

University of Louisiana, Lafayette  
Strategic Planning Report: 2015 – 2020  
August 1, 2015

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## Executive Summary

The Strategic Steering Committee was charged with developing a five year strategic plan for Academic Years 2015 – 2020. Members of the steering committee began by considering the current University mission and vision statements. The committee proposed an update to current statements to reflect the growth and transition of the University from a regional university to a nationally competitive research intensive institution suggested by our Carnegie Classification. The proposed update is articulated in the first section.

After reflection on the mission and vision of the University, the committee conducted a SWOT analysis exploring our progress toward realizing the strategic goals identified in the Strategic Plan from 2009 – 2014. Subject matter experts were invited to update the committee on the progress and status towards realizing the goals articulated in the strategic plan. The committee then used the information to conduct a SWOT analysis to identify areas of strength and weakness as well as opportunities for growth and factors that threaten the viability of the University going forward.

The SWOT analyses (Appendix A) revealed that great progress has been made toward realizing strategic initiatives focusing on student life, leisure, and extra-curricular activities. Significant resources have been invested in improving the facilities and programming related to student life outside of academics. Conversely, facilities and resources related to instruction, research, and the enhancement of intellectual engagement outside of the classroom have not received the same amount of attention and resources. This observation is externally validated by assessments indicating low levels of student academic engagement and low faculty and staff morale. Of particular note, the current status of the University Libraries is a source of extreme concern across strategic areas.

As a result, the committee decided that strategic imperatives which emphasize enriching the intellectual life of the University should be prioritized over the next five years. Members of the steering committee partnered with multiple campus stakeholders to work in task forces to propose strategic goals to address the weaknesses and threats identified in the SWOT analyses. The SWOT analyses identified four areas of priority:

- **Student** experience as it contributes to academic success,
- **Faculty** resources to facilitate teaching, research and service,
- **Research** resources that support cutting-edge research and insightful scholarship,
- **Governance** structure that will improve the capacity of the administration to prioritize, enhance and support the academic functions of the university.

Subsequent sections of this report identify weaknesses and threats in each area and propose initiatives to address these issues. Initiatives are prioritized by a proposed timeline for completion. Key performance indicators are proposed with protocol suggestions for assessing progress. The report concludes with recommendations for protocols to improve and streamline the strategic planning process going forward.

## Mission Statement

The committee reflected on the current mission statement and concluded that it provides a good foundation and is an expression of our history, documenting where we have been. However, the committee proposes a revision that reflects how the University is evolving from a regional player to emerging as a national presence aspiring to achieve Carnegie Classification of Research University/Very High Research Activity. The committee proposes the following update to the mission and values statement.

### Our Mission

*The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop thought-leaders and innovators who advance knowledge, cultivate aesthetic sensibility and improve the human condition.*

### Our Values

*We strive to create a community of thought leaders and innovators in an environment which fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values:*

**Equity:** fair treatment; justice

**Integrity:** exemplified in the demonstration of character, honesty, trustworthiness

**Intellectual Curiosity:** strong desire to pursue knowledge and an appreciation of the inherent value of knowledge for its own sake

**Creativity:** transcendence of established ideas

**Tradition:** acknowledgement of the contributions of the Acadian and Creole cultures to this region and our University's history

**Transparency:** practicing open communication and the sharing of information

**Respect:** demonstrating empathy and esteem for others

**Collaboration:** understanding our connection with others and working to realize synergies through teamwork and collegiality

**Pluralism:** belief in the inherent worth of diverse cultures and perspectives

**Sustainability:** making decisions and allocating resources such that we meet the needs of the present while preserving resources for the future

## Strategic Vision Statement

Working to realize our mission and live our values, the committee proposes the following statement to articulate our strategic focus over the next five years:

*We strive to be recognized both nationally and internationally for achieving inclusion in the top 25% of our peer institutions by 2020.*

We specify our peer group for this vision statement as public universities in the category of Research University/High Activity as defined by the Carnegie Classification. Furthermore, appropriate performance

measures in the categories of student achievement, faculty resources, and productivity in research, scholarship, and creative activities are defined in the rationale sections that accompany each strategic imperative.

## Strategic Imperatives

### Overview

Members of the steering committee partnered with colleagues across campus to develop strategic initiatives to address weaknesses and develop opportunities for growth in four areas: Students, Faculty, Research and Governance. Task forces were instructed that initiatives should consider and articulate resources and structural changes necessary to achieve the proposed initiatives. All initiatives should include:

- What changes in faculty support and personnel would have to happen to enable us to achieve our strategic vision?
- What changes in the student body, student support and student engagement would have to happen to enable us to achieve our strategic vision?
- What changes in the support of activities in research, scholarship, and creative activity would have to happen to enable us to achieve our strategic vision?
- What changes in governance would have to happen to enable us to achieve our strategic vision?

The strategic imperatives that resulted from their work are described in following sections. After each strategic imperative, key performance indicators are identified. The presentation of strategic initiatives is organized by area. A detailed explanation of each initiative and suggested timeline for completion is provided in the parts that follow this section.

### Strategic Imperatives (SI) related to Faculty:

*Create a stimulating academic environment that is supported by the latest innovations in technology and best practices where faculty can realize their full potential as educators and scholars.*

*Key Performance Indicators (KPI): Intermediate goals that monitor progress toward the achievement of the strategic imperative. KPIs will be listed after each strategic imperative.*

### **SI 1: Significantly upgrade academic facilities related to instruction to meet or exceed facilities in peer institutions.**

- **KPI 1:** *Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.*
- **KPI 2:** *Increase spending for instruction and academic support to correct significant deficits in these areas and strive to reach our comparison peer averages for instructional and academic support.*
- **KPI 3:** *Equip 90 percent of all classrooms with minimum digital technology: internet access, laptop/computer workstation, LCD projector, screen, and sound system.*
- **KPI 4:** *Allocate sufficient funds to increase library expenditures for provision of research and information resources to meet or exceed the average of our comparative peer institutions.*
- **KPI 5:** *Determine and provide the minimum supply budget required by each department.*
- **KPI 6:** *Meet the comparative peer average for maintenance, space allocation, ADA standards, and adjacency to faculty offices for instructional spaces.*

## **SI 2: Expand faculty staffing to meet or exceed peer standards for student: faculty ratios, choices of course offerings, and faculty diversity**

- *KPI 7: Reduce the full-time undergraduate student to faculty ratio to the current comparison peer average of 15:1.*
- *KPI 8: Expand the recruitment and retention of new tenured and tenure-track faculty.*
- *KPI 9: Ensure diversity and equity in faculty appointments with the aid of the Office for Campus Diversity.*

## **SI 3: Offer competitive faculty salaries to recruit and retain the best faculty**

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

## **SI 4: Provide Professional Development**

- *KPI 11: Establish a campus center to train faculty in new pedagogical and instructional techniques and technologies.*
- *KPI 12: Provide faculty with infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.*
- *KPI 13: Provide faculty support including but not limited to computing technology, relocation support, travel funding, start-up budgets, and GA/TA support which is competitive with institutions in our peer group.*

## **Strategic Imperatives related to *Students*:**

**Cultivate a student body which is intellectually curious and civically engaged by developing an infrastructure that ensures student success.**

*Key Performance Indicators (KPI): Intermediate goals that monitor progress toward the achievement of the strategic imperative. KPIs will be listed after each strategic imperative.*

## **SI 1: Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional).**

- *KPI 1: Implement and sustain student support to retain and graduate students.*
- *KPI 2: Expand recruitment of high potential undergraduate and graduate students that embraces diversity and enhances the university's image nationally and internationally.*
- *KPI 3: Maximize opportunities for student enrollment and progression in traditional and distance education curricula.*
- *KPI 4: Improve student success through engagement in high impact practices.*
- *KPI 5: Expand and enhance incentives to enroll as graduate students.*

## **SI 2: Enhance student engagement in co-curricular activities through a vigorous, energetic, and culturally diverse university community**

- *KPI 6: Develop and institute a defined plan/model for co-curricular activity at UL Lafayette.*
- *KPI 7: Implement a co-curricular transcript for all students.*
- *KPI 8: Obtain Carnegie Foundation's Classification for Community Engagement recognition.*

## **SI 3: Increase student productivity and success through engagement in mentored research, innovative projects and creative endeavors.**

- *KPI 9: Expand support for graduate programs, develop new doctoral programs in areas of graduate excellence and new graduate programs in areas of undergraduate excellence.*
- *KPI 10: Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities and apprenticeships.*

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

**SI 4: Expand and strengthen UL Lafayette’s relationship with alumni and the community locally, nationally, and globally in direct support of student achievement.**

- **KPI 12:** Increase overall philanthropic donations to at least \$25 million.
- **KPI 13:** Double the proportion of alumni giving to the University.
- 

**Strategic Imperatives related to Research:**

*Foster a stimulating academic environment that supports the development and advancement of knowledge and creative works for all members of the university community.*

*Key Performance Indicators (KPI): Intermediate goals that monitor progress toward the achievement of the strategic imperative. KPIs will be listed after each strategic imperative.*

**SI 1: Enhance supporting infrastructure for the conduct of research and innovation.**

- **KPI 1:** Ensure that support services are sufficient to sustain research efforts of University researchers.
- **KPI 2:** Provide incentives and training to increase faculty and staff engagement in research and innovation.
- **KPI 3:** Establish a mechanism for tracking unit-level performance metrics.

**SI 2: Increase and diversify external funding revenue through grants and contracts, entrepreneurial activities and fund-raising.**

- **KPI 4:** Provide more resources and enhance administrative infrastructure to support procurement of external funding, intellectual property development, entrepreneurial start-ups and patents.
- **KPI 5:** Invest in research/mentoring professional development efforts aimed at increasing research productivity.
- **KPI 6:** Collaborate with University Advancement to increase the number of external relationships and explore various opportunities for fund-raising and gifts to support research, graduate education, and entrepreneurial ventures.

**SI 3: Expand research programs beyond our existing strengths and take advantage of our historical/cultural/ geographical setting for research and scholarly purposes**

- **KPI 7:** Develop interdisciplinary initiatives leading to the growth and creation of research centers and institutes.
- **KPI 8:** Provide programs and incentives for collaborations across disciplines including on-going research networks (Communities of Interest) that regularly provide opportunities for researchers to extend outside of their disciplines and colleges.

## Strategic Imperatives related to Governance:

*Institute a system for shared governance based on trust, collaboration, and continuous improvement.*

*Key Performance Indicators (KPI): Intermediate goals that monitor progress toward the achievement of the strategic imperative. KPIs will be listed after each strategic imperative.*

### **SI 1: Establish a shared governance model which facilitates trust, teamwork, and cross-functional collaboration and which aligns all stakeholders to the Vision and Mission.**

- **KPI 1:** Establish an elected, representative body of governance for each of the primary constituent groups on campus: faculty, students, classified staff, and unclassified staff
- **KPI 2:** Establish a University Senate, with representatives from each of the above governance bodies, which will support broad participation in the determination of University initiatives and resource allocations.
- **KPI 3:** Connect each stakeholder to the primary and support activities that drive University performance toward achieving the Vision.
- **KPI 4:** Provide each stakeholder with a clearly articulated authority structure and method of performance evaluation, with both tied to the Vision and Mission.
- **KPI 5:** Align all UL Lafayette committees to the governance model through mission, membership, and reporting.

### **SI 2: Provide each level of governance with data analytics capabilities that create a collaborative culture and increases the University's overall impact.**

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

### **SI 3: Develop the Human Resources function in support of the Mission and Vision.**

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

### **SI 4: Establish a process for continuous academic and nonacademic professional development.**

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



## **Detailed Discussion of Strategic Goals and Initiatives**

## Faculty

**Co-Chairs:** John Troutman & Michael McClure

**Task force committee members:** Emily Deal, Aeve Abington- Pitre, Karyn Sutton; Joshua Vaughan, Lisa Broussard, and Curtis Matherne

The purpose of this task force is to propose initiatives that ensure a strong faculty that is equipped to teach, research, and meaningfully contribute to the campus and local communities. Proposed initiatives address but are not limited to:

- Academic Facilities
- Faculty Compensation
- Professional Development
- Fully-staffed Faculty
- Financial resources dedicated to instructional resources

### Synopsis of Proposed Initiatives and Key Performance Indicators

**Significantly upgrade academic facilities related to instruction to meet or exceed facilities in peer institutions.**

- Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.
- Increase spending for instruction and academic support correct significant deficits in these areas and strive to reach our comparison peer averages for instructional and academic support.
- Equip 90 % of all classrooms with minimal technology package: internet access, laptop/computer workstation, LCD projector, screen and sound system.
- Allocate sufficient funds to increase library expenditures for provision of research and information resources to meet or exceed the average of our comparative peer institutions.
- Determine the minimum supply budget required by each department.
- Meet the comparative peer average for maintenance, space allocation, ADA standards and adjacency to faculty offices for instructional spaces.

**Expand faculty staffing to meet or exceed peer standards for student:faculty ratios, choices of course offering, and faculty diversity**

- Reduce the full-time undergraduate student to faculty ratio to the current comparison peer average of 15:1.
- Ensure diversity and equity in faculty appointments with the aid of the Office for Campus Diversity.

**Offer competitive faculty salaries to recruit and retain the best faculty.**

- Offer salaries competitive with those offered by our comparative peer institutions.

**Provide professional development.**

- Establish a campus center to train faculty in new pedagogical and instructional technologies.
- Provide faculty with infrastructure needed to observe, evaluate, and provide constructive feedback based on their instruction.
- Provide faculty support including but not limited to computing technology, relocation support, travel funding, start-up budgets, and GA/TA support which is competitive with institutions in our peer group.

## Proposed Timeline to benchmark progress Years are fiscal years rather than chronological

2016

- Develop master plan to evaluate and prioritize upgrades to academic facilities.
- Spending for instruction should be at least 60% of peer average.
- 60% of our classrooms should be minimally equipped with technology package.
- Library spending increased to at least 40% of peer average.
- Task force assigned to conduct internal study of appropriate department budgets.
- Task force assigned to conduct study of instructional spaces.
- 20% of frozen faculty lines are restored.
- Task force assigned to conduct audit on equity and diversity of faculty.
- Faculty salaries are adjusted to at least 80% of peer average.
- Task force assigned to develop plan for campus instruction center.
- Study conducted to determine peer average for direct support.

2017

- Spending for instruction should be at least 75% of peer average.
- 75% of our classrooms should be minimally equipped with technology package.
- Library spending increased to 50% of peer average.
- Study of appropriate department budgets is completed, results with recommendations reported to Provost.
- Recommendations for instructional space are submitted to the Provost, leading to a prioritized list of academic facility improvements.
- 40% of frozen faculty lines are restored.
- Audit on equity and diversity of faculty is completed, results with recommendations reported to the Provost.
- Faculty salaries are adjusted to 85% of peer average.
- Plans for campus instruction center are completed and bids are sent out for construction.
- Recommendations for indirect support to faculty are submitted to Provost.

2018

- Spending for instruction should be at least 90% of peer average.
- 80% of our classrooms should be minimally equipped with technology package.
- Library spending increased to 70% of peer average.
- Recommendations for department budgets, instructional spaces, and indirect support should be implemented.
- Action on recommendations from the audit on equity and diversity are implemented.
- Faculty salaries are 90% of peer average.
- Construction for campus instruction center begins.
- Department budgets are modified according to recommendations for indirect support.

2019

- Spending for instruction meets or exceed the peer average.
- 90% of our classrooms should be minimally equipped with technology package.
- Library spending increased to 80 - 90% of peer average.
- Evaluation of actions implemented for modifying department budgets, instructional spaces and indirect reports should be conducted.
- Faculty salaries meet or exceed peer average.
- Construction on campus instruction center continues.

## Detailed Discussion of Initiatives: Faculty

**Purpose:** Create a stimulating academic environment that is supported by the latest innovations in technology and best practices where faculty can realize their full potential as educators and scholars.

**SI 1: Significantly upgrade academic facilities related to instruction to meet or exceed facilities in peer institutions.**

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

Rationale: In recent years, comprehensive master planning efforts at the university have been focused on guiding the physical growth of the campus into the next several decades and on providing direction for major expansion of athletic facilities. Neither of these plans focus on the upgrade and expansion of core academic facilities such as classrooms, research and laboratory spaces. Many of the academic buildings on campus have deteriorated significantly and their condition is in stark contrast to state-of-the art Student Union, athletic, and residence hall facilities. As classroom and laboratory areas are the academic core of any university, instructional spaces are in dire need of upgrade and expansion to meet current needs and to facilitate academic success at the highest levels.

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

Rationale: Comparison Peer Data Set: According to 2014 IPEDS data, the core expenses figure per FTE enrollment for instruction at UL Lafayette is \$4963. The average for our comparison peers is \$8742. The average for our aspirational peers is \$8546.<sup>1</sup> UL Lafayette currently maintains the **lowest** instructional expenditures/Total FTE among all of our comparison peer institutions. Comparison Peer Data Set: According to 2014 IPEDS data, the core expenses per FTE enrollment for academic support at UL Lafayette are \$1166. The average for our comparison peers is \$2245. The average for our aspirational peers is \$2246.<sup>2</sup>

- ***KPI 3: Equip** 90 percent of all classrooms with minimal digital technology: internet access, laptop/computer workstation, LCD projector, screen, and sound system.*

Rationale: In order to provide our students with a relevant education in the twenty-first century, it is imperative that we equip and maintain each classroom with minimum digital technology. According to the UL Lafayette IT office, as of 2015, only **43 percent** of our classrooms feature any sort of digital instructional technology; the comparison peer institutions who responded to our query regarding instructional technology in their classrooms, in contrast, currently maintain minimum digital technology in **93-100 percent** of their classrooms.<sup>3</sup>

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

Rationale: In order to provide faculty with the necessary research resources to direct undergraduate and graduate education, we must ensure that the university adequately supports library collections and services. Our students and faculty have struggled to function essentially with no campus library budget for books, electronic materials, audiovisual materials, electronic serials, and current serial subscription for the last 6 years.

The chart below demonstrates the gross deficits in our library budget in comparison with our comparative peer institutions, demonstrating a failure to provide adequate research and information resources to our

undergraduates, graduate students, and faculty. Attached charts demonstrate how far behind we lag in library resource support in comparison with not only our comparative peer institutions but our state peers as well. We fear that failure to significantly prioritize library resources in the 2015-2020 strategic plan, will create **catastrophic and irreparable conditions** at UL Lafayette for our students and faculty.

Table 1: Library Expenditures: 2012

	Books, serial backfiles, other materials	Electronic materials	Audiovisual materials	Electronic serials	Current serial subscriptions
UL Lafayette	126.00	0.00	27.00	29,200.00	695,558.00
Peer Average	699,499.00	263,420.00	22,972.00	2,306,554.00	2,965,997.00

National Center for Education Statistics “Library Statistics Program” Accessed February 11, 2015: <http://nces.ed.gov/surveys/libraries/Academic.asp>.

- **KPI 5:** *Determine the minimum supply budget required by each department.*

Rationale: This study will ensure that faculty receives adequate operational support (e.g. photocopying access, office supplies) to meet instructional needs.

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

Rationale: we must meet minimum legal standards in our instructional facilities in order to maintain the health and well-being of our campus community. We must maintain sufficient maintenance and upkeep of existing instructional facilities. We suggest that we benchmark our progress according the specifications identified in the “Space Planning for Institutions of Higher Education” by the Council of Facility Planners International (CFPI).

**SI 2: Expand faculty staffing to meet or exceed peer standards for student: faculty ratios, choices of course offerings and faculty diversity**

**KPI 7:** *Reduce the full-time undergraduate student to faculty ratio to the current comparison peer average of 15:1.*

Rationale: Our students face higher faculty-student ratios than students enrolled in comparison peer institutions. Out of 132 universities in our report, only four had higher faculty/student ratios than UL Lafayette, and only 2 had higher ratios in Carnegie RH or RVH universities. Furthermore, according to 2012 IPEDS, the faculty student ratio at UL Lafayette is 22. This is the **highest** ratio among our peer institutions. The next highest ratio among our peers/comparison schools is 19. The average of our comparison peer schools is 15.4. The average of our aspirational schools is 14.14. As a result, we propose to work toward a faculty student ratio of 15:1.

We can begin the process of reducing the faculty student ratio by unfreezing/filling unfilled tenure track lines.

**KPI 8:** *Expand the recruitment and retention of new tenured and tenure –track faculty.*

Rationale: We need to implement this initiative in order to diversify and expand our course offerings.

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

Rationale: We recognize the need to conduct a faculty-wide diversity and equity audit to ensure EEO compliance, salary equity, as well as appropriate diversity training for our faculty and staff. An audit will ensure university compliance regarding equity and diversity concerns. The report should be released to Faculty Senate and provide a plan for correcting any deficiencies by the end of 2018.

**SI 3: Offer competitive faculty salaries to recruit and retain the best faculty**

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

Rationale: Ensures high faculty standards, morale and student success.

**Professional Development**

- ***KPI 11: Establish a campus center to train faculty in new pedagogical and instructional techniques and technologies.***
- ***KPI 12: Provide faculty with infrastructures needed to observe, evaluate, and provide constructive feedback on their instruction.***

Rationale: Facilitates ongoing innovation in faculty pedagogy which contributes to enhancing the academic experience of our students. Investment in enhancing faculty development in instruction contributes to improving student engagement.

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

Rationale: Supports and retains high quality faculty and instructors.

*Additional documentation to support these initiatives are included in Appendix B.*

<sup>1</sup> A functional expense category that includes expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted. Includes general academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and regular, special, and extension sessions. Also includes expenses for both credit and non-credit activities. Excludes expenses for academic administration where the primary function is administration (e.g., academic deans). Information technology expenses related to instructional activities if the institution separately budgets and expenses information technology resources are included (otherwise these expenses are included in academic support). Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.

<sup>2</sup> A functional expense category that includes expenses of activities and services that support the institution's primary missions of instruction, research, and public service. It includes the retention, preservation, and display of educational materials (for example, libraries, museums, and galleries); organized activities that provide support services to the academic functions of the institution (such as a demonstration school associated with a college of education or veterinary and dental clinics if their primary purpose is to support the instructional program); media such as audiovisual services; academic

administration (including academic deans but not department chairpersons); and formally organized and separately budgeted academic personnel development and course and curriculum development expenses. Also included are information technology expenses related to academic support activities; if an institution does not separately budget and expense information technology resources, the costs associated with the three primary programs will be applied to this function and the remainder to institutional support. Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.

<sup>3</sup> Our task force solicited IT offices from all of our comparison peer institutions. Five IT offices responded. Of those, the University of Texas at El Paso reports, “100% of our classrooms have a projection and sound system with connectivity for laptops. Most, also have a computer in the instructor’s podium. We are in the process of replacing physical computers in 139 classrooms with thin clients accessing Virtual desktops.” The University of Massachusetts, Boston reports 100% of “Level 1” classrooms (Data/video projector, Projection screen, VHS video playback, DVD video playback, Audio amplifier with stereo speakers, Wall mounted control panel, Cable for connecting a laptop computer, Cable for connecting to the campus network and Internet, Laptop computers available for use in TEC’s from Media Labs.” The University of South Dakota reports that “96% - 101 of 105 classrooms contain a projector or TV display, computer, and sound system.” The University of Reno-Nevada reports that “we currently have 139 centrally-scheduled classrooms and of those, 129 are ‘smart classrooms.’ We also provide varying degrees of support for technology in a number of departmentally or college-controlled spaces, including about 18 video conferencing rooms. All told, we support over 200 installed multi-device systems.” Wright State University was less specific, reporting that “we have about 130 classrooms on campus and 10 more in remote locations offsite. Most of these classrooms are electronic; equipped with a computer, monitor, video projector/screen, DVD or Blu-Ray players and document cameras. We have recently started upgrading these classrooms to digital HDMI. We now have about 15 digital classrooms with the rest being equipped with VGA/Analog technology. We hope to be completely digital within 4 years.”

<sup>4</sup> Taniecea Arceneaux Mallery, Ph.D., our new Director of Equity, Diversity and Community Engagement for the Office for Campus Diversity, provides some constructive initial ideas in correspondence to our co-chairs, dated February 25, 2015: “I’d encourage you to consider ways to increase the diversity of the faculty that we are recruiting and hiring. This may mean that we are being creative in terms of outreach on job boards, databases, and at different conferences where we may reach untapped pools of potential candidates. I like to think not in terms of recruitment, but in terms of attraction. What is it about our University that will make it an attractive place to work (and particularly for underrepresented scholars)? And, what can we do to make it more attractive? This may also mean that there should be increased resources and support for (minority) faculty. That way, we are ensuring that we consider ways to successfully recruit them to our campus, but we also want to support them so that they will thrive when they arrive.”

## Students

**Co-Chairs:** Helen Hurst and Andy Benoit

**Task force committee members:** Gordon Brooks; Emily Deal; Mary Farmer-Kaiser; Jenny Faust; Rueben Henderson, Heidie Lindsey, Dane Adams, Jane Heels

The purpose of this task force is to propose initiatives that provide an environment that enhance the student experience as it contributes to academic success. Proposed initiatives should address but are not limited to:

- Recruitment
- Retention
- Graduation Performance
- Alumni Support

### Synopsis of proposed Initiatives and Key Performance Indicators

#### Recruit, retain and graduate outstanding students.

- Implement and sustain student support to retain and graduate students.
- Expand recruitment of high potential undergraduate and graduate students that embraces diversity and enhances the university's image nationally and internationally.
- Maximize opportunities for student enrollment and progression in traditional and distance education curricula.
- Improve student success through engagement in high impact practices.
- Expand and enhance incentives to enroll as graduate students.

#### Enhance student engagement in co-curricular activities through a vigorous, energetic, culturally diverse university community.

- Develop and institute a defined plan/model for co-curricular activity at UL Lafayette.
- Implement a co-curricular transcript for all students.
- Obtain Carnegie Foundation's Classification for Community Engagement Recognition

#### Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.

- Expand support for graduate programs, develop new doctoral programs in areas of graduate excellence, and new graduate programs in areas of undergraduate excellence.
- Promote a comprehensive chain of research mentoring for graduate students via student/faculty interactions, peer activities, and apprenticeships.
- Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, comma regardless of major.

#### Expand and strengthen UL Lafayette's relationships with alumni and the community locally, nationally, and globally in direct support of student achievement.

- Increase overall philanthropic donations to at least \$25 million annually.
- Double the proportion of alumni who donate to the institution.



## Detailed Discussion of Strategic Initiatives: Students

**Purpose: Cultivate a student body which is intellectually curious and civically engaged by developing an infrastructure that will ensure student success.**

**SI 1: Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional).**

Rationale: Students are the backbone of the university. We must attract outstanding students who have the ability to succeed and provide them with support for matriculation. The recommendations articulated in the strategic initiatives are formulated with the goal of bringing us up to par with comparable peer institutions.

- ***KPI 1:*** Implement and sustain student support to retain and graduate students.

Rationale: Our research concludes that current practices do not adequately support matriculation and graduation. The task force found that the primary obstacles to student matriculation and graduation are financial aid, academic advising, and the first year experience as previously structured.

Consequently, the task force proposes that the university increases access to financial aid with the continued implementation of the “One Stop Shop” model for financial aid. This program is in progress, the task force recommends continued investment in this initiative. In addition, the task force recommends that the university adopts a professional advisor model to guide students through scheduling of courses. Professional advisors provide students with a more consistent experience critical in the first years of their university experience. Professional advisors can facilitate the pairing of students with faculty.

Quality of interaction with academic advisors in the first year was one of UL Lafayette’s lowest performing areas relative to other universities in the UL System on the 2014 NSSE Snapshot. According to the National Survey of Academic Advising (2011), advising caseloads for faculty advisors at medium-sized universities (enrollment between 6,000 – 23,499 students) in the 25<sup>th</sup> percentile is 1:25, 1:45 in the 50<sup>th</sup> percentile, and 1:85 in the 75<sup>th</sup> percentile. For public doctoral universities which participated in the survey, the 25<sup>th</sup> percentile reported 1:30, 50<sup>th</sup> percentile 1:50 and 75<sup>th</sup> percentile 1:50 caseloads. Consistent with the student-centered focus of our mission, it is recommended that we aspire to be comparable to the 25<sup>th</sup> percentile of medium-sized universities. As a result we recommend that faculty should have no more than 20 advisees. Mentoring relationships require a lot of time and careful consideration. In order to facilitate these one-on-one relationships, faculty student ratios need to be kept low.

- ***KPI 2: Expand recruitment of high potential undergraduate and graduate students that embraces, diversity, and enhances the university’s image nationally and internationally.***

Rationale: UL Lafayette aspires to achieve Research University/Very High Activity status as described in the Carnegie Classification. These universities are not regional, their academic reputation is established nationally as well as internationally. A student body that represents the best talent from every state in the United States as well as multiple countries will be a testimonial to the quality of our curriculum, faculty and research.

In order to accomplish this initiative the task force recommends that the University fully integrates the ERP/CRM program. We should also strengthen the prestige of our academic brand by adhering to admissions deadlines. Data on matriculation and graduation indicates a strong correlation between stating intent to attend to success in

college. Students who state their intent to attend the university at or before the deadline are more likely to graduate. Finally, the task force recommends that careful attention be given to the Honors Program.

The Task force feels that the Honors Program could be a great asset in recruiting, retaining, and graduating high potential students. We recommend a thorough examination, evaluation, and re-design of the program to maximize its potential to enhance student engagement for talented students.

- ***KPI 3: Maximize opportunities for student enrollment and progression in traditional and distance education curricula***

Rationale: UL Lafayette could use innovative programs such as dual enrollment or distance learning to create more opportunities for students to connect with the university in addition to the rolling admission currently employed. Providing more points of access for students to engage with the university could enhance UL Lafayette's appeal to potential students.

Incentivize faculty to develop, teach and participate in recognized high impact practices such as summer courses, study abroad, lecture series, and mentoring. The University has been working toward making summer salaries competitive with peer institutions. We encourage the University to continue this important work. In addition to making summer salaries competitive, the administration should strengthen the support structure that would encourage faculty involvement in these enrichment activities.

For example, faculty participation in study abroad may be increased if faculty could focus on developing the class and would not be charged with recruiting students for the classes as well. Recruiting to make minimum enrollment for study abroad is counterproductive. Responsibility for recruiting diverse faculty attention away from developing an engaging class to the logistics of recruiting students to meet minimal class size requirements. In addition, no one wants to spend a significant amount of time planning a course only to be told less than a month ahead of time that it will be cancelled.

Faculty is expected to be engaged in research and scholarship. This takes time, for many teaching faculty, summer is the only stretch of uninterrupted time they have to conduct their research and scholarly activities. Increasing the level of graduate/teaching assistance as well as exploring creative scheduling options may provide the support needed to enable faculty to teach in the summer without adversely affecting research productivity. Administration can demonstrate the importance of these summer enrichment opportunities by compensating well and providing necessary logistical and administrative support to encourage involvement.

There is also an opportunity to increase the number of course offerings available as hybrid or online for our non-traditional students looking for professional development in our continuing education program or to advance an existing credential such as the RN to BSN program in Nursing. In the Spring 2015 80% of our online enrollment is from our two programs in nursing. UL Lafayette has an opportunity to increase our online enrollment in continuing education and professional development for existing credentials as we currently rank in the middle of institutions in Louisiana with regard to number of online programs.

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

Rationale: Student research, internships, study abroad and mentoring are shown to enhance student engagement, which is shown to support matriculation and graduation. Participation in these activities can be improved by a

concerted effort to foster collaboration between units on interdisciplinary projects. Interdisciplinary collaborations can be encouraged by creating research networks within the university.

Additional investment in career services to provide personnel involved in recruiting companies to supply internships to students in the liberal arts as well as the STEM and professional disciplines would increase the participation of students in internships.

- ***KPI 5: Expand and enhance incentives to enroll as graduate students.***

Rationale: Current level of support for graduate student funding is significantly below comparable peer institutions. According to the Graduate School over one-half of graduate students currently enrolled (53.26%) do not receive any funding. In addition we need to revise our funding cycle so that it is consistent with competitor practices. For example, extending offers to graduate assistants and fellows promptly to encourage commitment to attend and to retain continuing students is imperative to recruiting and retaining the best graduate students.

## **SI 2: Enhance student engagement in co-curricular activities through a vigorous, energetic, and culturally diverse university community**

Rationale: A defined plan for co-curricular activities can increase student academic engagement leading to positive effects on progression, retention and academic success.

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

Rationale: Co-curricular activities contributes to student engagement which supports matriculation and graduation. Currently, activities have focused on leisure activities targeted to traditional students. Co-curricular activities seek to support student's classroom experience through events that demonstrate the connection between scholarship and the "real world". Co-curricular activities such as lectures, performances, panel discussions, conferences, study abroad, community service, etc.) encourage students to integrate what they study with how they live. In addition these activities are relevant to all of our students regardless of life stage (non-traditional, veterans) or medium (distance learning or hybrid).

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

Rationale: We pay attention to how we are measured. Having a transcript where students can earn credit demonstrates the importance placed on these activities. A co-curricular transcript adds an element of accountability and provides additional incentives for full participation.

- ***KPI 8: Obtain Carnegie Foundation's Classification for Community Engagement recognition***

**Rationale:** The Carnegie Foundation's Classification for Community Engagement is an elective classification which is evidence-based documentation of a university's commitment to collaborating with the larger community for the "mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." The UL Lafayette Office of Community Service provides extensive opportunities for students, faculty, and staff to participate in community partnerships, leadership, service, and citizenship activities. Receipt of this designation would validate the efforts of countless students, faculty and staff in contributing to the public good while enriching curricula, scholarship, research and creative activity. Currently, only four universities in Louisiana

(none in the University of Louisiana System) are recipients of the Carnegie Foundation's Classification for Community Engagement – LSU, Loyola University, Our Lady of the Lake College, and Tulane University.

**SI 3: Increase student productivity and success through engagement in mentored research, innovative projects and creative endeavors.**

**Rationale:** Student engagement in activities such as mentored research and innovative and creative endeavors are considered high impact practices. High impact practices enrich the educational experience in such a way as to be potentially life-changing for a student. These types of practices typically consist of meaningful and extensive interactions with faculty in- and outside of the classroom, are challenging, and demand considerable time and effort of the student.

- ***KPI 9: Expand support for graduate support programs, develop new doctoral programs in areas of graduate excellence and new graduate programs in areas of undergraduate excellence.***

Rationale: There is an important interrelationship between research and graduate education. Graduate students – particularly doctoral students – are frequently essential collaborators that stimulate and inspire academic faculty to research. At the doctoral level, many students are talented and creative researchers who often conduct excellent research themselves. Additionally, graduate enrollment and the awarding of doctoral degrees are important metrics in evaluating universities for various classifications (e.g., Carnegie, AAU). At UL Lafayette we have a low percentage of enrolled graduate students when our total student enrollment is considered (9%) and this reflects negatively on us when compared with both our peer universities and our aspirational comparison group. As discussed by the Dean of the Graduate School, Dr. Mary Farmer-Kaiser, our 9% enrollment in Fall 2014 compared unfavorably with all of our comparison peers, including Louisiana Tech University, Bowling Green University, University of Southern Mississippi and others. Further, we have fewer graduate programs (27 Master's Degree programs and 10 Doctoral Degree programs) than all of our peer comparisons including Louisiana Tech University and the University of New Orleans. If we are to move toward a higher tier of universities, we must increase our graduate programs and our graduation rates. This is especially true in doctoral education. As a University, we have committed to moving toward the Research University with Very High Research Activity classification. To do that, we must award 100 doctoral degrees per year. We are currently a half that level (49-51). UL Lafayette must increase the numbers of Master's Degree programs and Doctoral Degree programs if we are to rise in prestige and rankings. Early start programs for excellent undergraduates and 4+1 programs can help in increasing numbers in current programs but the real solution involves creating and supporting more graduate programs.

Graduate education – particularly doctoral education – is very competitive. Students often are influenced by the amount of support they receive while pursuing graduate degrees. Graduate Funding at UL Lafayette should be increased and other value-added incentives should be established, such as the graduate student incentive on external grants, initiated by VP for Research. Annual review of graduate student stipends should be informed data such as that provided by the OSU GA Stipend Survey. Reducing incidental expenses and hidden costs, giving incentives in the form of preferred housing, or even sliding scales for meals and housing are potential ways to incentivize graduate students attending our University.

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

Rationale: Systems of research mentoring of promising undergraduate students and graduate students by academic researchers and by advanced students and more experienced peers can yield powerful and beneficial learning opportunities to students who are researchers-in-training. It is important however, that mentors are experienced and/or trained in providing careful mentoring. With the collaboration of the Research Office, the Graduate School should design and establish mentoring training.

Recognition, friendly evaluation, and competition create both communication and pride in one's efforts. Research showcases that encourage research and increase the quality of research conducted by our graduate and undergraduate students should continue to be encouraged.

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

Rationale: The benefits of undergraduate research have been extensively studied and disseminated. According to the Council on Undergraduate Research, these benefits include the development of critical thinking, creativity, problem-solving and intellectual independence of students. Participation in undergraduate research is also linked to increased student retention at the undergraduate level and increased enrollment in graduate education. Providing university-wide opportunities for undergraduate research promotes an innovation-oriented culture.

#### **SI 4: Expand and strengthen UL Lafayette's relationship with alumni and the community locally, nationally, and globally in direct support of student achievement.**

Rationale: Increasing alumni and overall philanthropic giving is integral to the growth of the University. It is also a measure of student engagement and satisfaction.

- ***KPI 12: Increase overall philanthropic donations to at least \$25 million***

Rationale: \$25 million is consistent with the average amount of donations generated by our peer institutions. Donations by external stakeholders communicate support for the mission of the University. It provides opportunities for engagement and enhances a sense of ownership and responsibility for the future success of the University. The task force encourages the university to improve and generate more industry partnerships to encourage donations, sponsorships, and scholarships.

- ***KPI 13: Double the proportion of alumni giving to the University.***

Rationale: Alumni giving is an indirect measure of student engagement and satisfaction. Currently 4% of our alumni donate to the university. Focusing on alumni giving provides an opportunity to the University to interact with alumni to determine how the University can remain a part of their lives. Also, this is an opportunity for self-reflection on the current level of engagement and satisfaction. Do students fully appreciate the value that they get for what they pay? Do students perceive that they are getting the best education possible? If not, how can we improve? The answers to these questions not only improve the University for future generations, but may result reinforce student commitment and interest in their education.

Also, this effort provides an opportunity for us to reach out to our alumni to develop relationships that go beyond appealing for donations. How do we provide opportunities for alumni to continue lifelong learning? How do we

facilitate relationships between alumni and current students? Engaging alumni as partners through mentoring, research and acting as ambassadors for the university makes their common experience as UL Students salient and may establish a bond between previous and current generations of students.

The task force recommends that the University examine, refine and develop policies and procedures related to fundraising. This includes thoughtful consideration of the effectiveness the current centralized structure and exploring the benefits of decentralizing the fundraising function.

<sup>1</sup> Information from the National Center for Education Statistics. "Library Statistics Program". Accessed February 11, 2015, <http://nces.edu.gov/surveys/libraries/Academic.asp>.

## Proposed Timeline to Benchmark Progress

Years are fiscal years rather than chronological

2016

- Undergraduate 6 year graduation rate is 50%.
- Increase doctoral student enrollment by 20%.
- Awarded doctorates increases by 5.
- Pass rate for UNIV 100 is 70%.
- 40% of UNIV 100 instructors are permanent faculty.
- Increase percentage yield of international applications: 40% UG; 5% GR.
- Current doctoral student stipends are evaluated
- Research conducted to evaluate scholarship/stipend for Masters students at peer institutions.
- Identify task force to investigate criteria for Carnegie Foundation's classification for Community Engagement recognition.
- Convene a committee to develop a culture change initiative that would increase student awareness and appreciation for high impact engagement activities (such as collaborating on research with faculty).

2017

- Undergraduate 6 year graduation rate is 51%.
- First to second year retention rate is 80%.
- Pass rate for UNIV 100 is 80%.
- Increase the percentage yield of out-of-state applications: 20% UG; 40% GR.
- Increase percentage yield of international applications: 45% UG 15% GR.
- Doctoral student stipends are 80% of peer institutional average.
- Awarded doctorates increases by 7.
- Co-curricular activity plan established.
- Two new Doctoral Programs proposed.
- Apply for Carnegie Foundation's classification for Community Engagement.

2018

- Undergraduate 6 year graduation rate is 53%.
- Pass rate for UNIV 100 is 90%.
- 50% of UNIV 100 instructors are permanent faculty.
- Increase the percentage yield of out-of state applications: 35% UG; 45% GR.
- Increase percentage yield of international applications: 60% UG; 35% GR.
- Graduate enrollment 15% of total student enrollment.
- Awarded doctorates increases by 10
- Doctoral student stipends 90% of peer institutional average.
- Identify task force to explore opportunities for research involvement for all students.

2019

- Undergraduate 6 year graduation rate is 55%.
- First to second year graduation rate is 82%.
- Pass rate for UNIV 100 is 96%.
- 60 % of UNIV 100 instructors are permanent faculty.
- Increase the yield of out-out-state applications: 70% UG; 50% GR.
- Increase percentage yield of international applications: 65% UG; 35% GR.
- Doctoral student stipends meet the average of our peer institutions.
- Awarded doctorates increases by 15
- Co-curricular transcript implemented.
- Alumni contributions 10%; Philanthropic donations \$25 million.

## Research

**Co-chairs:** Jack Damico & Charles Taylor

**Task force members:** Mary Farmer –Kaiser, James Dent, Bill Ferguson, Craig Forsyth, W. Geoff Gjertson, Karl Hasenstein, Jennifer Lemoine, Mary Neiheisel, Saeed Salehi, Pavel Samsonov, Doug Williams

The purpose of this task force is to propose initiatives that will foster an environment that supports cutting edge research and encourages insightful scholarship that enables members of the university community to advance and disseminate knowledge in a meaningful way. Proposed initiatives address but are not limited to:

- Research Facilities
- Faculty Development
- Graduate Education
- Undergraduate Research

### Synopsis of Proposed Initiatives and Key Performance Indicators

**Enhance supporting infrastructure for the conduct of research and innovation.**

- Ensure that support services are sufficient to sustain research efforts of University researchers.
- Provide incentives and training to increase faculty and staff engagement in research and innovation.
- Establish a mechanism for tracking unit-level performance metrics.

**Increase and diversify external funding revenue through grants and contracts, entrepreneurial activities and fund-raising.**

- Provide more resources and enhance administrative infrastructure to support procurement of external funding, intellectual property development, entrepreneurial start-ups and patents.
- Invest in research/mentoring professional development efforts aimed at increasing research productivity.
- Collaborate with University Advancement to increase the number of external relationships and explore various opportunities for fund-raising and gifts to support research, graduate education, and entrepreneurial ventures.

**Expand research programs beyond our existing strengths and take advantage of our historical/cultural/geographical setting for research and scholarly purposes.**

- Develop interdisciplinary initiatives leading to the growth and creation of research centers and institutes.
- Provide programs and incentives for collaborations across disciplines including on-going research networks (Communities of Interest) that regularly provide opportunities for researchers to expand outside of their discipline and college.



## Detailed Discussion of Strategic Initiatives: Research

**Purpose: Foster a stimulating academic environment that supports the development and advancement of knowledge and creative works for all members of the university community.**

### **SI 1: Enhance supporting infrastructure for the conduct of research and innovation-**

- ***KPI 1: Ensure that support services are sufficient to sustain research efforts of University researchers.***

Rationale: The task force recommends that we work toward establishing research support services – both centralized and decentralized – which are available to sustain and significantly expand the research efforts of researchers across the University. This should include establishing shared scientific service facilities (such as shared scientific computing center, a central vivarium), joint appointments, and on-going research networks (Communities of Interest) to regularly provide opportunities for researchers to extend activities outside of their disciplines.

The task force suggests that all necessary departmental and university procedures for grant-related activities (both pre-award and post-award) are stream-lined, and standardized in such a way that these procedures and their implementation are customer-service oriented and easily accessible to all interested researchers. During both the research task force meetings and the focus groups, there were discussions regarding a lack of understanding of appropriate university procedures when submitting research proposals. Numerous complaints were lodged regarding accessibility difficulties, ways that grant management procedures were understood and/or interpreted, over-aggressive implementation of federal and state grant agency guidelines due to risk-aversion, and how stated policies and procedures were not always consistently implemented. These discussions focused on both pre-award and post-award activities, exacerbated due to the administrative separation of these two functional areas – these processes should be customer-centric instead of being broken down (perceived by many as *broken*) along administrative chains of command.

In meetings with various unit-level administrators and researchers, issues were brought up related to challenges with Purchasing and HR offices related to procurement of products and services as well as hiring research personnel on grant funds. While the procedures and their accessibility are not as problematic as some individuals suggested, there is a general need to streamline procedures, increase process transparency and efficiency, and then provide very tangible training and accessibility. This should decrease negative perceptions related to the overall research enterprise.

- ***KPI 2: Provide incentives and training to increase faculty and staff engagement in research and innovation.***

Rationale: Establishing personal contact with funding officers is an essential component and considered a best practice in regards to preparing and submitting grant proposals. Further, in order to gain valuable feedback on one's research, it is essential that data be presented at conferences where colleagues can evaluate the research. In order to visit funding agencies and to present at conferences, however, researchers need travel funds. Currently, travel funds are very limited at the University. While the Office of the Vice President for Research provided approximately \$100,000 to faculty for travel to funding agencies and conferences this past year, it is still necessary to provide more (and more stable) funding for travel. A commitment from the University and initiatives such as the OVPR funding and full allocation of Endowed funds to designated Endowed Professors (See Initiative 8) are all needed to provide sufficient travel funding.

Finally, the task force strongly encourages consideration be placed on incentives to increase faculty and staff engagement in research and innovation including placing a priority on extramural funding, industry engagement,

intellectual property and patents as legitimate and sufficient metrics on tenure, promotion, and workload documents.

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

**Rationale:** It is important to ensure that all scholarly and research metrics be captured if the University is going to employ various systems of evaluation. While Research and Development Expenditures, submitted grant proposals, and intellectual property handled by OIM are easily tracked and counted, metrics involving publications and their quality, books and chapters published, creative and performance pieces, and other scholarly activities (such as faculty members recognized as members of the NAS, NAE, NEH, etc.) must also be documented. The University should invest in an appropriate tracking system that can be appropriately inclusive of all disciplines and levels of scholarly activity.

The Office of VPR has initiated conversations with all academic colleges and research units to establish and evaluate performance metrics for research and innovation. In addition to utilizing WEAVE, the university is encouraged to utilize *Academic Analytics*<sup>TM</sup>, a research performance assessment system, being implemented system-wide, under the leadership of the UL System.

## **SI 2: Increase and diversify external funding revenue through grants and contracts, entrepreneurial activities and fund-raising.**

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

**Rationale:** While our University has a strong research portfolio that ranks us in the top 200 universities according to the last available National Science Foundation rankings (we were ranked 179 in FY 2013), only 47% of our total R&D expenditures (\$31,615,000 of \$67,580,000) according to the HERD survey were from external sources. To continue growing as a research university and to achieve a higher tiered ranking (Carnegie Research University /Very High Research Activity) our amount of external research expenditures should be increased and participation in funding expanded across the university. An indication of this need is that only 16% of our total R&D Expenditures (\$10,666,000) came from Federal funding sources in FY 2014. Additionally, approximately \$12,000,000 ( $\approx$  18%) of our R&D expenditures came from the academic units on main campus with 32% (133/409) of the faculty holding active research and development grants/contracts or serving as a PI or co-PI. Research Centers/Institutes currently generate our largest amounts of R&D Expenditures (approximately 67% of current R&D Expenditures, according to the recent GRAD ACT Report). Collaborations, therefore, should help to stimulate more proposals and funding from academic units. Opportunities to diversify funding across agencies and to increase proposals by increasing faculty engagement are needed.

A comparison of UL Lafayette with our NSF HERD Comparison group further shows our ranking over the last 7 years (publicly available to 2012). This suggests that while we have made significant progress, we still need to establish more extramural expenditures in order to move to the next tier that contains approximately 108 Universities. Currently we are within the top 40% of this group. In order to move to the next tier (RU/VH), we need to move to the top of this comparison group and beyond.

**Higher education R&D expenditures, ranked by FY 2012 R&D expenditures: FYs 2006–12  
(Dollars in Thousands)**

Rank (of all institutions reporting)	Institution	2006	2007	2008	2009	2010	2011	2012
156	U. NV, Reno	100,643	99,286	104,841	109,151	95,423	89,740	85,726
164	U. TX, El Paso	42,882	47,410	50,603	59,983	68,870	74,069	79,649
165	U. TX, Arlington	29,408	33,324	48,475	55,005	71,414	72,483	78,556
170	Southern IL U., Carbondale	75,564	65,074	67,435	66,658	69,924	71,130	71,097
174	U. Toledo	32,745	54,342	61,082	67,464	70,399	74,149	68,228
179	U. LA, Lafayette	55,427	60,203	65,462	75,474	69,412	69,978	65,275
180	U. WI, Milwaukee	45,219	52,523	52,443	56,196	71,181	65,648	61,771
181	Wichita State U.	37,934	53,392	60,640	75,655	51,524	63,538	61,279
184	U. MA, Lowell	29,383	36,117	40,873	56,664	59,345	60,013	60,624
185	U. MA, Boston	22,347	37,441	38,018	47,028	56,416	57,040	60,086
186	U. Southern MS	40,845	48,595	47,582	47,205	42,059	46,591	60,079
187	U. MT, Missoula	53,333	56,119	58,557	59,791	63,540	60,159	59,313
189	Portland State U.	32,308	30,203	35,705	44,574	56,533	58,975	58,489
199	U. Memphis	56,686	57,264	56,075	54,970	49,517	48,321	51,194
205	Wright State U.	47,749	49,798	47,803	48,215	48,575	48,501	46,213
234	U. SD	22,892	21,473	22,742	34,690	30,616	28,959	31,982

Further, as a modern research university, we need to provide more attention to the development of intellectual property and the tangible products that can result from various research and creative activities. In several ways UL Lafayette is behind in promoting such an orientation. In our focus groups, only 4 of the 34 faculty members that attended any of the three sessions had any grasp of how intellectual property was defined and protected and how various research ideas could be transformed into viable intellectual property and patents.

When actual comparisons are made between UL Lafayette and a set of our comparison peers from the Association of University Technology Managers (AUTM) U.S. Licensing Activity Survey FY 2013, we note that we are behind many of these institutions in several innovation metrics (See Tables Below). These metrics are important given the increasing attention paid to them by the state legislature, Louisiana Board of Regents and the UL System, think-tanks and advocacy groups such as the Louisiana Innovation Council and Public Affairs Research (PAR) Council, LED and other groups that influence funding decisions, legislators and public perceptions on the value of academy, and comparative performance of one institution over the other.

## Intellectual Property and Technology Transfer Measures for UL Lafayette Peer Institutions for AY 2013.

Institution	Year Began	Total Research Expenditures (m)	Invention Disclosures Received	Licenses/Options Issued	Start-Ups Formed
Utah State U	1987	\$158	71	15	4
U. Arkansas Fayetteville	1990	\$126	44	40	2
Rice U	1998	\$110	112	12	2
NJ Institute Technology	1990	\$107	84	30	1
U. Alabama in Huntsville	1999	\$ 97	25	2	0
U. of Rhode Island	1991	\$ 96	16	6	-
U. of Idaho	1986	\$ 96	16	8	1
Montana State U.	1980	\$ 94	17	40	0
U. of Oregon	1992	\$ 87	42	48	4
Clemson U.	1987	\$ 76	102	9	2
U. of Akron	1995	\$ 70	69	4	6
Simon Fraser U.	1985	\$ 68	24	5	1
U. Louisiana - Lafayette	2012	\$ 67.5	15	4	0
South Dakota State U.	2008	\$ 64	33	8	0
Univ. of Mississippi	1992	\$ 62	1	3	2
San Diego State U.	1997	\$ 60	32	14	1
Portland State	2005	\$ 59	24	38	3
Lehigh U.	2004	\$ 46	25	1	-

*Source: AUTM U.S. Licensing Activity Survey: AY 2013*

In this first Table the actual data in terms of Inventions Received, Licenses/Options Issues, and Start-ups Formed are given for each of our 17 comparison peer institutions. In a simple number count, our University ranks 17/18 in Invention Disclosures Received (11<sup>th</sup> percentile), tied for 15/18 in Licenses/Options Issued (20<sup>th</sup> percentile), and tied for last --12/12 (<10<sup>th</sup> percentile) in Startups formed during FY 2013.

The second Table uses another AUTM benchmark, comparing these actual numbers as an average of the institutions' total R&D expenditures during FY 2013.

**IP Measures for UL Lafayette Peer Institutions for AY 2013, using R&D Expenditures**

<b>Institution</b>	<b>Year Began</b>	<b>Total Research Expenditures (m)</b>	<b>1 invention disclosure per R&amp;D million</b>	<b>1 License/Option issued per R&amp;D million</b>	<b>1 Start-Up Formed per ...</b>
Utah State U	1987	\$158	\$2	\$11	\$40
U. Arkansas Fayetteville	1990	\$126	\$3	\$ 3	\$63
Rice U	1998	\$110	\$1	\$ 9	\$55
NJ Institute Technology	1990	\$107	\$1	\$ 4	\$107
U. Alabama in Huntsville	1999	\$97	\$4	\$49	---
U. of Rhode Island	1991	\$96	\$6	\$16	---
U. of Idaho	1986	\$96	\$6	\$12	\$96
Montana State U.	1980	\$94	\$6	\$ 2	---
U. of Oregon	1992	\$87	\$2	\$ 2	\$22
Clemson U.	1987	\$76	\$1	\$ 8	\$38
U. of Akron	1995	\$70	\$1	\$17	\$12
Simon Fraser U.	1985	\$68	\$3	\$14	\$68
<b>U. Louisiana - Lafayette</b>	<b>2012</b>	<b>\$67.5</b>	<b>\$4.5</b>	<b>\$17</b>	<b>---</b>
South Dakota State U.	2008	\$64	\$2	\$ 8	---
Univ. of Mississippi	1992	\$62	\$62	\$21	\$31
San Diego State U.	1997	\$60	\$2	\$ 4	\$60
Portland State	2005	\$59	\$2	\$ 2	\$20
Lehigh U.	2004	\$46	\$2	\$46	NA

*Source: AUTM U.S. Licensing Activity Survey: AY 2013*

As noted in this second Table, when a more appropriate benchmark is used, number of each of these metrics per million in R&D Expenditures, our University ranks 14/18 for number of Invention Disclosures Received per million dollars in R&D Expenditures (27<sup>th</sup> percentile), tied for 13/18 in Licenses/Options Issued per million dollars in R&D Expenditures (33<sup>rd</sup> percentile), and tied for last out of 17 in number of Startups formed per million dollars in R&D Expenditures.

Given that our university has only had a re-vamped Office of Innovation Management for approximately 24 months as compared to 20 years when AUTM peer-universities were surveyed (GRAD Act Annual Report FY 2014-2015) and we have had a full-time Director of the Office of Innovation Management for less than one year, this should not be surprising. Training and mentoring activities can assist in closing the knowledge gap at UL Lafayette and should result in increased numbers of new invention disclosures, new licenses and options and even increased start-ups based upon the commercialization of such products.

- ***KPI 5: Invest in research/mentoring professional development efforts aimed at increasing research productivity.***

Rationale: Consistent with the need for a center focusing on excellence for teaching, a university that aspires to very high research activity status should have comparable opportunities for professional development in skills associated with research. This could include but should not be limited to programs focusing on novice researchers and on programs supporting supplementary training for mid-career and senior faculty on the latest research methods.

As a data collection technique, the research task force conducted three focus groups with a total of 34 faculty members as participants. These participants were selected from across the main campus at all three levels of academic ranking. Data indicated that there was a uniform request that more training be provided for the lower level academic ranks (assistant and associate professor) on grant writing and proposal formulation. This was particularly stressed by the 26 faculty members from non-STEM departments. While many of the junior faculty in our STEM programs have been mentored before coming to UL Lafayette (many through post-doc placements) or have had an opportunity to work with more established faculty in their colleges, most non-STEM faculty have never been mentored in creating a research proposal or grant writing. While some have attended short (half-to-full day) workshops during their careers, these were not considered very beneficial. If we are to increase our research portfolio – particularly with regard to Federal funding – then more focused and hands-on training and mentorships need to be established. While such activities most likely must come from senior faculty with research experience, we must build an infrastructure of training and support to facilitate such efforts.

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

Rationale: As state funding of our University is being significantly reduced, we have to look for other ways to generate funds to sustain the academic and research missions of UL Lafayette. One clear source of potential research funding and student support lies with endowments that are made to the University. We have to increase our fund raising activities and ensure that the research mission is not overlooked in favor of contributions to athletics and other less important areas.

We need to get creative in the management of our endowments. One example of how such endowments could greatly influence research involves how we currently provide funds to those professors with endowed professorships. We currently have approximately 250 Distinguished Professorships at UL Lafayette (through the Foundation) that typically designate approximately 4.3% – 4.7% of the principal in each Endowed Professor account per year for spending by the designated Endowed Professor. This often results in from \$4,500 to 6,000 per year in each of these 250 accounts. However, only \$3,000 is used in any year (designated as a supplement to salary). The other funds generated ( $\approx$  \$1500 to 3,000) are not provided to the designated professors. Rather they are left within the designated endowment account. At a time when there are few travel funds for the research faculty to attend research conferences in their disciplines, simply changing the policy and allowing the designated Endowed Professors to use all the monies left over in their accounts after the salary supplements would result in approximately 61% of our research faculty immediately being provided \$1500 or more for travel each year.

### **SI 3: Expand research programs beyond our existing strengths and take advantage of our historical/cultural/ geographical setting for research and scholarly purposes**

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

Rationale: Trends within federal funding programs suggest that interdisciplinary collaborations are preferred when submitting competitive proposals. Historically at UL Lafayette we have not encouraged enough collaboration across academic disciplines and between research centers/institutes and academic departments. For example, our largest research center, the New Iberia Research Center, has had surprisingly little collaboration with academic researchers on the main campus and some of the research centers in our research park (e.g., The Picard Center for Child Development and Lifelong Learning) have had only minimal collaborations with our academic researchers. Traditionally, departments across campus are often treated as “intellectual silos” wherein faculty members stay within their own disciplines when working on potential research thereby forestalling potential collaborations. That is now beginning to change with joint appointments in leadership positions at the Picard Center with the College of Nursing and Allied Health Professions, and the College of Liberal Arts; several other such joint hires are under development. Consequently, interdisciplinary initiatives continue to be increased as a result of the current efforts from the Office of the Vice President for Research (OVPR) and Deans of various academic units, with tremendous support from the Offices of the President, Provost and VP for Administration and Finance.

As stated previously, funding agencies are currently looking favorably toward collaborative proposals that involve multiple disciplines and even multiple universities. Consequently, a preference for collaboration between different disciplines and between academic faculty researchers and Center/Institute-based researchers should be facilitated. The following are current examples of initiatives created by the OVPR that can be expanded: 1) there have been efforts to establish greater collaborations between the New Iberia Research Center and several relevant academic departments on the main campus. This includes appointing a Research Officer for NIRC from the OVPR who is tasked to create greater collaboration between NIRC and the main campus, 2) hiring directors for the research centers and institutes (e.g., Picard, NIRC, IRI, ICEE) who have academic as well as research credentials and to provide tenure lines within selected academic departments, and 3) establish “Communities of Interest” so that researchers from different disciplines who are interested in similar research issues can get together to establish various levels of collaborations based on interests and not on disciplinary borders. Additionally, in order to break down academic and disciplinary “silos” wherein researchers only interact with similarly trained individuals, providing a stream of joint faculty appointments between departments and between academic units and research centers would help facilitate a culture of collaboration.

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

Rationale: Creating joint faculty appointments encourages interdisciplinary research and academic programs. In addition to joint appointments, the university should identify and convene regular meetings of “Communities of Interest” so that researchers from different disciplines who are interested in similar research issues can get together to establish various levels of collaborations based on common interests. Such research clusters can be extended to issues involving intellectual property with the assistance of the Office of Innovation Management.

In addition, policies for return of indirect funds, as well as accounting and attribution of grant funds (within the design of the new ERP system) to multiple units in the event of multi-disciplinary proposals should be examined and expanded to incentivize collaborations. We can't have a system of winners and losers within collaborations – our policies and accounting systems need to be revamped to incentivize the behaviors we are seeking on our campus.

## Proposed Timeline to benchmark progress Years are fiscal years rather than chronological

2016

- Mentoring workshops will be conducted (2 in Spring).
- Three communities of interest will be formed.
- Research proposals for external funding will increase by 5% over previous year.
- Non-STEM research proposals for external funding will increase by 10% over previous year.
- Funding for research, development, and other sponsored programs will increase by 10 % over the previous year.
- Intellectual property licenses will increase by 5.
- Business start-ups will increase by 2.
- Travel monies will increase by \$20,000.
- Study of infrastructural changes in OVPR is completed.

2017

- Research Expenditures will move to the top 25% of our NSF HERD Comparison Group
- Mentoring workshops will be conducted (2 in Fall/2 in Spring)
- Three new communities of interest will be formed.
- Research proposals for external funding will increase by 10% over previous year.
- Non-STEM research proposals for external funding will increase by 10% over previous year.
- Funding for research, development, and other sponsored programs will increase by 10 % over the previous year.
- Intellectual property licenses will increase by 5.
- Business start-ups will increase by 3.
- Travel monies will increase by \$50,000.
- Infrastructural changes to streamline pre-award process is completed.

2018

- Research Expenditures will move to the top 10% of our NSF HERD Comparison Group
- Mentoring workshops will be conducted (2 in Fall)
- Three new communities of interest will be formed.
- Research proposals for external funding will increase by 15%.
- Non-STEM research proposals for external funding will increase by 10%.
- Funding for research, development, and other sponsored programs will increase by 12% over the previous year.
- Business start-ups will increase by 2.
- Travel monies will increase by \$20,000.
- Infrastructural changes to streamline post-award process is completed.

2019

- Research Expenditures will move to the top of our NSF HERD Comparison Group
- Three new communities of interest will be formed.
- Research proposals for external funding will increase by 20%.
- Non-STEM research proposals for external funding will increase by 10%.
- Funding for research, development, and other sponsored programs will increase by 12% over the previous year.
- Business start-ups will increase by 3.
- Each Academic College has a research Institute.



## Governance

**Co-Chairs:** Geoffrey Stewart & Eugene Fields

**Task force members:** Gray Bekurs, Christine Brashear, Rae Broadnax, Henry Chu, Ellen Cook, Pearson Cross, Amy Desormeaux, Luke Dowden, Keith Guillory, James McDonald, Timothy McFarland, Susan Miller, Catherine Roche-Wallace, Peter Sheppard, Mark Zappi

The purpose of this task force is to propose initiatives that will improve the capacity of the administration to prioritize, enhance, and support the academic functions of the University. Proposed initiatives address but are not limited to:

- Shared Governance Model
- Data Analytics Capability
- Professional Development of Middle Managers
- HR Management

This task force advances recommendations that will work toward improving the capacity of the administration to prioritize, enhance and support the mission of the University through improved communications, teamwork, transparency, and professional development.

### Synopsis of Proposed Initiatives and Key Performance Indicators

**Establish a shared governance model which facilitates trust, teamwork, and cross-functional collaboration and which aligns all stakeholders to the Vision and Mission.**

- Establish an elected representative body of governance for each of the primary constituent groups on campus: faculty, students, classified staff and unclassified staff.
- Establish a University Senate with representatives from each of the above governance bodies., which will support the broad participation in the determination of University initiatives and resource allocations.
- Connect each stakeholder to the primary and support activities that drive university performance toward achieving the Vision.
- Provide each stakeholder with a clearly articulated authority structure and method of performance evaluation, with both tied to the Vision and Mission.
- Align all UL Lafayette committees to the governance model through mission, membership, and reporting.

**Provide each level of governance with data analytics capabilities that create a collaborative culture and increases the university's overall impact.**

- Build enterprise wide data analytics capabilities in ways that provide wide array of performance metrics that are transparent, Vision and Mission based , and broadly embraced.

**Develop the Human Resources function in support of the Mission and Vision.**

- Establish an HR System that will manage all stages of the employment relationship to provide a community of employees focusing on achieving the Mission and Vision of the University.

**Establish a process for continuous academic and nonacademic professional development**

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

## Detailed Discussion of Strategic Initiative: Governance

**Purpose:** Institute a system for shared governance based on trust, collaboration, and continuous improvement.

**SI 1:** Establish a shared governance model which facilitates trust, teamwork, and cross-functional collaboration and which aligns all stakeholders to the vision and mission.

Rationale: This strategic goal seeks to reduce silos and barriers between units that distract attention from the mission and vision of the University. Initiatives related to this goal facilitate communication, enhance trust, and focus attention on strategic priorities.

Shared governance will only work if the senior executive team demonstrates its commitment to the structure. Without commitment and advocacy from the senior executive team, shared governance is a rhetorical exercise rather than an operating procedure. Senior management demonstrates commitment to shared governance through financial investment (commitment to competitive employee compensation, training, ERP, and infrastructure), leadership investment (transparency, open communication, proactive engagement across stakeholder groups), active participation and contribution of expertise, knowledge and skills.

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

Rationale: The current centralized structure inhibits the full use of the knowledge, skills, and abilities of university stakeholders. A shared governance structure would incorporate the expertise of all stakeholders resulting in leveraging this talent to overcoming challenges and making tough decisions.

The task force recommends that the university reconsider the current governance structure. A revised governance structure should include all stakeholders: Staff, Students, Administration, Faculty, and External Stakeholders. It is recommended that the structure of the Faculty Senate is revised. Senators should be elected, and the number of delegates from each college should be determined by the size of the faculty. A cap should be established on the number of senators elected from each college. In addition, the Classified Staff and the Unclassified Professional Staff should have similar organizations with elected representatives. Each stakeholder group should have representation on a single council that will operationalize and monitor the governance of the University. The University of Kansas provides an example of such a structure. Their organizational chart is provided in the appendix of this report. The task force recommends that this revised structure is put in place by the end of 2017.

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

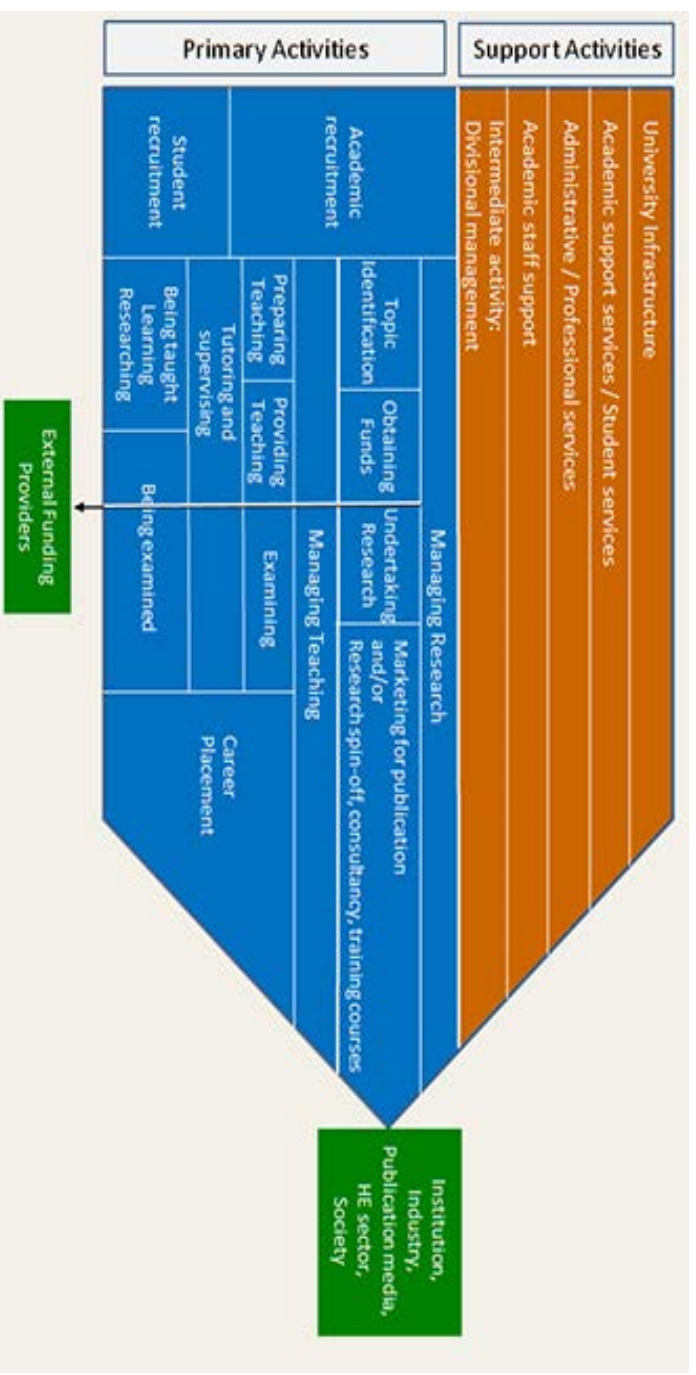
Rationale: The task force recommends the University Senate establishes performance metrics and time lines for stakeholder reporting. The council should also establish metrics for organizational alignment with university deliverables to improve cross-functional coordination, responsiveness, decision-making capability and

community engagement. This body should also establish metrics for organizational culture and stakeholder satisfaction in terms of trust, equity, engagement, morale, innovation, and service quality. Finally, the University Council should convene a University Budget Advisory Committee charged with reviewing and making recommendations of budget appropriations.

- ***KPI 3: Connect each stakeholder to the primary and support activities that drive university performance toward achieving the vision.***

Rationale: Value chain analysis provides an opportunity for reflection on how we define our core activities and if our approach to prioritizing core activities is consistent with the mission and vision of the University. An effectively articulated value chain uses data to prioritize resource allocation.

*Value Chain: a brief explanation.* A value chain is a strategic tool originally developed for businesses in the private sector. In the context of industry a value chain includes all of the activities that a business engages in from the conception of a product or service to its delivery. The value chain is then analyzed to identify areas or activities that can be eliminated, improved, or expanded with further investment of resources or time. There are two types of activities in the generic industry value chain model, primary activities and support activities. Primary activities represent the core activities directly related to the creation and distribution of the product or service. Support activities contribute to the success of the primary activities. The term “value” refers to the contribution that each activity provides to the end product or service. The activities that contribute the most to the product or service should be prioritized. Resources should be allocated to those parts of the chain that contribute the most value so that they can operate at maximum efficiency. This is done so that the business can maximize profit margin/value and maintain a competitive advantage. In recent years effort has been made to adapt the generic value chain model for business to Higher Education.<sup>1</sup> The result is the figure represented below<sup>2</sup>:



The green sectors labeled *External Funding Providers* and *Institution, Industry, Publication media, HE sector, Society* represent a University’s “value added” or profit margin. The figure proposes a generic value chain model

for colleges and universities. Each of the components of primary and secondary activities are explained in more detail in Hutaibat's article.

The task force recommends the University adapt this model to derive a value chain model that is consistent with the mission and vision. This value chain analysis should be used to prioritize investment and advancement priorities.

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

Rationale: Misunderstandings and distrust are mitigated by a clear articulation of responsibility, visibility of decision making processes, as well as consistent requirements for reporting among all units. A clearly articulated authority structure and protocol reduces bottlenecks by empowering people to make decisions rather than passing the decision up the chain.

- ***KPI 5: Align all UL Lafayette committees to the governance model through mission, membership, and reporting.***

Rationale: The current university committee structure is ineffective. Some committees meet inconsistently or not at all. Other committees do not have a charge stating purpose and identifying performance expectations. The task force recommends that committees are evaluated for relevance. Committees that are determined to be irrelevant should be disbanded. The task force recommends a significant reduction in the number of standing committees. Instead committees convened to address a task or complete a project should be identified as a task force. Remaining standing committees should have a clearly articulated charge, specifying the purpose, and composition. A protocol specifying conditions for creation, maintenance and termination of University Committees should be developed. A process for annual reporting of committee activity should also be specified.

## **SI 2: Provide each level of governance with data analytics capabilities that create a collaborative culture and increases the university's overall impact.**

Rationale: Data analytics facilitates evidence based decision making. Currently, the University has an abundance of information, but lacks the ability to access it due to outdated information systems.

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

Rationale: Building enterprise wide data analytics capabilities empowers all University stakeholders by providing access to all relevant data and motivation to consume and leverage information in their operations. This would enable us to create a climate where evidenced based decisions are made. For example, proposals for new programs would require market research to determine the demand and likelihood of success. Effective use of data analytics facilitates the alignment all stakeholders within the University's value chain by establishing work processes that are documented, efficient, and easily monitored.

### **SI 3: Develop the Human Resources function in support of the mission and vision.**

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

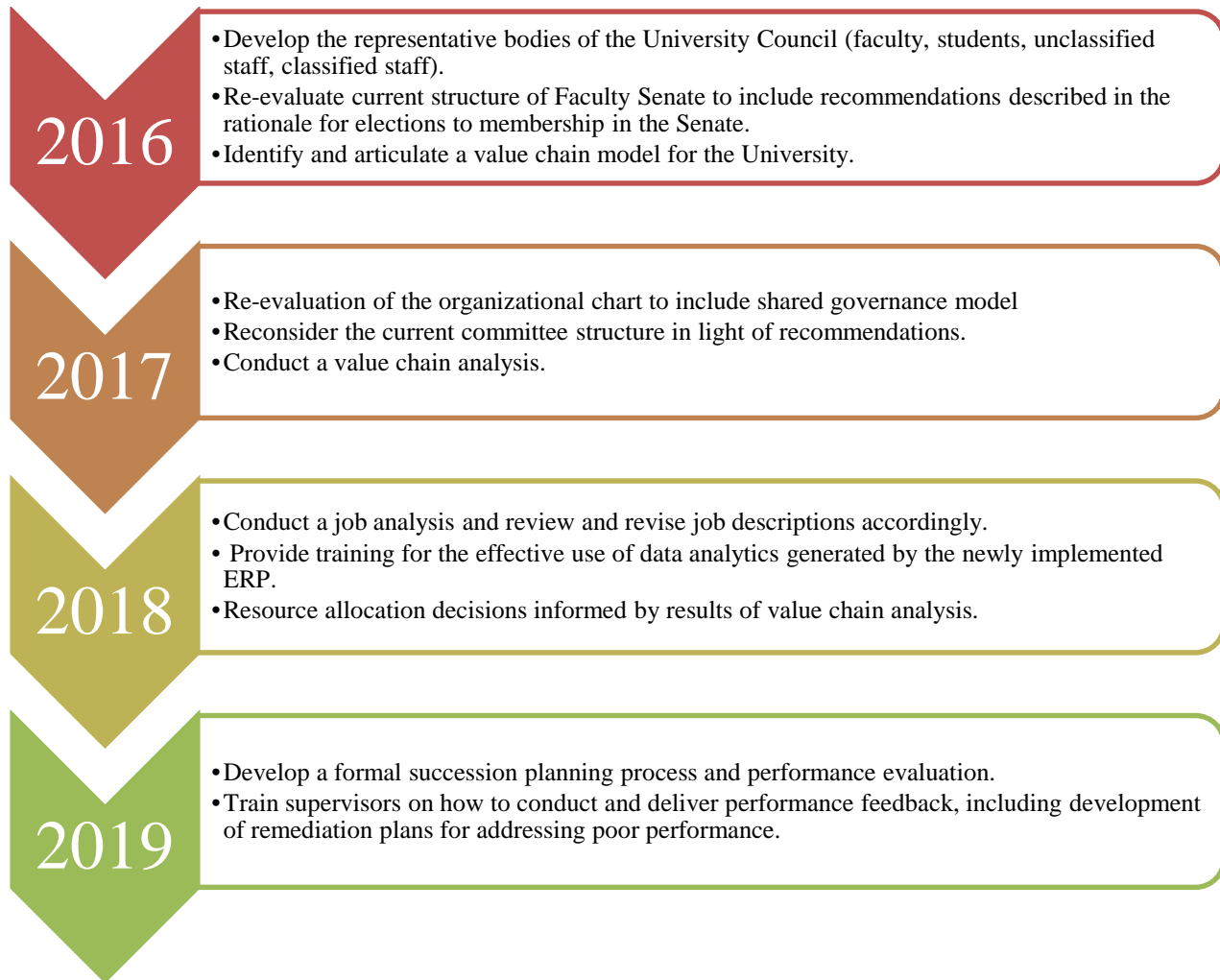
Rationale: Establishing an effective HR system that manages all stages of the employment relationship ensures that we recruit, select, and retain talented employees. The task force recommends that a protocol be established for creating job descriptions, recruiting, selecting, and orienting new employees. In addition current performance evaluation procedures need to be modified to include protocols for documentation, remediation and training. Employees that act in a supervisory capacity need to be empowered to provide resources to align existing talent with strategic priorities of the University. Employees that act in a supervisory capacity should participate in management training to ensure the effective application of HR practices mentioned. Finally, HR should engage in developing a succession plan that enables the University to project and plan for the need motivated by the retirement and or separation of the faculty and staff. A succession plan ensures that institutional information remains with the University and smooth transitions with personnel changes.

### **SI 4: Establish a process for continuous academic and nonacademic professional development**

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

Rationale: An organization operates effectively when its members are knowledgeable and well trained. Continuous improvement should extend to the University staff as well as its systems. As a result, the task force recommends that the University establish and fund a center for excellence in teaching. This center would proactively engage faculty in improving teaching methods, assessment of student learning, and assisting department heads in facilitating remediation for poor teaching performance. Professional development for managers should be offered for new and continuing managers that focus on improving decision making and managerial skills. Professional development should support a growth culture that nurtures innovation and learning avoiding a climate where people are afraid to fail.

**Proposed Timeline to Benchmark Progress**  
**Years are fiscal years rather than chronological**



<sup>1</sup> Groves, R.E.V., Pendlebury, M.W. & Stiles D.R . (1997). A critical appreciation of the uses for strategic management thinking, systems and techniques in British Universities. *Financial Accountability & Management*, Vol.13 No. 4 pp. 293 – 312. & Von Alberti, L. (2003) *The Value Chain in Higher Education* , Unpublished Master Dissertation, University of Southampton, UK.

<sup>2</sup> This model was derived by Khaled Abed Hutaibat (2011). Value chain for strategic management accounting in higher education. *International Journal of Business and Management* Vol. 6 No. 11 pp. 206 – 218.

**Suggested Protocol for Convening Strategic Planning Steering Committee**

### Strategic Planning Process Protocol

Time	Activity	Person(s) Responsible
Fall 2018	Select Committee Co-Chairs	Provost
Fall 2018	Develop Timeline of Committee Activities	Co-chairs and Provost
Fall 2018	Select Committee Members	Co-Chairs and Provost
Fall 2018	Adjust Committee Members' Fall 2019 Teaching Schedules if Needed	Deans and Department Heads of Committee Members
Spring 2019	Convene Committee Charge to Committee by Provost Review and Revise Mission, Vision, Values as needed	Co-Chairs Provost Committee
Spring 2019	Determine Progress Towards Meeting 2015-2020 Strategic Goals and Imperatives	Committee
Spring 2019	Conduct SWOT Analyses Meet with Constituencies Such as Faculty Senate, University Council, Student Government Senate, etc.	Committee Co-Chairs
Spring 2019	Determine Task Force Foci and Composition	Committee and Co-Chairs
Fall 2019	Task Forces Convene	Committee
Spring 2020	Task Forces Present Work to Full Committee	Committee
Spring 2020	Co-chairs Finalize Report	Co-Chairs
Fall 2020	Strategic Plan Implemented <ul style="list-style-type: none"> <li>• September 2020: facilitate focus groups to review and modify plan.</li> <li>• October 2020: Identify focus groups responsible for plan implementation.</li> </ul>	Provost & Co-Chairs