



*University of Louisiana at Lafayette*

OFFICE OF THE PRESIDENT

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*Université des Acadiens*

June 14, 2018

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 2017-2018 Annual Presidential Evaluation.

Please contact me if you need additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", written over the printed name.

E. Joseph Savoie  
President

SVC  
Attachment

C: Dr. Jeannine Kahn

President's Annual Self-Assessment (June 2018)  
 Dr. E. Joseph Savoie  
 University of Louisiana at Lafayette  
 University of Louisiana System

The *Goals & Achievements* section reflects on AY 2017-18 while the *Challenges & Opportunities* section looks forward to AY 2018-19.

**Enrollment**

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
16,688	16,646	17,195	17,508	17,519	17,297

Source: IPEDS – Fall total enrollment

**Unduplicated Headcount (total students)**

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
18,768	18,816	19,477	19,819	19,297	19,309

Source: IPEDS – Data feedback report

**Enrollment by Distance Education Status**

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
352	348	1,107	1,211	1,297	1,512

Source: IPEDS – Fall enrollment exclusively in distance education courses

**Graduate Student Enrollment**

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
1,544	1,593	1,621	1,638	1,521	1,631

Source: IPEDS – Fall enrollment survey

Although the University saw a modest decrease in Fall 2017 enrollment, there has been a 3.6 percent enrollment change since the increase in academic admissions standards in 2012. The results were especially positive considering the reduction in TOPS funding. The Fall 2017 first-year student class of 2,982 students had 114 high-school valedictorians, the University's second largest number ever. The class also had a cumulative high school GPA, 3.37, and an average ACT composite score of 23.86. The number of students seeking online degrees grew by 17 percent, from 1,297 in Fall 2016 to 1,512 in Fall 2017. The number of students seeking graduate degrees grew by 7 percent, from 1,521 in Fall 2016 to 1,631 in Fall 2017.

**Retention (in percentages)**

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
74	74	76	76	75	75

Source: IPEDS – Full-time retention rate

The retention rate has held steady at 75 percent. To further improve the first-year to sophomore-year retention, we restructured the relevant support units [the Office of First-Year Experience (OFYE) and the Academic Success Center] to better serve the needs of students. Central to this restructuring was the creation of the new position of Executive Director for Student Success Initiatives. Dr. Elizabeth Giroir was hired in January 2018 to coordinate the University's student success initiatives. Furthermore, the Executive Director is in the process of hiring three Associate Directors to oversee specific areas that include advising, supplemental instruction and tutoring, and first-year student seminar. An Academic Coach is being hired for the "Louisiana Educates" program, which targets students who are eligible for both a Pell Grant and a TOPS scholarship.

**UNIV 100.** In 2015-16 the OFYE revised UNIV 100 from a two-credit hour skills-based course to a three-credit hour seminar with new learning objectives designed to stimulate critical thinking and effective communication. Fall 2017 saw, for the second year, 100 percent of first-year students enroll in the course and over 94 percent successfully completed the seminar. A second goal for UNIV 100 is to increase the number of

full-time faculty teaching the 120 sections of the course, thereby reducing the reliance on adjunct faculty. In Fall 2017, 23 full-time faculty members taught a section of UNIV 100. There are currently 38 full-time faculty members scheduled to teach UNIV 100 in Fall 2018.

**Living Learning Communities (LLC).** The OFYE sponsored nine LLCs with 264 students participating in 2017-2018, an increase of over 13.7 percent from the previous year. The LLCs in the residence halls continue to be effective in increasing retention from freshman to sophomore years. Previously, in the 2015-16 cohort, there was a difference between overall UL Lafayette retention rates and LLC retention rates for first-year student to sophomore retention (75% and 80% respectively). In the 2016-17 cohort, there was a marked difference between overall UL Lafayette retention rates and LLC retention rates for first-year student to sophomore retention (73.8% and 90.4% respectively).

**The Learning Center (TLC).** In the Fall of 2017, TLC offered Supplemental Instruction (SI) and study groups for 16 courses. SI, specifically, was offered for four courses: BIOL 110, 220, and 318, and CHEM 107.

**Percent Passing Grades**

Course	A, B, C Grades SI/SG Participants	A, B, C Grades Non-Participants
BIOL 110 SI	78.8%	45.9%
CHEM 107 SI	92.9%	66.7%

As noted in the above chart, the percentage of students earning A, B, and C grades was significantly greater for those who attended TLC sessions compared to those who did not, specifically in BIOL 110 and CHEM 107.

**Completers (of undergraduates in 6 years)**

AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
2,741	2,913	2,989	3,089	3,364	3,525

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

**Doctoral Degrees Awarded**

AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
49	52	51	48	66	63

Source: IPEDS

The University continued to increase and set new records for completers. In Summer 2017, the University awarded 343 degrees, making it the largest summer class in University history. In Fall 2017, the University awarded 1,218 degrees. In Spring 2018, the University awarded 1,732 degrees. The Spring graduating class also had the highest number of 4.0 GPA graduates in school history. The AY 2017-18 total completers are pending confirmation for Spring 2018 semester numbers.

**Graduation Rates (in percentages)**

Aug, 2012	Aug, 2013	Aug, 2014	Aug, 2015	Aug, 2016	Aug, 2017
44	45	48	45	45	44

Source: IPEDS – Graduation rate, total cohort

The University is continuing the effort to increase the graduation rate with the January 2018 appointment of the Executive Director for Student Success Initiatives. The University is also in partnership with Ruffalo Noel Levitz to examine admission, recruitment, financial aid, and retention practices to better streamline and leverage appropriate services to students.



**Operational Efficiency** (includes two components)

**Cost per Credit Hour**

AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
309	306	310	317	353	375

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

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. Improvements in the Faculty-to-Student Ratio, as noted below, are also a contributing factor. These increases are discussed below in the “Fiscal Health” section of this report.

**FTE Students per Full-Time Faculty** (for all students)

AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
24.7	24.0	24.3	24.9	25.3	24.1

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

**FTE Undergraduates per Full-Time Faculty**

AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18
23	22	22	23	23	23	23

Source: Common Data Set

A key imperative of the *Strategic Plan* is the reduction of the FTE undergraduate student-to-faculty ratio for students taking traditional curricula, in order to align with peer institutions. Since 2008, UL Lafayette has had the smallest increase in S/F ratio (4.3%) of any institution in our System or LSU, which together averaged a 10.7 percent increase. A primary reason for UL Lafayette’s UG S/F ratio being higher than peers is that we use far fewer adjuncts than our peers, and the University plans to continue focusing on hiring full-time faculty whenever feasible. Each Spring semester, the Deans submit hiring priorities for two years in advance, i.e., in June 2018 the colleges are submitting priorities for AY 2019-20, which facilitates conducting the searches during AY 2018-19. The University prioritizes hires in each college-based on enrollment, disciplinary coverage, and other needs, and hires as many faculty as can be funded each year. A discussion of class sizes and student-to-faculty ratios is included in the annual hiring priority requests, which provide an opportunity for the request of new faculty lines.

**Fiscal Health**

AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
3.4	3.6	3.6	3.1	3.5	3.4

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. Source: Annual Fiscal Report (AFR)

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. It included four new residence halls, two renovated halls, a historic residence hall, and a parking tower. The new residence halls added 1,800 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.” The University will add 600 more beds for AY 19-20, with a project that broke ground at the end of this fiscal year. Within the past five years, the University has hired 50 additional faculty increasing the full-time faculty from 590 to 640. These positions address bottleneck courses in high-demand disciplines and contribute to the increase in cost per SCH. 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 the University funding

sources. Ever mindful of cost increases, the University will continue to focus on providing needed financial assistance to our students.

## Goals & Achievements

### I. Review of Looking Forward section from your 2017 Self-Assessment and provide a description of efforts undertaken to meet strategic initiatives identified.

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

- 1. 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. During AY 2017-18, the Task Force focused on students, examining progress made on initiatives to recruit, retain, and graduate outstanding students. Other initiatives to improve student success include student engagement in co-curricular activities, mentored research with faculty on innovative projects and creative endeavors, and building community relationships to support student achievement.
- 2. Program Development.** The University was successful in getting UL System and BOR approval for a new Ph.D. in Earth and Energy Sciences. Three degree programs launched 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. The University expanded its Ed.D. degree program with additional concentrations in curriculum leadership and exceptional learners. An MAT in Elementary Education with a French Immersion concentration goes before the UL Board of Supervisors on June 21, 2018.

The University continued to strengthen partnerships with SLCC, LSUE and Baton Rouge Community College, among other two-year schools. The following are 2+2 articulation agreements signed in 2017-2018:

- LSU-Eunice (Associate of Arts/Science Louisiana Transfer) w/ UL Lafayette BS in Biology
  - LSU-Eunice (Associate of Applied Science in Computer Information Technology) w/ UL Lafayette BS in Informatics (pending formal signature event)
  - SLCC (Associate of Science in Business) w/ UL Lafayette BS in Business Administration
- 3. Facilities and Instructional Technology.** 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. Toward that effort, over 30 classrooms across campus will receive new or upgraded instructional technology by the end of this summer. During the past year, the University increased the percentage of technology classrooms from 46 percent to 55 percent – with 121 of 221 classrooms now tech-enabled.
  - 4. Faculty and Staff Recruitment and Retention.** The University awarded four 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; (3) in FY16, another four percent merit raise was awarded for the last half of the fiscal year; and (4) in FY17, a four percent merit raise was awarded.

To better maximize endowed professorships and chairs, the University has shifted the use of the annual endowment allowance from providing salary stipends to making these funds available to the chair holders as discretionary funds. To make this possible, the University has increased the base salary of the faculty positions for the chairs to match the national market for Carnegie Doctoral Higher



Research institutions. During the past two years, the University has been able to appoint holders to six chairs and is continuing efforts to identify qualified holders who support the mission of the University.

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

**This year, the University achieved one of its major aspirational goals.** 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 \$100 million mark for the first time in University history. This was a 25 percent increase of approximately \$20 million over last year.

Additional, selected AY 17-18 initiatives include the following

- More support prior to proposal submission was provided to the academic colleges: three College Research Coordinators were hired, each to be shared between two or three colleges based upon volume.
- The Office of Research and Sponsored Programs added two staff members to assist researchers in the early developmental stage of proposals. This will especially help new or young researchers.
- The faculty research travel budget was maintained this year at our historically high \$150,000 level for the second year, with additional funding targeted for interaction with key agency heads.
- More support for grant management was provided: the staff of Sponsored Programs, Finance, Accounting and Compliance (SPFAC) was increased from 8 to 11 to provide PIs greater and more efficient grant management services. SPFAC offered a total of 7 workshops on grant support.
- More general and hands-on training of faculty for research funding opportunities was also provided: ORSP offered a total of 10 workshops to faculty focusing on early career awards and grant writing.
- The Undergraduate Research Council continued to support the Undergraduate Research Mini-Grant Program at last year's historic high of \$75,000.
- The Research Investment Policy was finalized. It contained enhancements to include funds for library support, multi-disciplinary collaborations, pursuit of federal funds, and support for graduate students.
- The Office of Research established a Research and Innovation Scorecard that is used to effectively assess all research centers/institutes.
- Five new major research funding initiatives were established or are in the process of being established by the Research Office this year, some with Congressional help. These included a *UL system-wide Medical Research Organization* headed by UL Lafayette, a *Center for Critical Infrastructure Cybersecurity*, the *Louisiana Watershed Flood Center*, a *North American Energy Alliance* with various universities in the United States, Mexico and Canada, and a *STEM Research and Engagement Center*.

**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 achievements in meeting institutional goals relevant to increasing diversity (faculty, staff, and students).**

- The University's public-private partnership with CGI was expanded from 500 jobs already created in the Lafayette area to 900 jobs. More than 47 percent of CGI's initial college hires were UL Lafayette graduates, and more than 60 percent of its overall workforce in Lafayette have Louisiana roots.
- After extensive work by the Global Engagement Task Force, the University made significant progress in advancing student engagement and cultural diversity through the hiring of an Executive Director of Global Engagement, Dr. Gabriel Carranza. With his hire, the University is restructuring units, including the Office of International Studies and the Study Abroad Program under Academic Affairs, to focus on student learning and faculty research that engage the global community.

- The University continues to work toward implementing many of the strategies outlined by Complete College America, such as first-year seminar; living and learning communities; math pathways; co-requisite support; and undergraduate degree programs that are 120 credit hours. We are developing strategies to encourage students to complete 30 credit hours per year to finish in four years.

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

**Graduation Rate.** As indicated by previous data, the six-year graduation was not improved. Through efforts noted in this Evaluation under Retention and Opportunities, and within the *Strategic Plan*, the University aspires to improve its graduation rate significantly.

**Low Salaries.** While it was possible to give a salary adjustment to faculty and staff during 2017-2018, for the fourth consecutive year, the problem of low salaries continues to impact faculty and staff morale. In a recent survey of faculty who were asked to list three issues affecting the university, low salary was the most common response. The University continues to lose faculty at all levels. A case in point: the History Department had to replace nearly half of its faculty this past year, as five professors of its 13 total were lured to other universities who offered higher salaries.

**Challenges & Opportunities**

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

**Principle Challenges**

The 2018 Administrator Survey included a question asking faculty to identify three issues to be addressed to improve student learning and the effectiveness of the University. These are organized into three categories:

**Funding.** 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.** Regarding 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 staff 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.

**Governance.** The *Strategic Plan* identified governance as a primary goal. There is a need to further improve shared governance that facilitates trust, teamwork, and collaboration to address the issues facing the university. Governance is the last goal that the Strategic Plan Implementation Task Force needs to address in AY 2018-19. This is necessary to establish a collaborative culture that supports student success and increases the University's effectiveness.

**Opportunities**

**Academic Leadership.** After an extensive search, the University hired a new Provost to start July 1, 2018. Dr. Jaimie Hebert has 28 years of academic experience. Thirteen of those years were in leadership roles, including university president, provost, dean, and department chair. Dr. David



Danahar, who served as Interim Provost for the past two academic years, also has extensive experience as a university president and provost, and will serve as Senior Advisor to focus on academic program review and development.

**Fundraising Focus.** The Office of Advancement and the University's Foundation have reorganized and expanded to prepare for a capital campaign and increase existing fundraising efforts.

**Student Success Planning.** The Office of Admissions is being provided guidance from Ruffalo Noel Levitz to enhance student recruitment and retention efforts.

**Corporate and Foundation Relations.** A new office for Corporate Relations is under development to enhance efforts with career development, sponsored research, public-private partnerships, economic development, donations and sponsorships.

## II. List goals you propose for yourself and your university for AY 2018-19.

The University continues to move forward using the mission, vision, and objects of the *2015-2020 Strategic Plan* to define and guide initiatives to serve AY 2018-19 goals.

**Program Review and Development.** As discussed earlier, the Strategic Planning Implementation Task Force will monitor progress and recommend action on the remaining strategic imperatives for governance. Growth in both traditional and online degree programs will continue, with emphasis on graduate programs. New programs submitted in 2017-18 that will begin implementation upon approval in AY 2018-19 include an MAT in Elementary Education with a French Immersion concentration. Proposals for a new MS in Athletic Training and a new MS in Industrial Chemistry will be submitted in 2018-19, for implementation in 2019-20, pending approval.

**Employee Recruitment and Development.** Efforts to recruit a diverse student body, faculty, and staff will continue. This will be facilitated through the addition of a Director of Talent Management in Human Resources and further implementation of Cornerstone as a platform for employee hiring, evaluation, and development. The University plans to conduct a comprehensive salary analysis to determine the appropriate market range for salaries across campus. This effort will be led by Human Resources, in collaboration with the Provost. It is hoped that the University will have the resources to address any salary issues identified in the analysis.

**Strategic Plan.** The 2018-19 focus of the Strategic Planning Implementation Task Force will be on governance, examining issues of how faculty and staff provide feedback and contribute to informing the issues and challenges the University must address. At the same time, the University continues to make progress on the implementation of its strategic imperatives, such as advancing a proposal for a Center for Research on Teaching and Learning Excellence that will provide development opportunities for faculty and graduate teaching assistants and support research into the scholarship of teaching and learning.

**Quality Enhancement Plan (QEP).** Despite multiple funding cuts to higher education over the past decade, the University continues to advance as a major research institution with the watch phrase "Research for a Reason." During the 2018-19 Academic Year, the faculty and personnel of UL Lafayette will focus on developing the QEP in preparation for the 2020 SACSCOC Reaffirmation. The campus community spent a year conducting surveys, holding workshops and retreats, and discussing the best way to focus on enhancing learning. Student research was selected as the focus of the next QEP for the University. A Student Research Task Force has been formed and the team is in the process of developing the proposal.



**Research.** Several initiatives planned next year include the creation of the *Center for Sustainability and Social Enterprise*, the *Center for Community Development and Economic Policy*, and the *Blanco Center for Public Policy*. In order to expand research funding, the University will continue to recruit center directors/faculty with federal research portfolios; provide opportunities for greater interaction with federal program directors; and offer more training for federal grant writing.

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

The University has several long-term goals:

- **Student Population.** The University will continue working toward growing total unduplicated headcount to above 20,000 students.
- **Graduate Enrollment.** The University will grow graduate enrollment to represent approximately 20 percent of total enrollment in alignment with current peers and aspirational peers. This would double the 9.4 percent of the current graduate enrollment.
- **Undergrad Student Completion.** The University is committed to surpassing the NCES 59 percent average for students completing their bachelor's degrees within six years, as reported in 2017.
- **Expansion of Academic Programs.** The University has a long-term goal to annually award 100 or more doctoral degrees toward achieving R1 Carnegie classification. The University will identify viable new, non-duplicative master's and doctoral programs. Also, the University will continue to expand degree programs in response to Louisiana Workforce Development needs, as well as regional and national demands.
- **Expansion of Academic Facilities.** The University will continue to pursue the expansion of the University Master Plan and the improvement of physical facilities. Plans are in the works to construct new academic buildings to house liberal arts, chemistry, and engineering. The University also is forging ahead with plans for a laboratory school to support programs in the College of Education.
- **Research Portfolio.** Although the University hit its goal of \$100 million in Research and Development Expenditures this year, it will work to increase its efforts. As a major research institution, the University recognizes the need to
  - increase and diversify external funding revenue through grants and contracts, entrepreneurial activities, and fundraising;
  - increase the number and percentage of faculty and staff involved in funded research projects;
  - develop more patents/IP/licenses; and
  - expand opportunities for student research.

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

This July marks 10 years as President of the University. More than a role, it is a cherished honor to serve my Alma Mater. I will continue to work diligently to help the University accomplish its goals and ambitions.