months.
- A new program entitled "Community of Interest," aimed at encouraging interdisciplinary research, offered programs including Diversity, Equity and Poverty as well as Global Sustainability. Louisiana Studies and The Brain are upcoming for 2017-18.

**III. Discuss any other personal and/or institutional achievements that you, your senior management team, or your faculty are especially pleased to have accomplished. Include achievement in meeting institutional goals relevant to increasing diversity (faculty, staff and students).**

The University of Louisiana continues to add to its list of "firsts."

- The Center for Visual and Decision Informatics (CVDI) is poised to become the largest center of its kind in the U.S. after receiving approval for a second round of NSF funding. In partnership with Drexel University, CVDI was established in 2012 as an NSF Industry University Cooperative Research Center, the only such NSF Center in the nation that focuses on data science, big data analytics, and visual analytics. Two major technological breakthroughs by CVDI members are an influenza-forecasting model developed by Dr. Raju Gottumukkala, director of research at UL Lafayette's Informatics Research Institute, and a hotspot prediction technique developed by Dr. Jian Chen, GIS applications manager at UL Lafayette's Informatics Research Institute.
- The University's Sustainability Program earned Green Ribbon Status after being Louisiana's nominee to the U.S. Department of Education. The University was cited for several programs and impressive data points, including an increase in the diversion rate (the percentage of waste that is redirected from landfills to recycling facilities) from three percent to 41 percent in a span of two years.
- Continuing its dedication to Economic Development, the University partnered with the Lafayette Economic Development Authority and the Community Foundation of Acadiana's INNOV8 in a new initiative, Accelerate Acadiana, funded by a \$700,000 grant from the U.S. Economic Development Administration. The program is aimed at helping small businesses grow through mentoring and guidance on building relationships with investors.
- The Director of Equity, Diversity and Community Engagement offered a number of new programs open to faculty, staff and students including Implicit Bias Training and a new series initiated in response to the Fall 2016 elections entitled "Courageous Conversations." In addition, the Black Faculty and Staff Association is reorganizing in order to play a stronger role



in bringing diversity initiatives to the University. Finally, additional advertising funds will target outlets that attract minority candidates for all faculty and staff positions.

**IV. Discuss any disappointments, frustrations, or problems you may have experienced during the past year, especially those that are likely to persist.**

**Recruiting/Hiring/Maintaining Faculty.** The inability to provide salary increases in FY 2016-17 continued to impact faculty and staff morale. While faculty and staff appreciated the three salary adjustments prior to 2016-17, the University lost several key young faculty/researchers this year. While salary was not the major issue for all of them (for example, one faculty member received a prestigious appointment to the Smithsonian Institution), the ability of out-of-state institutions to offer attractive salary, research and benefit packages did figure into many of the losses. Further, while the University was able to increase the amount of “startup” packages in the last several years and has had success in hiring some extremely promising new faculty, the general economic conditions in the state and persistent cuts to higher education form significant barriers to hiring. Finally, despite the development of a detailed plan that includes increases to base salaries, resulting in some success in filling vacant Endowed Chairs, filling those key research chairs continues to be a challenge.

**Challenges & Opportunities**

**I. Outline your university’s principle challenges and opportunities as you see them.**

**Principle Challenges**

**Funding.** The University has been successful in growing auxiliary operations and adapting its business model to respond to Louisiana’s funding challenges. However, as is the case with all universities statewide, fiscal challenges continue. While higher education was spared cuts in the 2017-18 budget, there continues to be the threat of such cuts in the coming year due to the pending expiration of revenue sources. In addition, the funding of TOPS, which no longer covers all tuition and fees, continues to be a challenge. As discussed previously, the University has had to provide additional assistance to students who are challenged by ever-increasing tuition.

**Facilities.** With regard to facilities, there are two challenges – deferred maintenance and centralized space allocation. Facilities Management developed a major repairs list of \$38 million and has begun implementation, although both manpower and resources are stretched. In addition, the Strategic Planning Implementation Task Force noted the need for a more comprehensive space allocation/prioritization process. In many cases, the campus is land-locked, and there exists the need to expand the footprint of the University.

**Opportunities**

**Expansion of Programs.** With the long-term goal to annually award 100 or more doctoral degrees, the University will continue to explore viable non-duplicative doctoral programs. Such expansion is one of the goals discussed in “II” below.

**Continued Growth of Research Portfolio.** Despite impressive growth in the University’s research portfolio, the University recognizes the need to (1) increase and diversify external funding revenue through grants and contracts, entrepreneurial activities and fund-raising; (2) recruit center directors/faculty with federal research portfolios; (3) provide opportunities for greater interaction with federal program directors; (4) offer more training for federal grant writing; (5) promote our success and create awareness and knowledge in patents/IP/licenses; and (6) secure funding and enhance relationships with corporations, foundations and other entities.

## **II. List goals you propose for yourself and your university for AY 2017-18.**

The Mission Statement – “The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition” – serves as a guide for AY 2017-18 goals.

As discussed earlier, the Strategic Planning Implementation Task Force will monitor progress and recommend action on the remaining two strategic imperatives – Students and Governance. Growth in both traditional and online degree programs will continue, with emphasis on graduate programs. Within the next year, the University hopes to get final approval of the Ph.D. in Earth and Energy Sciences, the M.A.T. in Elementary Education with a concentration in French Immersion, and the MS in Industrial Chemistry and begin exploring further doctoral programs. In addition, three degree programs will launch online versions in 2017-18: (1) the MBA with nine concentrations; (2) an adult-completer degree, the Bachelor of General Studies; and (3) the MS in Computer Science. In response to space needs, the University will continue to pursue the expansion of the University footprint and improvement in physical facilities. In the area of instructional support, a Key Progress Initiative (KPI) of the Strategic Plan calls for the University to equip 90 percent of all classrooms with minimum digital technology: internet access, laptop/computer workstations, LCD projectors, screens, and sound systems. Using both STEP funds and the Provost’s Enhancement Fund, the initiative began in earnest in 2016-17 and will continue. To curb the exodus of outstanding faculty and staff, it is hoped that the University will have the resources to grant a merit raise that should include some attention to compression and inversion. Finally, efforts to recruit a diverse faculty and fill both regular faculty positions and Endowed Chairs will continue in earnest.

## **III. What are your aspirations for the university over the next 5-7 years**

The University has several long-term goals presented as follows in no particular order:

- The University will continue working toward growing enrollment to 20,000 students.
- The University will continue to expand degree programs, both in response to Louisiana Workforce Development needs as well as regional and national needs. The addition of targeted doctorate programs will contribute to the University’s long-term goal of achieving the R1 Carnegie designation.
- The University will continue to grow its research portfolio to exceed \$100,000,000 per year.
- The University will continue plans to develop a University Laboratory School to support programs in the College of Education.
- Over the next three years, the University will add up to 1,000 beds to further expand on-campus housing.

## **IV. Provide any other thoughts, ambitions or plans you have as president.**

It is an honor to serve as president of my Alma Mater. I will continue to work diligently to help the University accomplish its ambitions.