

(Michael McClure & John Troutman, co-chairs), Emily Deal, Aeve Abington-Pitre, Karyn Sutton, Joshua Vaughan, Lisa Broussard, Curtis Matherne

This subcommittee is charged with proposing initiatives that will ensure a strong faculty that is equipped to teach, research, and meaningfully contribute to the campus and local communities.

We would like to thank the university's Strategic Planning committee for giving us this opportunity to take an in-depth look at current faculty and instructional conditions on campus. The co-chairs would like to thank our committee members for conducting extensive research on our peer institutions as well for their evaluation of our current campus conditions. We would like also to thank the Provost's Office, as well as Ellen Cook, for providing us with essential comparative salary data.

Categories:

I. Instructional Resources

We recognize significant deficits in our instructional resources, particularly in regard to library and classroom technology.

We strongly suggest an increase in spending for instruction and academic support to correct significant deficits in instructional resources and academic support and strive to reach our comparison peer averages of instructional and academic support by 2020.

Comparison Peer Data Set: According to 2012 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 \$8764.¹

¹ 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.

UL-Lafayette currently maintains the **lowest** instructional expenditures/Total FTE among all of our comparison peer institutions.

Comparison Peer Data Set: According to 2012 IPEDS data, the core expenses per FTE enrollment for academic support at UL-Lafayette are \$1694. The average for our comparison peers is \$2103. The average for our aspirational peers is \$2292.²

A) **Classroom Technology:** 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.* By 2020, we would like to see a minimum of 80 percent of all classrooms equipped with the 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.³

*Internet access, laptop/computer workstation, LCD projector / screen, sound system

² 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.

³ 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."

B) **Library Resources:** 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. By 2020, we should have allocated sufficient funds to increase library expenditures for provision of research and information resources to at least the average of our comparative peer institutions.

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 following chart 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. Failure to significantly prioritize library resources in the 2015-2020 strategic plan, we fear, will create **catastrophic and irreparable conditions** at UL-Lafayette for our students and faculty.

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	698,558.00
Peer Average	699,499.00	263,420.00	22,972.00	2,306,554.00	2,968,997.00

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

C) **Departmental operating expenses:** We request an internal study to determine minimum supply budget needs by department, in order to ensure faculty are receiving adequate operational support (ex. photocopying access, office supplies).

D) **Instructional Space Standards:** We strongly suggest that our instructional space meets the national average for space allocation, ADA standards, and adjacency to faculty offices. Refer to Council of Facility Planners International (CFPI) document 'Space Planning for Institutions of Higher Education'. In addition, 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.

II. Appropriate Staffing of Faculty for our Educational Mission

Our students currently receive fewer curriculum choices and face higher faculty-student ratios than students enrolled in comparison peer institutions. We propose that by 2020, we reduce the Full-Time Undergrad Student to Faculty Ratio to the comparison peer average of 15.4. We can begin this process by unfreezing/filling unfilled tenure track lines. Likewise, we recognize the need to conduct a faculty-wide diversity and equity audit in order to ensure EEO compliance, salary equity, as well as appropriate diversity training for our faculty and staff.

Comparison Peer Data Set: 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.

Comparison Peer Data Set: 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.

- A) **New Faculty Hires:** We recognize, given our student/faculty ratios and desire to diversify our course offerings, the need to expand our recruitment and retention of new FTE faculty.
- B) **Hiring and Retention of a Diverse Faculty, Equitably Supported:** We propose that within two years the UL-Lafayette Office for Campus Diversity complete an audit in order to ensure university compliance regarding equity and diversity concerns. We request that the Office of Diversity release its findings to the Faculty Senate, and provide a plan for correcting any oversights by the end of the third year.⁴

III. Faculty Support

We recognize vast salary gaps between our faculty in nearly every department, and those of their peers in our comparative peer institutions. We also recognize the great need for additional faculty research and teaching support.

⁴ 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."

In order to maintain and retain high quality instructors on campus, the university should strive to meet peer institution/SREB salary averages by discipline and rank by 2020.

Comparison Peer Data Set: Data reported by the Academic Affairs Office (February 23, 2015) demonstrates vast inequities between UL faculty salaries based upon rank and field, both with SREB and comparison peer averages. This data does not reflect Spring 2015 raises; however, the data indicates significant gaps will remain following the inclusion of these raises in the data set. This data is attached to our report.

- a) **Competitive Salaries:** We strongly recommend that the university work to offer salaries competitive with those offered by our comparative peer institutions in order to ensure high faculty standards and morale.
- b) **Teaching innovation Center:** In order to facilitate ongoing innovation in our pedagogy, we suggest the development of a campus center to serve faculty, train them in new pedagogical and instructional technologies, and provide tools to observe and evaluate their instruction.
- c) **Additional Faculty Support:** In order to adequately support and retain instructors on campus, the university should work to ensure adequate baseline computing technology and provide competitive relocation support, annual travel funds, start up budgets and additional support as defined by disciplinary needs (i.e. G.A./T.A. support, additional technology needs, etc.).

Along with this document, we have attached supporting documents that provide the basis for our data analysis and recommendations. Please contact John Troutman or Michael McClure for any clarification regarding data or recommendations.

Compare College Results

Year: 2012 Grad Rate Timeframe: 6-Year

Data Category: Finance and Faculty

Outcome Measure: Graduation Rates 2012 6-Year Grad Rate

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio
University of Louisiana at Lafayette	43.9%	\$4,470	\$3,860	\$13,510	\$7,551	80.0%	22
The University of Texas at Arlington	40.1%	\$6,264	\$6,828	\$16,249	\$3,732	69.6%	19
University of Wisconsin-Milwaukee	42.5%	\$7,119	\$7,862	\$17,216	\$3,404	66.4%	19
The University of Texas at El Paso	37.8%	\$5,629	\$4,631	\$17,510	\$10,487	69.6%	18
The University of Montana	49.3%	\$6,225	\$5,845	\$18,909	\$9,649	66.3%	18
Portland State University	41.7%	\$7,486	\$7,149	\$16,662	\$3,006	48.5%	17
University of Southern Mississippi	49.5%	\$6,267	\$4,766	\$18,630	\$4,603	77.8%	17
University of Massachusetts -Lowell	53.8%	\$8,900	\$9,214	\$23,141	\$4,749	48.4%	16
University of Massachusetts -Boston	37.9%	\$10,984	\$11,477	\$24,797	\$4,481	50.3%	15
Wichita State University	41.3%	\$5,287	\$4,609	\$20,096	\$18,305	61.7%	15
University of Nevada-Reno	53.6%	\$11,981	\$10,471	\$28,914	\$15,406	46.9%	15
Wright State University-Main Campus	40.5%	\$7,723	\$9,585	\$19,477	\$6,439	66.2%	14
University of Memphis	40.0%	\$7,168	\$8,506	\$21,493	\$11,129	60.2%	14
University of Toledo	45.6%	\$10,024	\$9,699	\$21,899	\$2,435	69.4%	13
University of South Dakota	45.2%	\$8,114	\$8,733	\$21,736	-	71.7%	11
Southern Illinois University Carbondale	47.6%	\$13,023	\$17,524	\$38,129	\$5,516	84.0%	10

Advanced Search Results (203)

Year: 2012 Grad Rate Timeframe: 6-Year

Data Category: Finance and Faculty

Outcome Measure: Graduation Rates 2012 6-Year Grad Rate

Search Criteria: Carnegie Classification = Research Very High, Research High

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
University of Central Florida	65.0%	\$5,036	\$4,974	\$13,675	\$2,586	64.5%	27	Research Very High
San Diego State University	66.0%	\$5,628	\$9,183	\$15,119	\$5,313	57.8%	26	Research High
Florida International University	48.8%	\$6,743	\$7,644	\$19,053	\$6,076	59.4%	23	Research High
University of Akron Main Campus	39.6%	\$6,889	\$7,009	\$15,464	\$7,875	43.8%	23	Research High
University of Louisiana at Lafayette	43.9%	\$4,470	\$3,860	\$13,510	\$7,551	80.0%	22	Research High
Brigham Young University-Provo	77.4%	\$11,568	\$12,127	\$19,953	\$30,465	71.1%	22	Research High
University of North Texas	48.3%	\$7,631	\$9,528	\$15,012	\$3,768	72.7%	21	Research High
Kent State University at Kent	51.8%	\$6,627	\$7,885	\$16,072	\$1,612	54.4%	21	Research High
University of Nevada-Las Vegas	41.5%	\$7,533	\$9,309	\$17,618	\$7,865	55.6%	21	Research High
The University of Texas at San Antonio	28.3%	\$4,745	\$5,042	\$14,677	\$3,457	71.8%	21	Research High
SUNY at Albany	64.4%	\$10,057	\$5,297	\$38,566	\$2,336	54.9%	20	Research Very High
SUNY at Binghamton	79.4%	\$9,546	\$10,373	\$20,972	\$4,558	69.2%	20	Research High
Arizona State University	56.8%	\$8,102	\$8,056	\$21,060	\$7,834	91.2%	20	Research Very High
Northern Arizona University	49.1%	\$6,141	\$6,694	\$15,996	\$5,329	57.8%	20	Research High
The University of Alabama	66.5%	\$8,942	\$9,614	\$20,400	\$23,433	73.3%	20	Research High

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
Western Michigan University	55.6%	\$7,639	\$9,198	\$18,116	\$10,000	61.7%	19	Research High
Old Dominion University	49.1%	\$6,642	\$9,015	\$13,955	\$7,999	60.4%	19	Research High
The University of Texas at Arlington	40.1%	\$6,264	\$6,828	\$16,249	\$3,732	69.6%	19	Research High
University of Wisconsin-Milwaukee	42.5%	\$7,119	\$7,862	\$17,216	\$3,404	66.4%	19	Research High
Ohio University-Main Campus	63.4%	\$9,017	\$9,190	\$19,423	\$18,504	73.6%	18	Research High
The University of Texas at El Paso	37.8%	\$5,629	\$4,631	\$17,510	\$10,487	69.6%	18	Research High
University of Mississippi	58.3%	\$7,956	\$8,022	\$19,575	\$27,137	84.6%	18	Research High
University of California-Santa Cruz	74.5%	\$7,764	\$6,391	\$25,974	\$3,253	70.8%	18	Research Very High
Florida Atlantic University	41.1%	\$6,723	\$8,082	\$16,626	\$8,163	60.2%	18	Research High
Texas Tech University	62.1%	\$5,211	\$4,763	\$16,403	\$16,824	85.4%	18	Research High
The University of Montana	49.3%	\$6,225	\$5,845	\$18,909	\$9,649	66.3%	18	Research High
Florida State University	75.1%	\$7,628	\$6,434	\$19,547	\$13,448	71.7%	18	Research Very High
University of California-Riverside	66.3%	\$9,641	\$9,019	\$25,163	\$4,938	82.7%	17	Research Very High
University of Houston	46.2%	\$6,030	\$6,420	\$19,634	\$17,776	88.2%	17	Research Very High
Miami University-Oxford	79.8%	\$9,137	\$11,855	\$19,476	\$32,957	75.9%	17	Research High
Portland State University	41.7%	\$7,486	\$7,149	\$16,662	\$3,006	48.5%	17	Research High
University of New Hampshire-Main Campus	77.6%	\$9,878	\$6,781	\$26,807	\$15,597	62.7%	17	Research High
Ball State University	56.8%	\$8,078	\$9,978	\$17,056	\$8,464	82.2%	17	Research High

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
University of Southern Mississippi	49.5%	\$6,267	\$4,766	\$18,630	\$4,603	77.8%	17	Research High
Northern Illinois University	54.4%	\$10,014	\$9,316	\$22,672	\$173	77.6%	17	Research High
Utah State University	50.3%	\$7,410	\$4,535	\$24,716	\$10,823	97.1%	17	Research High
Bowling Green State University-Main Campus	57.6%	\$7,250	\$8,779	\$14,036	\$9,862	76.5%	16	Research High
University of Massachusetts-Lowell	53.8%	\$8,900	\$9,214	\$23,141	\$4,749	48.4%	16	Research High
University of New Orleans	34.5%	\$6,196	\$5,289	\$17,812	\$2,287	74.5%	16	Research High
University of South Florida-Main Campus	56.6%	\$8,737	\$6,629	\$26,594	\$9,781	87.9%	16	Research Very High
University of North Carolina at Greensboro	54.3%	\$8,108	\$9,671	\$19,134	\$12,158	79.3%	16	Research High
Cleveland State University	33.6%	\$7,013	\$8,287	\$17,609	\$514	50.8%	16	Research High
Louisiana Tech University	47.5%	\$4,935	\$4,528	\$12,523	\$7,177	78.0%	16	Research High
Auburn University	68.3%	\$9,762	\$6,493	\$27,523	\$20,234	86.7%	16	Research High
University of Rhode Island	62.9%	\$6,988	\$6,087	\$25,100	\$8,252	57.9%	16	Research High
Jackson State University	45.1%	\$6,318	\$5,471	\$22,076	\$1,902	73.1%	16	Research High
Texas A & M University-College Station	79.6%	\$10,231	\$5,757	\$33,363	\$151,606	95.8%	16	Research Very High
University of Arkansas	60.4%	\$7,201	\$4,594	\$25,180	\$38,601	91.4%	15	Research Very High
Georgia State University	50.8%	\$7,230	\$6,734	\$18,688	\$6,039	75.2%	15	Research Very High
University of Massachusetts-Boston	37.9%	\$10,984	\$11,477	\$24,797	\$4,481	50.3%	15	Research High
South Dakota State University	55.5%	\$6,245	\$3,953	\$21,037	\$7,991	70.9%	15	Research High

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
Wichita State University	41.3%	\$5,287	\$4,609	\$20,096	\$18,305	61.7%	15	Research High
University of Nevada-Reno	53.6%	\$11,981	\$10,471	\$28,914	\$15,406	46.9%	15	Research High
University of Illinois at Urbana-Champaign	84.0%	\$11,693	\$8,519	\$42,763	\$23,816	69.7%	15	Research Very High
The University of Texas at Austin	78.7%	\$12,349	\$9,090	\$36,133	\$59,300	83.1%	15	Research Very High
University of Oregon	67.4%	\$10,015	\$8,784	\$23,267	\$21,713	69.5%	15	Research Very High
University of Delaware	79.9%	\$15,471	\$12,487	\$33,185	\$54,820	96.5%	14	Research Very High
Wright State University-Main Campus	40.5%	\$7,723	\$9,585	\$19,477	\$6,439	66.2%	14	Research High
The University of Texas at Dallas	63.8%	\$8,280	\$6,917	\$21,752	\$18,043	74.8%	14	Research High
University of Alabama in Huntsville	47.3%	\$8,607	\$4,824	\$30,660	\$11,164	63.7%	14	Research Very High
Clemson University	81.6%	\$9,851	\$6,589	\$28,276	\$9,345	84.5%	14	Research High
University of Memphis	40.0%	\$7,168	\$8,506	\$21,493	\$11,129	60.2%	14	Research High
Baylor University	74.6%	\$12,095	\$19,219	\$27,327	\$65,827	81.4%	14	Research High
New Mexico State University-Main Campus	44.1%	\$6,778	\$3,558	\$24,853	\$6,182	73.1%	14	Research High
University of Maryland-Baltimore County	60.5%	\$8,611	\$6,629	\$23,349	\$5,331	70.1%	14	Research High
Missouri University of Science and Technology	65.2%	\$10,701	\$10,267	\$21,727	\$20,716	76.8%	14	Research High
University of California-Santa Barbara	80.2%	\$10,211	\$8,749	\$32,095	\$5,793	80.3%	14	Research Very High
University of South Carolina-Columbia	72.4%	\$9,968	\$8,256	\$23,776	\$15,198	72.4%	14	Research Very High
Kansas State University	58.4%	\$8,705	\$6,357	\$29,014	\$15,621	85.7%	14	Research High

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
Mississippi State University	57.8%	\$6,102	\$2,755	\$27,621	\$18,945	88.3%	14	Research Very High
Syracuse University	81.7%	\$13,440	\$15,870	\$30,575	\$48,848	63.9%	13	Research High
University of Massachusetts Amherst	70.4%	\$11,594	\$10,740	\$27,759	\$9,440	82.6%	13	Research Very High
Purdue University-Main Campus	70.0%	\$13,603	\$9,228	\$33,027	\$49,481	86.2%	13	Research Very High
Indiana University-Bloomington	75.4%	\$12,635	\$12,074	\$26,310	\$19,640	86.7%	13	Research Very High
Michigan State University	79.4%	\$13,162	\$8,210	\$34,903	\$40,316	87.0%	13	Research Very High
Montana State University	48.7%	\$6,608	\$3,952	\$27,182	\$8,005	69.0%	13	Research Very High
Clarkson University	69.8%	\$10,854	\$12,641	\$26,075	\$46,391	87.4%	13	Research High
Idaho State University	30.5%	\$7,271	\$7,396	\$18,072	\$3,898	70.8%	13	Research High
North Carolina State University at Raleigh	71.3%	\$12,096	\$7,828	\$33,614	\$21,262	83.7%	13	Research Very High
Northeastern University	78.5%	\$12,932	\$15,795	\$31,520	\$27,273	47.7%	13	Research High
Temple University	65.9%	\$10,943	\$12,247	\$26,108	\$8,391	56.3%	13	Research High
University of North Dakota	52.4%	\$13,833	\$12,089	\$28,369	\$1,060	91.1%	13	Research High
Oklahoma State University-Main Campus	62.2%	\$7,965	\$5,765	\$27,985	\$14,622	86.4%	13	Research High
University of Toledo	45.6%	\$10,024	\$9,699	\$21,899	\$2,435	69.4%	13	Research High
University of Maine	59.3%	\$7,763	\$5,638	\$28,562	\$6,647	71.1%	12	Research High
University of Oklahoma Norman Campus	65.7%	\$9,736	\$8,557	\$25,666	\$33,928	84.2%	12	Research Very High
University of Puerto Rico-Rio Piedras	31.7%	\$7,975	\$9,475	\$21,556	-	77.2%	12	Research High

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
Louisiana State University and Agricultural & Mechanical College	65.0%	\$8,371	\$5,040	\$29,092	\$15,103	89.9%	12	Research Very High
Georgia Institute of Technology-Main Campus	79.3%	\$11,854	\$4,330	\$57,934	\$84,045	84.8%	12	Research Very High
New Jersey Institute of Technology	54.5%	\$8,302	\$5,628	\$31,303	\$9,676	63.2%	12	Research High
Rutgers University-New Brunswick	79.0%	\$15,923	\$13,761	\$34,404	\$14,463	68.2%	12	Research Very High
George Mason University	65.9%	\$9,748	\$9,401	\$20,847	\$2,110	55.1%	12	Research High
North Dakota State University-Main Campus	52.8%	\$6,361	\$3,735	\$22,110	\$30	98.3%	12	Research Very High
Pennsylvania State University-Main Campus	85.6%	\$17,410	\$14,411	\$44,890	\$30,102	87.4%	12	Research Very High
University of South Alabama	36.9%	\$9,101	\$7,820	\$23,873	\$11,297	69.4%	12	Research High
Loyola University Chicago	70.0%	\$9,093	\$11,571	\$25,995	\$28,304	52.9%	12	Research High
Ohio State University-Main Campus	82.4%	\$16,348	\$12,649	\$39,787	\$45,613	72.1%	12	Research Very High
University at Buffalo	70.4%	\$12,704	\$12,658	\$30,021	\$20,105	68.9%	12	Research Very High
West Virginia University	56.2%	\$9,768	\$7,240	\$27,549	\$14,954	74.5%	12	Research High
University of Missouri-St Louis	46.6%	\$7,977	\$7,812	\$17,294	\$5,178	49.9%	11	Research High
University of Nebraska-Lincoln	64.6%	\$8,088	\$4,715	\$29,193	\$7,262	79.5%	11	Research Very High
Washington State University	67.3%	\$8,060	\$5,514	\$27,418	\$30,141	85.3%	11	Research Very High
Colorado School of Mines	66.5%	\$10,577	\$7,839	\$28,624	\$39,979	71.4%	11	Research High
Duquesne University	74.3%	\$8,769	\$10,867	\$21,715	\$18,963	49.3%	11	Research High
University of Idaho	55.7%	\$8,326	\$5,272	\$27,415	\$17,342	81.8%	11	Research

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
								High
Fordham University	81.0%	\$13,276	\$18,396	\$31,832	\$37,730	48.3%	11	Research High
Rutgers University-Newark	60.7%	\$9,264	\$8,006	\$20,016	\$8,415	62.9%	11	Research High
Iowa State University	70.8%	\$7,960	\$6,462	\$27,182	\$20,317	85.5%	11	Research Very High
Polytechnic Institute of New York University	61.6%	\$11,090	\$12,526	\$27,119	\$28,879	44.4%	11	Research High
University of South Dakota	45.2%	\$8,114	\$8,733	\$21,736	-	71.7%	11	Research High
University of Georgia	81.3%	\$7,488	\$3,844	\$30,477	\$2,029	82.9%	11	Research Very High
Michigan Technological University	66.3%	\$9,464	\$6,620	\$29,219	\$11,887	81.5%	10	Research High
Virginia Polytechnic Institute and State University	82.8%	\$8,990	\$4,858	\$29,005	\$20,330	87.5%	10	Research Very High
University of Arizona	61.3%	\$10,882	\$7,155	\$37,186	\$15,795	78.1%	10	Research Very High
Oregon State University	60.9%	\$8,798	\$5,306	\$28,875	\$21,170	76.8%	10	Research Very High
Boston College	92.2%	\$15,086	\$17,456	\$34,586	\$118,933	64.5%	10	Research High
Rensselaer Polytechnic Institute	84.5%	\$15,472	\$11,846	\$46,222	\$89,847	84.2%	10	Research Very High
Clark University	79.8%	\$11,199	\$15,139	\$24,815	\$92,735	69.8%	10	Research High
University of Cincinnati-Main Campus	62.2%	\$8,424	\$6,734	\$26,481	\$29,765	56.1%	10	Research Very High
Southern Illinois University Carbondale	47.6%	\$13,023	\$17,524	\$38,129	\$5,516	84.0%	10	Research High
University of California-Irvine	85.6%	\$17,636	\$16,406	\$42,476	\$8,904	78.3%	10	Research Very High
University of New Mexico-Main Campus	45.1%	\$9,460	\$4,133	\$37,901	\$14,732	59.1%	10	Research Very High
Brandeis University	89.9%	\$20,020	\$17,661	\$45,257	\$122,804	67.8%	9	Research



Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
								Very High
Stony Brook University	69.7%	\$15,935	\$15,349	\$37,795	\$5,955	68.7%	9	Research Very High
University of Dayton	78.0%	\$9,385	\$8,083	\$27,765	\$41,132	70.4%	9	Research High
University of Connecticut	82.1%	\$17,173	\$15,272	\$42,917	\$12,235	92.4%	9	Research Very High
University of Colorado Boulder	68.0%	\$11,261	\$8,230	\$29,137	-	70.7%	9	Research Very High
College of William and Mary	89.9%	\$12,091	\$11,578	\$31,720	\$82,005	78.4%	9	Research High
Drexel University	65.3%	\$13,543	\$17,284	\$38,777	\$27,951	57.8%	9	Research High
Virginia Commonwealth University	56.1%	\$11,175	\$9,708	\$24,862	\$16,189	64.9%	9	Research Very High
Colorado State University-Fort Collins	62.8%	\$8,074	\$4,336	\$27,399	\$9,306	73.6%	9	Research Very High
The University of Tennessee	66.1%	\$17,398	\$12,643	\$47,534	\$24,131	81.2%	9	Research Very High
University of Wisconsin-Madison	81.8%	\$11,236	\$5,531	\$49,186	\$52,924	75.8%	9	Research Very High
Catholic University of America	67.4%	\$14,683	\$16,288	\$33,251	\$44,570	49.4%	9	Research High
Stevens Institute of Technology	77.6%	\$14,186	\$14,752	\$34,351	\$32,815	62.3%	9	Research High
University of Vermont	75.8%	\$12,692	\$10,438	\$39,509	\$25,330	80.8%	9	Research High
George Washington University	79.6%	\$17,876	\$20,788	\$43,889	\$78,788	47.0%	8	Research Very High
Southern Methodist University	79.5%	\$15,166	\$19,804	\$37,864	\$125,721	64.2%	8	Research High
University of Kentucky	57.6%	\$10,653	\$4,489	\$50,710	\$37,513	84.1%	8	Research Very High
University of Notre Dame	94.6%	\$24,220	\$20,902	\$62,016	\$543,237	89.9%	8	Research Very High
University of California-Berkeley	90.7%	\$17,303	\$12,157	\$52,574	\$34,805	75.2%	8	Research

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
								Very High
University of Illinois at Chicago	57.7%	\$24,033	\$17,230	\$58,471	\$8,416	62.1%	8	Research Very High
University of Iowa	69.8%	\$12,863	\$9,353	\$39,747	\$37,472	84.9%	8	Research Very High
University of Missouri-Columbia	70.8%	\$9,193	\$6,711	\$24,962	\$20,223	70.2%	8	Research Very High
University of Hawaii at Manoa	55.7%	\$15,335	\$9,569	\$47,454	\$1,956	72.6%	8	Research Very High
University of Maryland-College Park	82.0%	\$11,760	\$7,549	\$37,405	\$12,100	76.4%	8	Research Very High
Lehigh University	88.3%	\$17,168	\$18,755	\$42,932	\$164,371	84.1%	8	Research High
University of Denver	76.2%	\$13,362	\$21,130	\$33,010	\$39,139	51.1%	8	Research High
University of Wyoming	54.4%	\$12,516	\$9,419	\$36,253	\$32,771	91.6%	8	Research High
University of Louisville	52.1%	\$14,295	\$10,392	\$38,623	\$40,633	71.4%	7	Research Very High
University of Washington-Seattle Campus	80.8%	\$23,075	\$16,705	\$62,588	\$54,989	74.1%	7	Research Very High
University of Florida	85.1%	\$14,040	\$7,226	\$44,359	\$24,964	83.4%	7	Research Very High
University of Minnesota-Twin Cities	72.9%	\$14,085	\$9,933	\$53,136	\$55,559	77.2%	7	Research Very High
Wayne State University	28.1%	\$11,925	\$9,082	\$32,186	\$11,500	61.3%	7	Research Very High
University of Virginia-Main Campus	93.4%	\$14,279	\$10,785	\$45,017	\$214,582	93.4%	7	Research Very High
University of California-Davis	81.3%	\$19,500	\$14,357	\$56,118	\$7,488	82.6%	7	Research Very High
Howard University	63.3%	\$18,267	\$19,133	\$45,209	\$46,472	79.2%	7	Research High
University of California-San Diego	86.2%	\$21,488	\$15,519	\$70,438	\$14,678	83.4%	7	Research Very High
University of Kansas	64.0%	\$12,907	\$9,326	\$35,769	\$47,840	79.4%	7	Research

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
								Very High
University of California-Los Angeles	91.5%	\$36,049	\$31,112	\$78,837	\$34,223	79.2%	6	Research Very High
Indiana University-Purdue University-Indianapolis	38.3%	\$15,465	\$14,638	\$40,866	\$26,735	71.9%	6	Research High
Tufts University	92.3%	\$18,036	\$21,904	\$60,379	\$132,688	64.3%	6	Research Very High
Brown University	95.2%	\$25,620	\$24,323	\$68,234	\$297,536	86.3%	6	Research Very High
University of Alaska Fairbanks	33.2%	\$13,623	\$8,303	\$55,992	\$11,866	64.4%	6	Research High
Tulane University of Louisiana	75.3%	\$19,860	\$13,443	\$48,153	\$85,070	67.3%	6	Research Very High
University of Utah	58.7%	\$11,763	\$4,535	\$53,864	\$22,527	85.1%	6	Research Very High
Illinois Institute of Technology	68.3%	\$9,927	\$8,104	\$30,887	\$26,464	58.8%	6	Research High
University of North Carolina at Chapel Hill	89.4%	\$26,406	\$16,955	\$67,182	\$83,419	86.2%	6	Research Very High
Saint Louis University-Main Campus	70.2%	\$15,918	\$16,926	\$30,051	\$65,124	68.1%	5	Research High
University of Missouri-Kansas City	43.9%	\$13,237	\$13,947	\$25,180	\$16,103	69.0%	5	Research High
Boston University	83.9%	\$24,751	\$22,721	\$49,770	\$42,162	69.2%	5	Research Very High
Cornell University	93.3%	\$19,248	\$14,095	\$69,218	\$182,759	90.4%	5	Research Very High
Dartmouth College	95.8%	\$19,309	\$25,578	\$108,450	\$576,516	80.0%	5	Research Very High
University of Southern California	90.2%	\$37,519	\$35,951	\$68,785	\$100,474	66.2%	5	Research Very High
Georgetown University	93.3%	\$23,225	\$24,653	\$61,521	\$75,270	62.4%	5	Research Very High
Carnegie Mellon University	86.8%	\$28,043	\$23,965	\$69,959	\$90,532	92.6%	5	Research Very High
Nova Southeastern University	41.7%	\$15,080	\$19,149	\$25,705	\$3,584	49.4%	5	Research

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
								High
University of Michigan-Ann Arbor	90.7%	\$19,410	\$12,833	\$59,382	\$184,788	81.3%	5	Research Very High
New York University	85.3%	\$27,554	\$20,450	\$60,193	\$74,806	52.9%	4	Research Very High
Rice University	92.4%	\$32,432	\$31,219	\$70,593	\$732,635	87.3%	4	Research Very High
University of Alabama at Birmingham	48.1%	\$18,147	\$13,616	\$66,895	\$26,893	92.4%	4	Research Very High
Northwestern University	93.0%	\$32,278	\$29,734	\$87,941	\$303,298	87.5%	4	Research Very High
Princeton University	96.0%	\$30,989	\$31,692	\$121,513	\$2,227,570	84.9%	4	Research Very High
University of Pittsburgh-Pittsburgh Campus	79.0%	\$15,747	\$9,028	\$58,785	\$99,698	85.5%	4	Research Very High
Case Western Reserve University	77.8%	\$27,913	\$13,023	\$84,934	\$181,517	88.9%	3	Research Very High
Wake Forest University	87.5%	\$22,516	\$44,480	\$134,055	\$141,162	91.4%	3	Research High
University of Miami	80.5%	\$27,644	\$20,130	\$73,430	\$44,710	88.0%	3	Research Very High
Emory University	90.1%	\$36,606	\$26,233	\$92,936	\$439,248	82.7%	2	Research Very High
University of Rochester	85.4%	\$30,351	\$19,712	\$90,024	\$172,658	91.7%	2	Research Very High
University of Pennsylvania	96.0%	\$43,007	\$45,262	\$119,265	\$300,252	71.6%	2	Research Very High
Stanford University	95.2%	\$60,499	\$41,101	\$166,763	\$1,011,367	61.9%	2	Research Very High
Columbia University in the City of New York	95.0%	\$74,887	\$56,321	\$132,278	\$329,750	70.7%	2	Research Very High
Washington University in St Louis	94.0%	\$92,590	\$77,046	\$155,821	\$423,646	83.7%	2	Research Very High
Duke University	94.5%	\$50,791	\$31,652	\$141,456	\$366,801	97.7%	2	Research Very High
Vanderbilt University	92.2%	\$65,755	\$51,442	\$120,372	\$274,752	90.0%	2	Research

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio	Carnegie Class
								Very High
Yeshiva University	84.0%	\$30,302	\$18,251	\$102,959	\$157,996	77.5%	2	Research Very High
Harvard University	97.0%	\$39,767	\$41,824	\$137,482	\$1,371,874	82.6%	2	Research Very High
University of Chicago	92.0%	\$62,297	\$53,002	\$113,321	\$428,753	83.4%	2	Research Very High
University of Colorado Denver	44.9%	\$23,912	\$14,691	\$55,283	-	84.5%	2	Research High
Johns Hopkins University	92.1%	\$87,629	\$52,741	\$199,445	\$164,885	92.6%	1	Research Very High
Yale University	96.2%	\$96,773	\$86,224	\$210,060	\$1,638,910	85.2%	1	Research Very High
California Institute of Technology	91.9%	\$74,567	\$42,055	\$242,918	\$811,966	98.3%	1	Research Very High
Massachusetts Institute of Technology	92.8%	\$44,327	\$20,443	\$225,332	\$943,093	89.8%	1	Research Very High

From: Eugene S Fields cio@louisiana.edu  
Subject: RE: information request for strategic planning committee
Date: December 18, 2014 at 10:03 AM
To: John Troutman lowery66@gmail.com, Troutman John W jwt2167@louisiana.edu
Cc: STEP Manager step@louisiana.edu

John,

I will attempt to answer your questions to the best of my ability and “throw in” a few definitions/caveats in answering them. Firstly, I will define SMART Classroom/TEC Rooms and supplement with resources that have Wifi access. My numbers/answers will include ONLY those resources that are centrally managed and sustainable by the STEP program. A SMART Classroom/TEC Room includes one or more of the following: podium, a computer, a projection system, a document camera, etc. The following are a few technology resource “highlights”.

SMART Classrooms/TEC Rooms - Instead of answering in the negative (how many are NOT), I will answer in the positive (how many ARE). Based on the Board of Regents’ 2013 Facility Inventory and Utilization Study (data which we submit to the BoR each November), UL Lafayette had 216 classrooms (room type 110) with 12,106 stations totaling 198,068 assignable square feet. In addition, based on STEP’s current inventory of sustainable SMART Classrooms/TEC rooms [rooms either complete or scheduled to be complete in the next several months], there are a total of 93 on campus. These two numbers indicate that approximately 43 percent of our classrooms are SMART and/or Technology enabled [don’t have any peer comparison data, but, anecdotally, I think this percentage is relatively high in the state]. Although slightly dated, I have attached a utilization report from Fall 2013 on the SMART Classrooms on campus (based on BoR and University Inventory data).

The University through STEP operates nine (9) open-use STEP Labs [in addition, there are more than ten departmental/college specific labs with varying technologies, service levels, many/most with no life-cycle management plans, and software provided and funded by the responsible areas in varying degrees of repair] equipped with Windows 7 professional, Microsoft Office 2013, Anti-Virus, ARCGIS, SAS JMP, PC-SAS, SPSS, and Adobe Creative Suite. These open-use labs have enterprise grade printing and lab technicians available during normal business hours. One (1) has 24/7 access (using Cajun Card) with sixty workstations and ALL operate under a centrally managed life-cycle management plan and are less than five years old (average 2.5 years).

STEP Lab Inventory

<http://helpdesk.louisiana.edu/steplabs>

The University operates a 10Gbps [that can scale to 100Gbps], fiber collapsed, routed Ethernet network with dual-ISP’s [with twelve enterprise grade zone routers] across campus. In addition, over eighty percent of the campuses physical 3.5 million assignable square feet (buildings) have enterprise-grade Wifi (over 1,600 access points). We also operate a “unified threat management” device that provides intrusion detection/prevention and firewall services. Although the University is “fiber-rich”, we continue to expand/build/engineer new pathways to provide redundancy and resiliency in the provision of network access to resources.

Although I do NOT have counts by department/College [the business office and/or purchasing may be able to assist in obtaining detailed and granular data on procurement/budgeting and moveable equipment can assist in asset inventory], the University does replace/procure approximately 1000 -

1200 personal computers per year. In addition, we offer standardized computers that include maintenance, support and integration with our mission-critical applications. Our managed desktop/laptop services provide centralized patch management, self-service software installation, anti-virus, Microsoft Windows/Office, and other services/software (some free, some on subscription) to support our core missions of instruction, research and public service. We “package” these resources to make them easy for our customers to procure and have a well-trained support team to back them up [they handle approximately 1000 work orders/month using email, on-line chat, and phone requests].

If you have specific questions regarding computer utilization (inventory, use, etc.), lab utilization, centralized resource utilization/allocation, please contact Mr. Keith Guillory (IT STEP Manager) at step@louisiana.edu. In addition, please don't hesitate to email/call if you have additional questions or need further clarification. Hopefully, this is enough to “get you started”!

Thanks!
GENE

This electronic transmission and any attached files may contain information that is privileged, confidential or otherwise protected from disclosure. If you are not the intended recipient please immediately notify the sender and destroy this communication.

From: John Troutman [mailto:lowery66@gmail.com]
Sent: Wednesday, December 17, 2014 9:47 AM
To: gene.fields@louisiana.edu
Subject: information request for strategic planning committee

Hi Gene,

Melinda and Vanessa directed me to you on this: our task force is assessing the needs of the university in regard to technology in the classrooms and for faculty. Can you give me the numbers on how many teaching spaces on campus are and are not SMART equipped? Also, does your office have any data available on the faculty computing budgets by department or college? Or useful data on the operating systems and hardware currently assigned to faculty? We are just trying to get a handle on the technology landscape for students in the classrooms and current faculty needs. Any help on this is greatly appreciated.

thanks!
Best wishes,
John

John W. Troutman, Ph.D.
Associate Professor
Friends of the Humanities/BORSF Endowed Professor

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Lafayette, LA 70504

<http://johntroutman.weebly.com>



Compare College Results

Year: 2012 Grad Rate Timeframe: 6-Year

Data Category: Finance and Faculty

Outcome Measure: Graduation Rates 2012 6-Year Grad Rate

Finance and Faculty	2012 6-Year Grad Rate	Instructional Expenditures / Total FTE	Student Related Expenditures / Total FTE	Educational & General Expenditures / Total FTE	Endowment Assets / Total FTE	Percent Full-Time Faculty	Full-Time Undergrad Student to Faculty Ratio
Southern Illinois University Carbondale	47.6%	\$13,023	\$17,524	\$38,129	\$5,516	84.0%	10
University of Nevada-Reno	53.6%	\$11,981	\$10,471	\$28,914	\$15,406	46.9%	15
University of Massachusetts -Boston	37.9%	\$10,984	\$11,477	\$24,797	\$4,481	50.3%	15
University of Toledo	45.6%	\$10,024	\$9,699	\$21,899	\$2,435	69.4%	13
University of Massachusetts -Lowell	53.8%	\$8,900	\$9,214	\$23,141	\$4,749	48.4%	16
University of South Dakota	45.2%	\$8,114	\$8,733	\$21,736	-	71.7%	11
Wright State University-Main Campus	40.5%	\$7,723	\$9,585	\$19,477	\$6,439	66.2%	14
Portland State University	41.7%	\$7,486	\$7,149	\$16,662	\$3,006	48.5%	17
University of Memphis	40.0%	\$7,168	\$8,506	\$21,493	\$11,129	60.2%	14
University of Wisconsin-Milwaukee	42.5%	\$7,119	\$7,862	\$17,216	\$3,404	66.4%	19
University of Southern Mississippi	49.5%	\$6,267	\$4,766	\$18,630	\$4,603	77.8%	17
The University of Texas at Arlington	40.1%	\$6,264	\$6,828	\$16,249	\$3,732	69.6%	19
The University of Montana	49.3%	\$6,225	\$5,845	\$18,909	\$9,649	66.3%	18
The University of Texas at El Paso	37.8%	\$5,629	\$4,631	\$17,510	\$10,487	69.6%	18
Wichita State University	41.3%	\$5,287	\$4,609	\$20,096	\$18,305	61.7%	15
University of Louisiana at Lafayette	43.9%	\$4,470	\$3,860	\$13,510	\$7,551	80.0%	22

Customized IPEDS DATA FEEDBACK REPORT 2014

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2013-14 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Institutions have the opportunity to create its comparison group instead of using the IPEDS pre-selected comparison group through the Customized Data Feedback Report functionality located in the IPEDS Data Center. Customized comparison groups allow institutional executives to quickly produce customizable reports using different comparison groups and accessing a wider range of IPEDS variables. The Data Center can be accessed at <http://nces.ed.gov/ipeds/datacenter>.



University of Louisiana at Lafayette
Lafayette, LA



COMPARISON GROUP

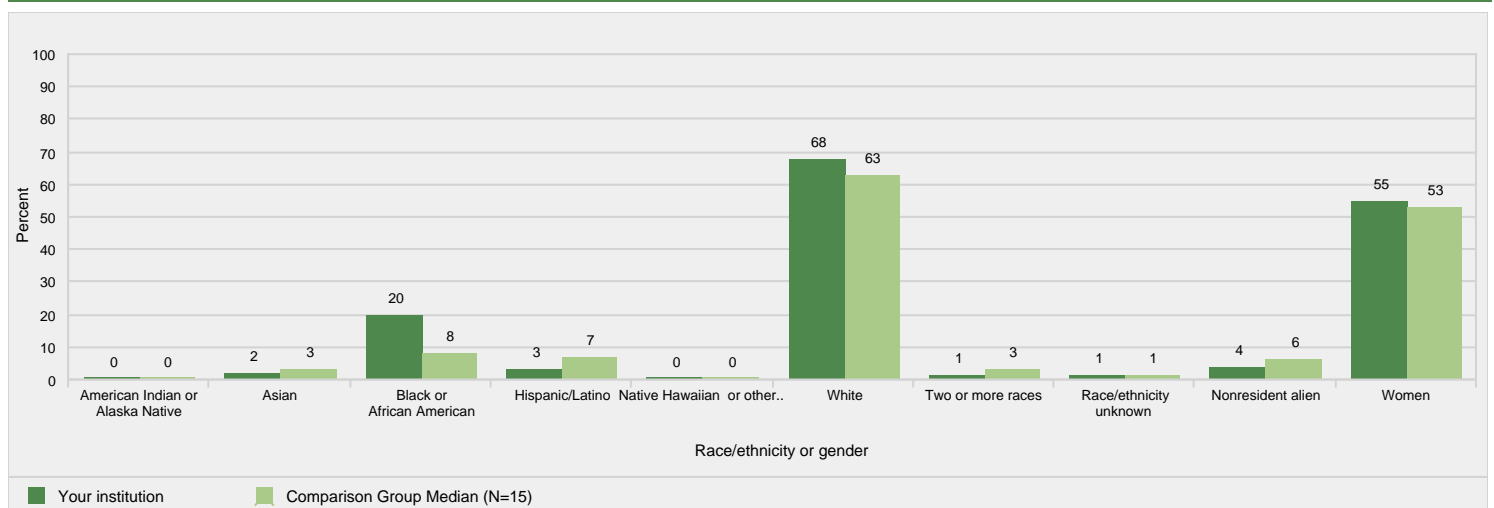
Comparison group data are included to provide a context for interpreting your institution's statistics. For this report, you specified a custom comparison group.

You described this custom comparison group as follows: UL System "Top 16"

The custom comparison group chosen by University of Louisiana at Lafayette includes the following 15 institutions:

- ▶ Portland State University (Portland, OR)
- ▶ Southern Illinois University Carbondale (Carbondale, IL)
- ▶ The University of Montana (Missoula, MT)
- ▶ The University of Texas at Arlington (Arlington, TX)
- ▶ The University of Texas at El Paso (El Paso, TX)
- ▶ University of Massachusetts-Boston (Boston, MA)
- ▶ University of Massachusetts-Lowell (Lowell, MA)
- ▶ University of Memphis (Memphis, TN)
- ▶ University of Nevada-Reno (Reno, NV)
- ▶ University of South Dakota (Vermillion, SD)
- ▶ University of Southern Mississippi (Hattiesburg, MS)
- ▶ University of Toledo (Toledo, OH)
- ▶ University of Wisconsin-Milwaukee (Milwaukee, WI)
- ▶ Wichita State University (Wichita, KS)
- ▶ Wright State University-Main Campus (Dayton, OH)

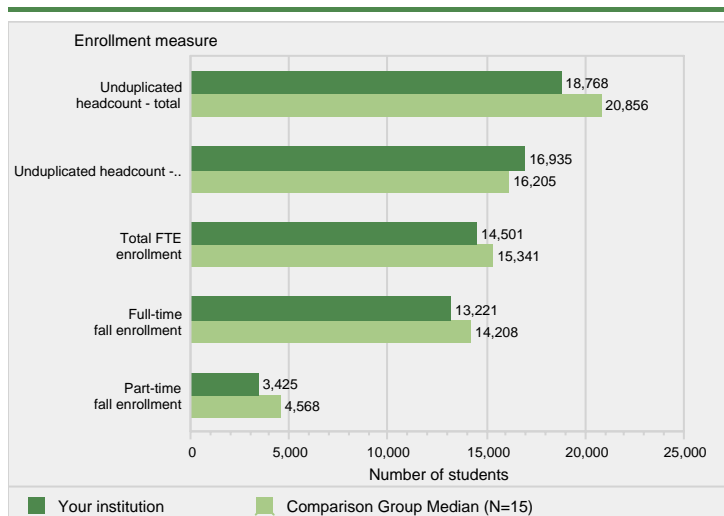
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2013



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Fall Enrollment component.

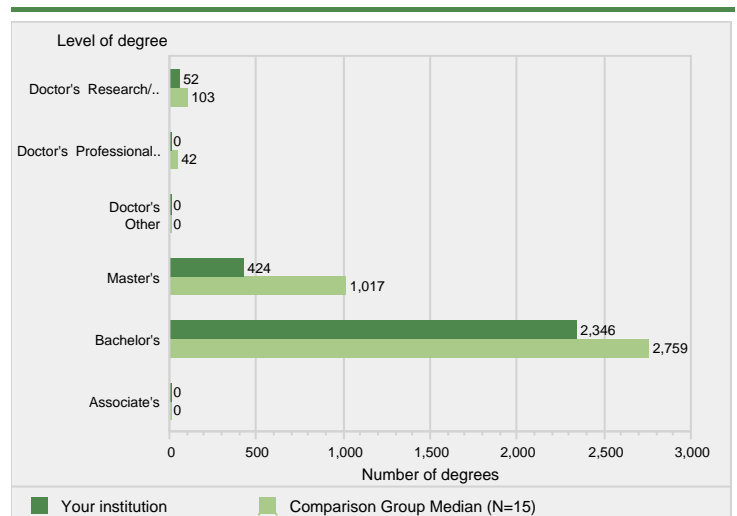
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2012-13), total FTE enrollment (2012-13), and full- and part-time fall enrollment (Fall 2013)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, 12-month Enrollment component and Spring 2014, Fall Enrollment component.

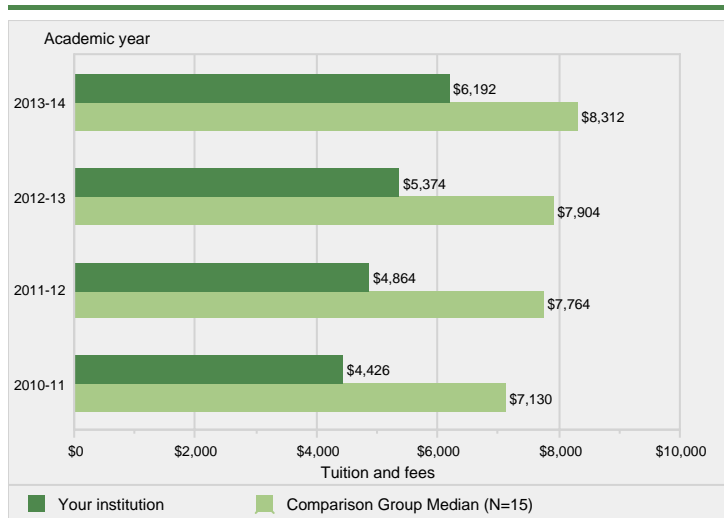
Figure 3. Number of degrees awarded, by level: 2012-13



NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Completions component.

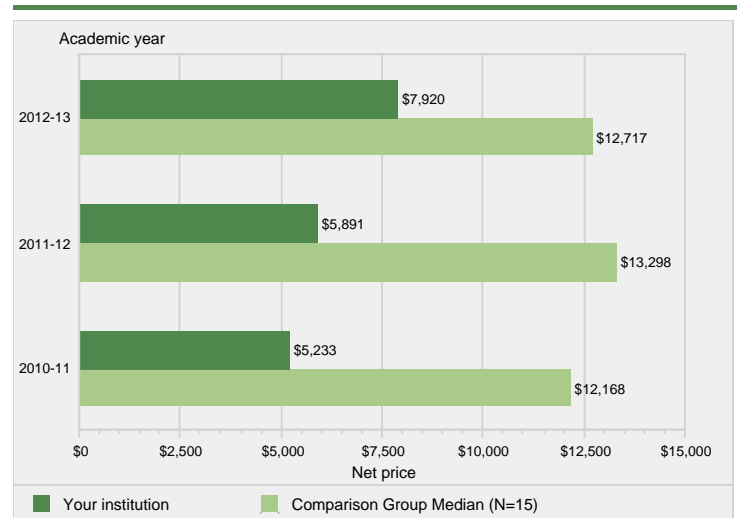
Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2010-11 to 2013-14



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Institutional Characteristics component.

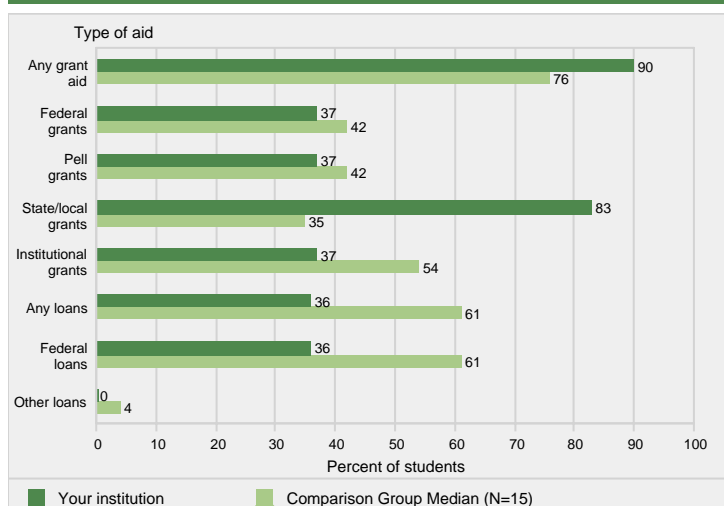
Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2012-13



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Institutional Characteristics component; Winter 2013-14, Student Financial Aid component.

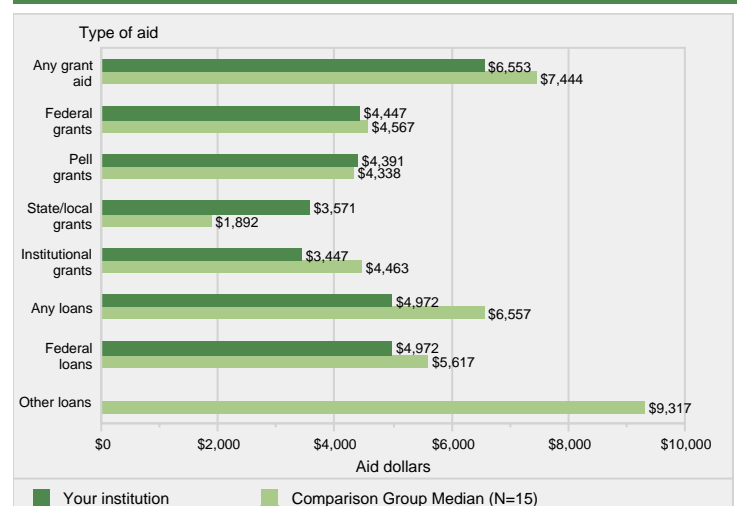
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2012-13



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

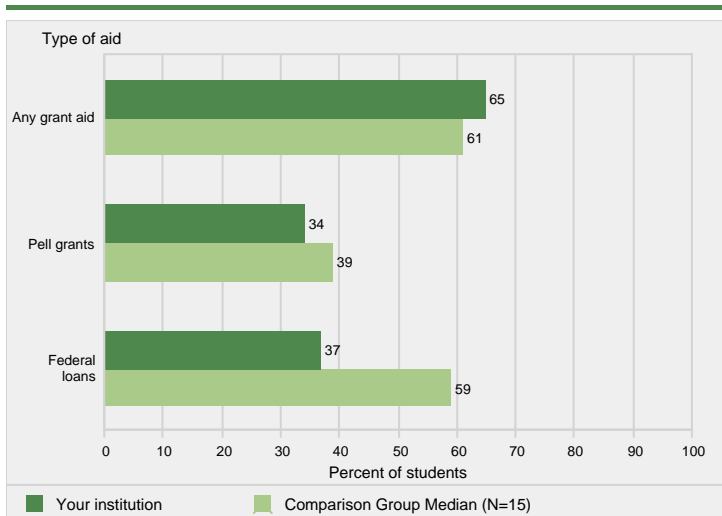
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2012-13



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

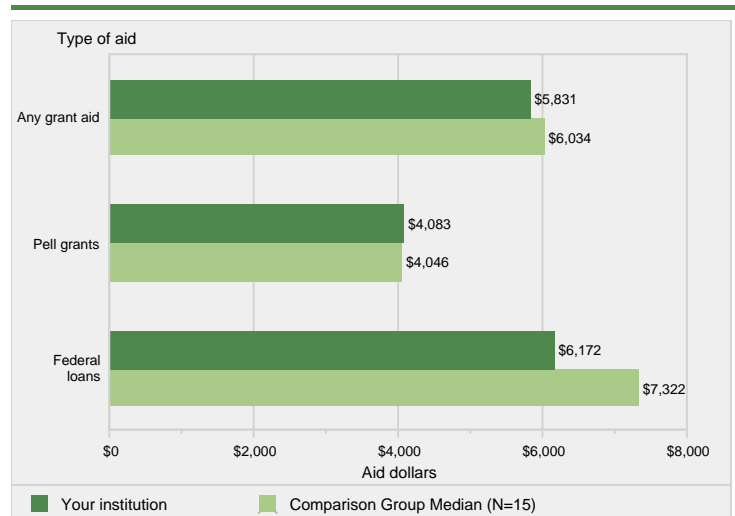
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2012-13



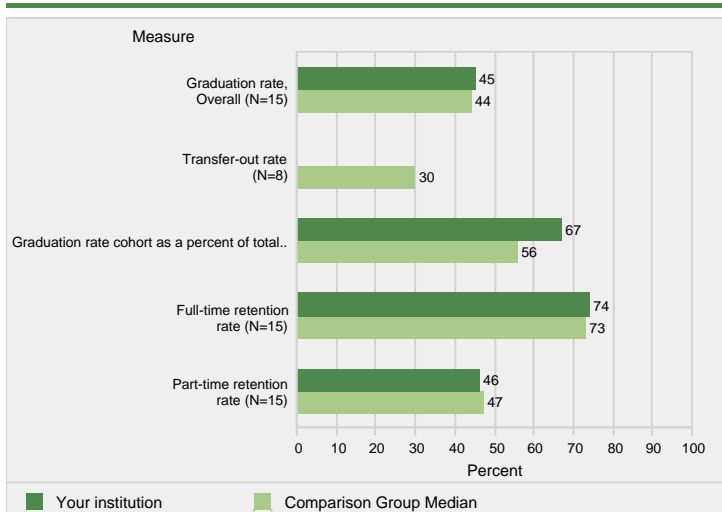
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2012-13



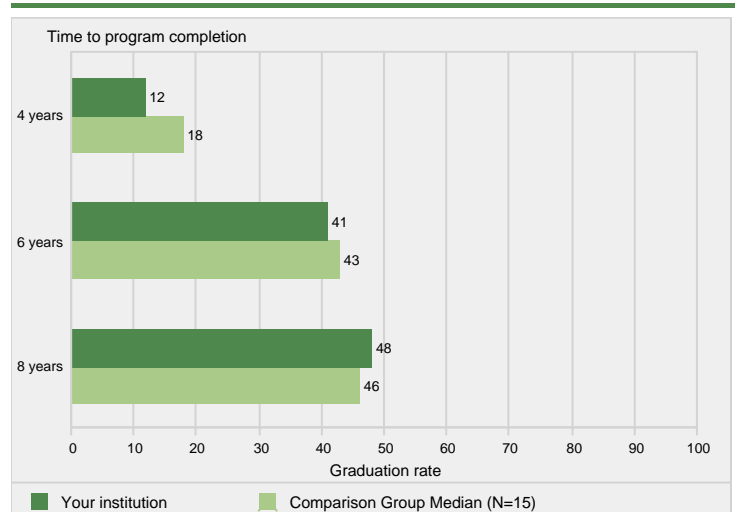
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 10. Graduation rate and transfer-out rate (2007 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2013)



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Graduation Rates component and Spring 2014, Fall Enrollment component.

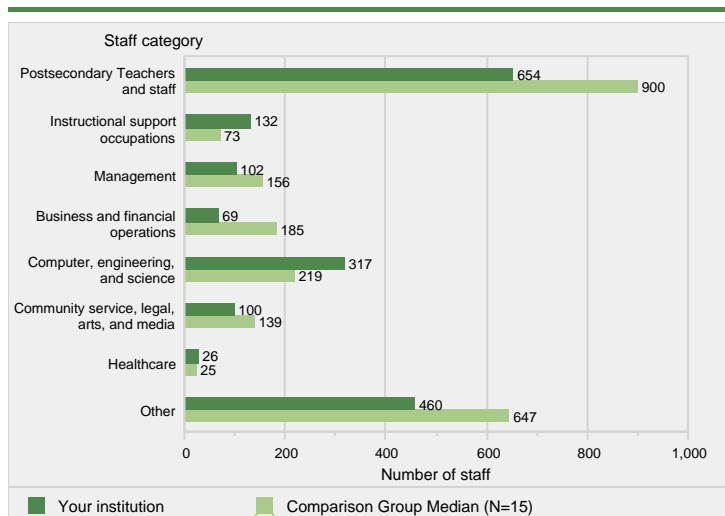
Figure 11. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2005 cohort



NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, 200% Graduation Rates component.

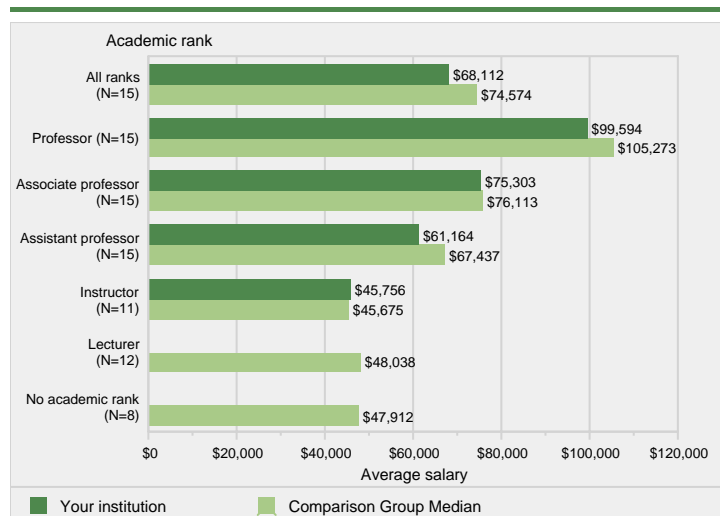
IPEDS DATA FEEDBACK REPORT

Figure 12. Full-time equivalent staff, by occupational category: Fall 2013



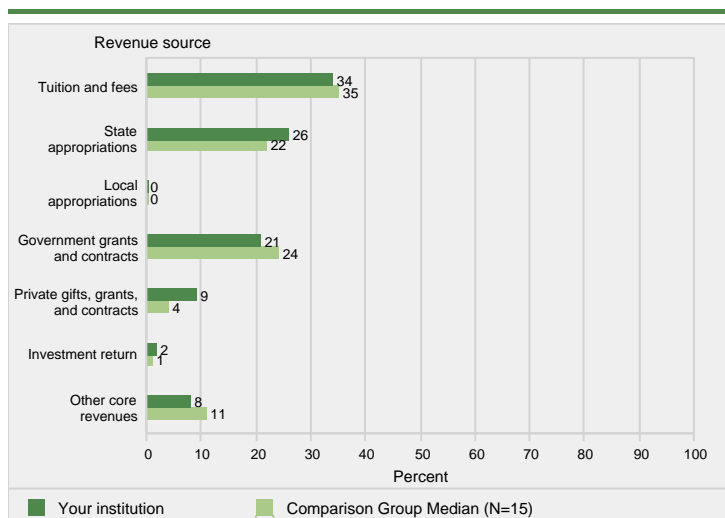
NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2013-14



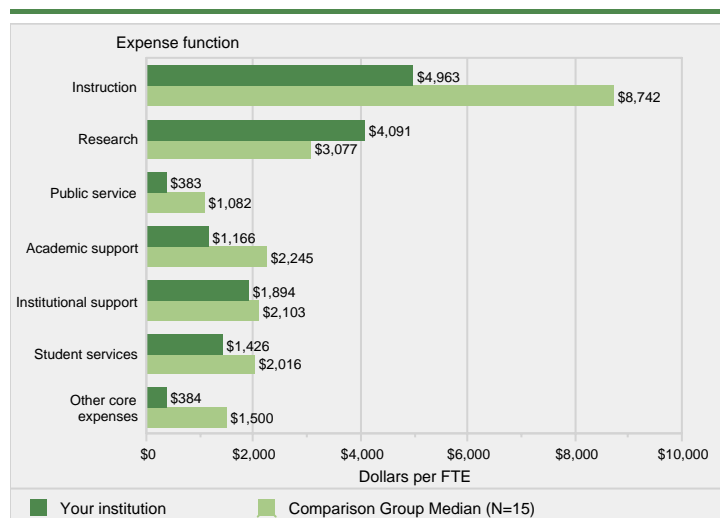
NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

Figure 14. Percent distribution of core revenues, by source: Fiscal year 2013



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2013



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, 12-month Enrollment component and Spring 2014, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2013-14 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. Institutions report test scores only if they are required for admission.

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

IPEDS DATA FEEDBACK REPORT

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2013; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the

percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

IPEDS DATA FEEDBACK REPORT 2014

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2013-14 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Institutions have the opportunity to create its comparison group instead of using the IPEDS pre-selected comparison group through the Customize Data Feedback Report functionality located in the IPEDS Data Center. Customized comparison groups allow institutional executives to quickly produce customizable reports using different comparison groups and accessing a wider range of IPEDS variables. The Data Center can be accessed at <http://nces.ed.gov/ipeds/datacenter>.



University of Louisiana at Lafayette
Lafayette, LA



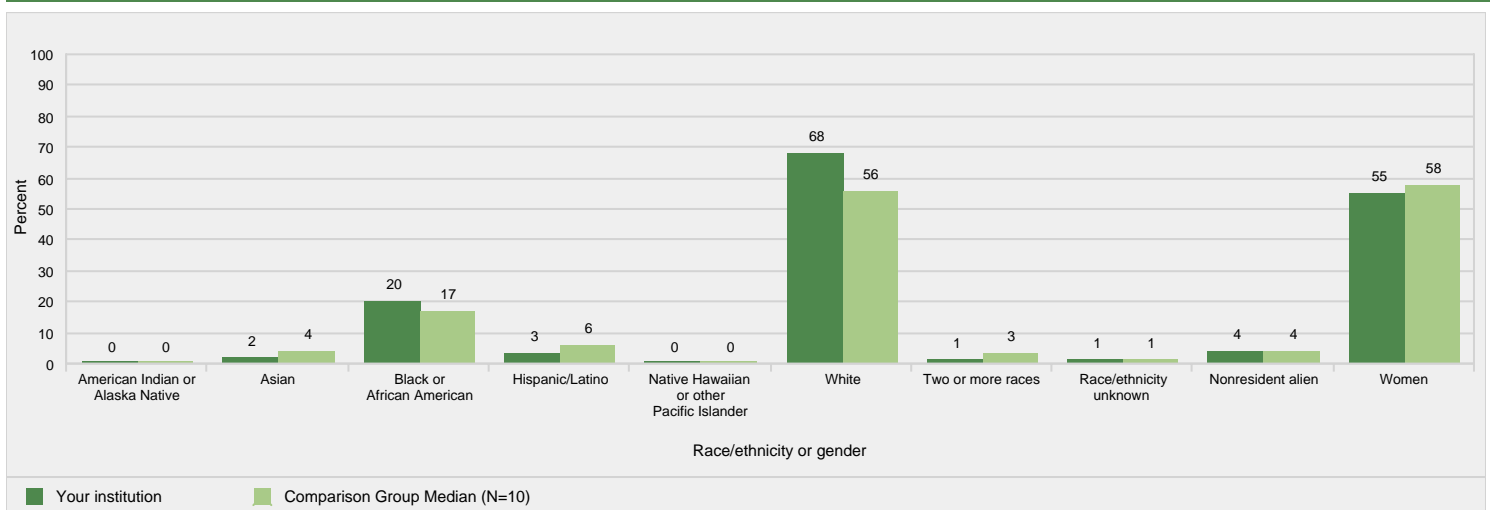
COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by University of Louisiana at Lafayette includes the following 10 institutions:

- ▶ Florida Atlantic University (Boca Raton, FL)
- ▶ Georgia State University (Atlanta, GA)
- ▶ The University of Texas at Arlington (Arlington, TX)
- ▶ University of Alabama in Huntsville (Huntsville, AL)
- ▶ University of Arkansas (Fayetteville, AR)
- ▶ University of Louisville (Louisville, KY)
- ▶ University of Memphis (Memphis, TN)
- ▶ University of North Carolina at Greensboro (Greensboro, NC)
- ▶ University of Southern Mississippi (Hattiesburg, MS)
- ▶ Virginia Commonwealth University (Richmond, VA)

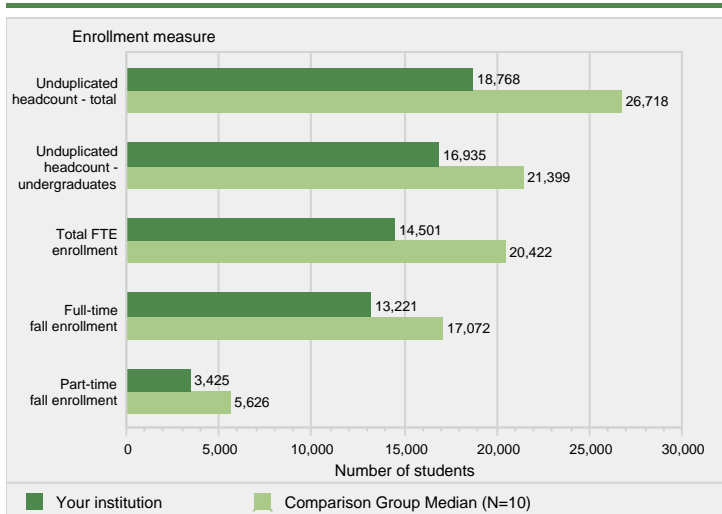
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2013



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Fall Enrollment component.

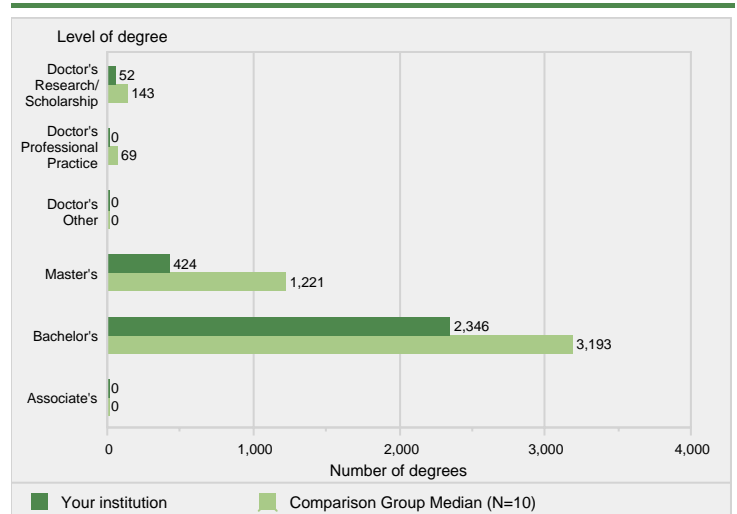
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2012-13), total FTE enrollment (2012-13), and full- and part-time fall enrollment (Fall 2013)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, 12-month Enrollment component and Spring 2014, Fall Enrollment component.

Figure 3. Number of degrees awarded, by level: 2012-13

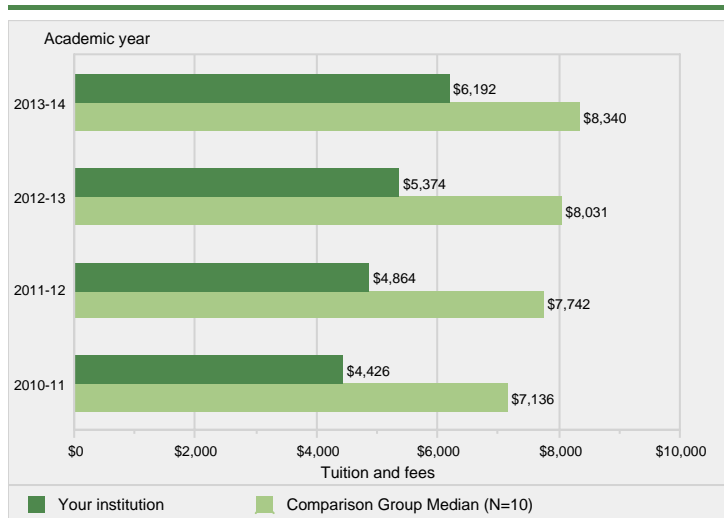


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Completions component.

IPEDS DATA FEEDBACK REPORT

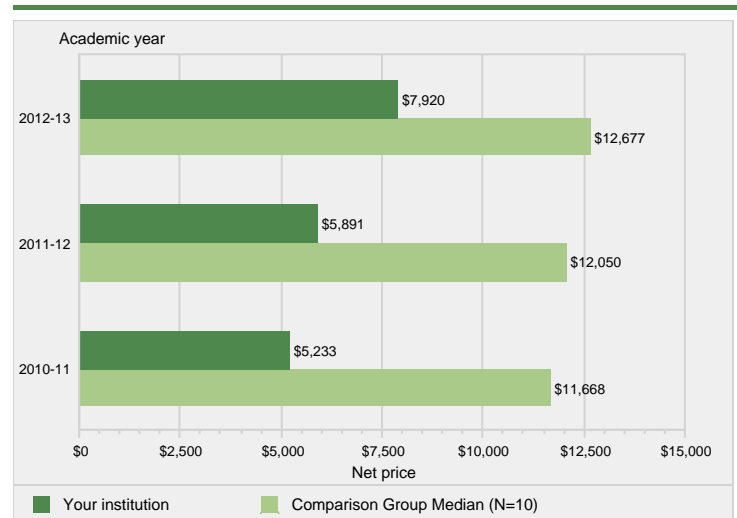
Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2010-11 to 2013-14



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Institutional Characteristics component.

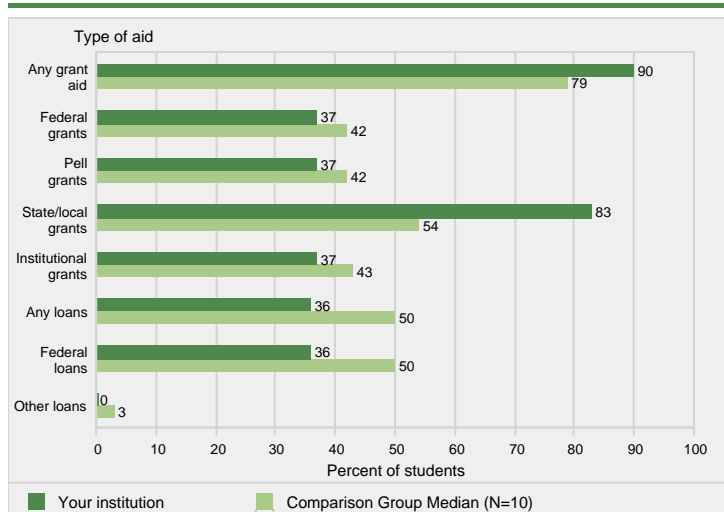
Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2012-13



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Institutional Characteristics component; Winter 2013-14, Student Financial Aid component.

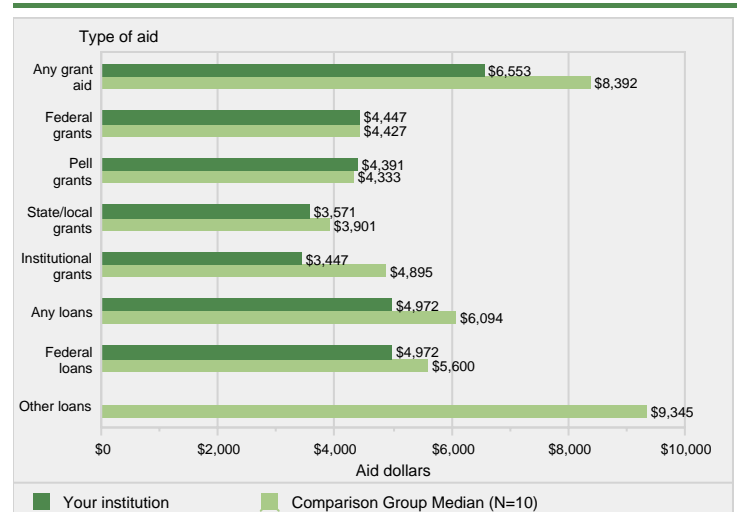
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2012-13



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

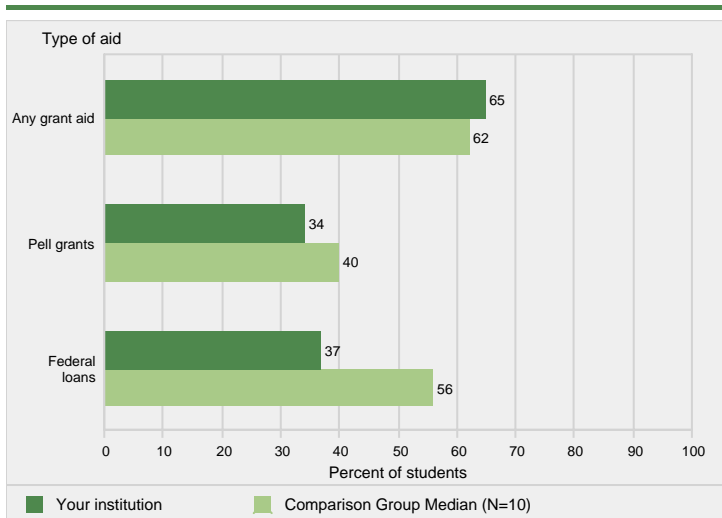
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2012-13



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

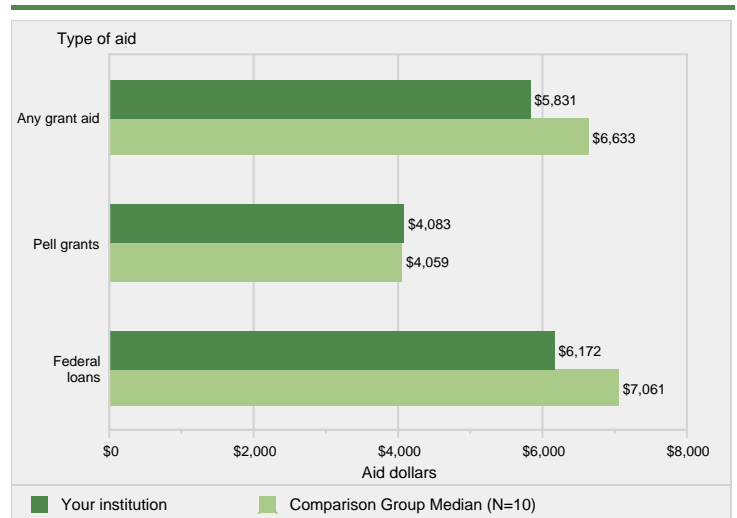
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2012-13



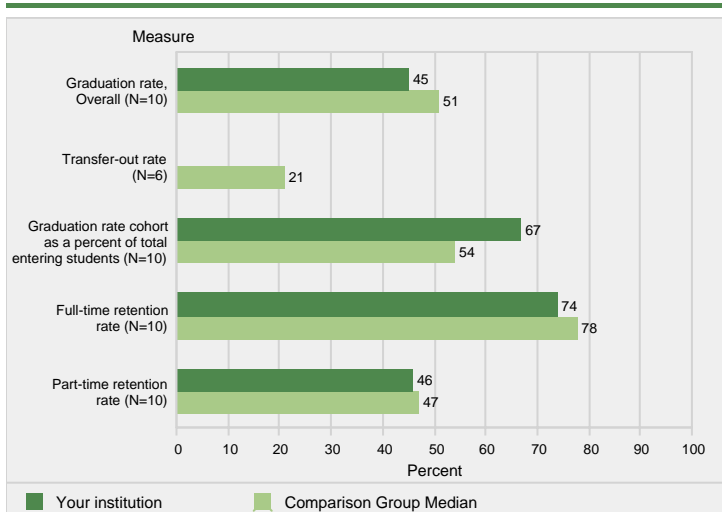
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2012-13



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

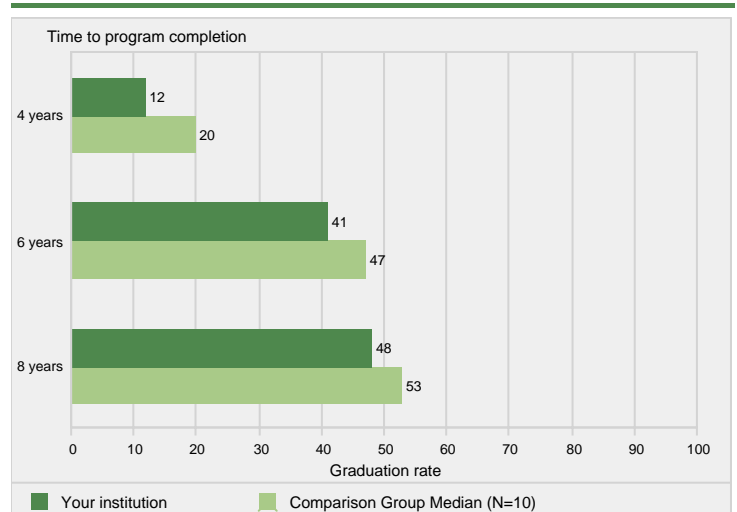
Figure 10. Graduation rate and transfer-out rate (2007 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2013)



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Graduation Rates component and Spring 2014, Fall Enrollment component.

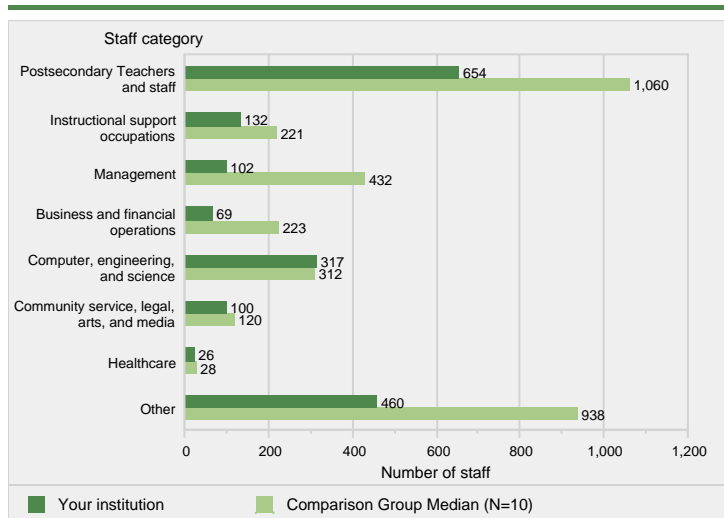
Figure 11. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2005 cohort



NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

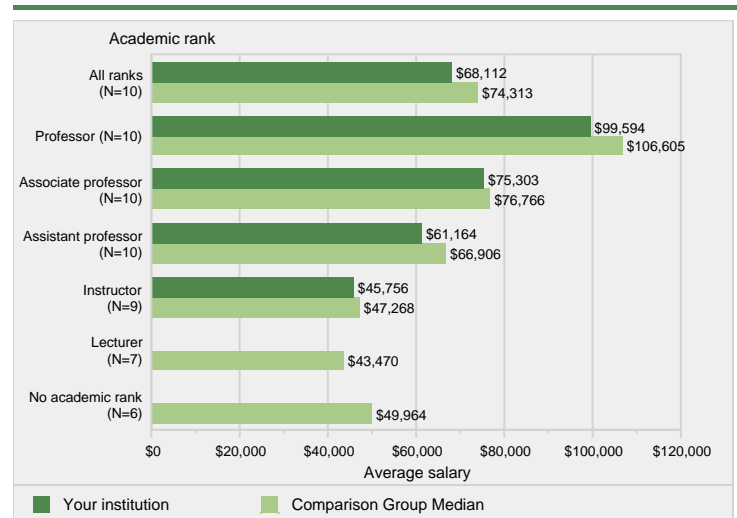
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, 200% Graduation Rates component.

Figure 12. Full-time equivalent staff, by occupational category: Fall 2013



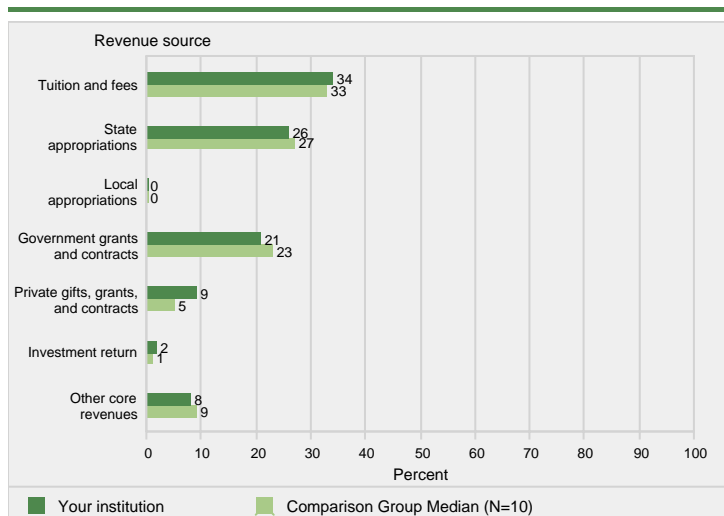
NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2013-14



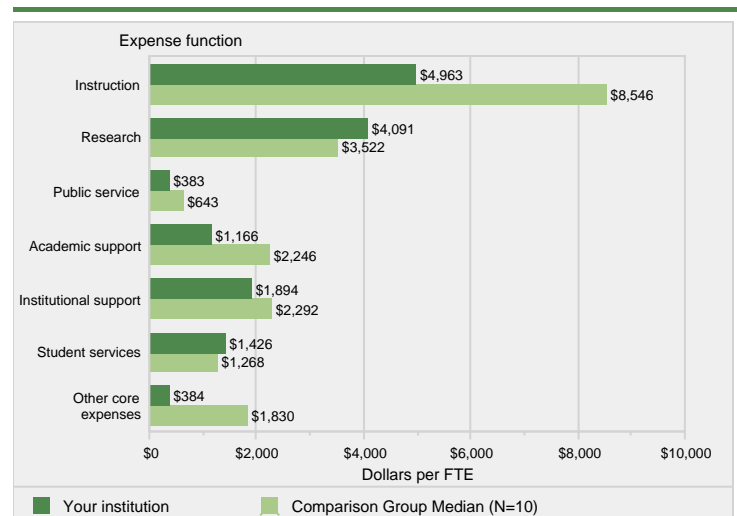
NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

Figure 14. Percent distribution of core revenues, by source: Fiscal year 2013



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2013



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, 12-month Enrollment component and Spring 2014, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2013-14 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. Institutions report test scores only if they are required for admission.

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

IPEDS DATA FEEDBACK REPORT

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2013; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the

percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

From: Devries, Nathan Nathan.DeVries@usd.edu
Subject: data on tech in your classrooms
Date: February 11, 2015 at 1:57 PM
To: lowery66@gmail.com

John,

Regarding your request for information on percentage of classrooms that contain basic presentation technology.

96% - 101 of 105 classrooms contain a projector or TV display, computer, and sound system.

That doesn't include science labs or other specialized classrooms.

Let me know if you have any questions.

Thanks,
Nathan

--

Nathan DeVries
Computer Support Team Leader – Labs & Classrooms
Information Technology Services

University of South Dakota
414 East Clark Street
Vermillion, SD 57069
605.658.6024 office

Technology Enhanced Classrooms

All TEC's have an installed intercom to call the McCormack office for assistance if you are experiencing difficulty with the technology support system. Calls are assisted in the order they arrive.

Technology Enhanced Classrooms (TEC's):

There are two types of Technology Enhanced Classrooms on campus:

Level I TEC's have the following equipment installed:

- * 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 (RJ-45)
- * Laptop computers available for use in TEC's from Media Labs

Level II TEC's have the following equipment installed:

- * Data/video Projector
- * Projection Screen
- * VHS Video Playback
- * DVD Video Playback
- * Smart Sympodium or Document Camera
- * Audio Amplifier with Stereo Speakers
- * Teaching Station with all Source Equipment
- * Teaching Station Mounted Control Panel & Boundary Microphone
- * Cable for connecting a Laptop Computer
- * Cable for connecting to the Campus Network and Internet (RJ-45)
- * Desktop Windows XP Pro Computer with connection to Network

Tec 1			Tec 2	
Room #	Capacity		Room #	Capacity
M-1-201	28		M-1-409	90
M-1-206	32		M-2-116	55
M-1-207	51		M-2-404	75
M-1-208	32		M-3-407A	50

M-1-209	52		M-3-430	50
M-1-210	28		H-4-031	60
M-1-212	32		H-LL-3507	120
M-1-417	32		S-1-006	106
M-1-418	32		S-2-003A	512
M-1-420	24		W-1-004	80
M-1-428	35		W-1-005	80
M-1-608	48		W-1-031	60
M-1-612	16		W-1-034	44
M-1-614	40		W-1-088	222
M-1-616	16		W-2-158	82
M-1-617	32		W-2-198	45
M-1-619	24		W-2-200	100
M-1-620	16			
M-2-205	28		LoTech (Internet Jack Only)	
M-2-206	34		Room #	Capacity
M-2-207	28		M-1-415	20
M-2-208	24		M-1-421	20
M-2-209	21		M-2-415	20
M-2-213	28		M-2-420	18
M-2-214	34		M-2-421	18
M-2-417	28		W-1-040	20
M-2-419	28		W-1-050	15
M-2-616	28		W-1-051	15
M-2-621	28		W-2-056	15
M-3-204	42		W-4-122	24
M-3-204A	36			
M-3-617	42		Non Classrooms -TEC 2	
S-2-062	30		Room#	Capacity
S-2-063	30		H-LL- P1	15
S-2-064	30		H-LL-P2	30
S-2-065	45		H-LL-P3	35
S-2-066	24		H-LL-P4	11
W-1-006	70		H-LL-Conference Room	40
W-1-009	42		H- 11th Floor- Room A	50
W-1-010	42		H- 11th Floor- Room B	80
W-1-012	30		M-3- Ryan Lounge	200

W-1-019	35		PeopleSoft Training Room Quinn 1 Floor	16
W-1-020	35		Media Group Viewing Room Healey 3rd Floor	25
W-1-029	30			
W-1-030	21			
W-1-037	22			
W-1-041	64			
W-1-042	25			
W-1-043	25			
W-1-044	35			
W-1-045	35			
W-1-046	49			
W-1-047	49			
W-1-048	25			
W-1-052	28			
W-1-053	32			
W-1-054	40			
W-1-055	42			
W-1-056	36			
W-1-057	35			
W-1-058	35			
W-1-060	33			
W-1-061	41			
W-1-062	36			
W-1-063	56			
W-1-064	53			
W-2-123	20			
W-2-124	28			
W-2-125	28			
W-2-126	28			
W-2-127	30			

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[Campus Status](#)



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617.287.4000 (Cus

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Boston, MA 02125-3

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From: Apurva Mehta Apurva.Mehta@umb.edu
Subject: RE: data on tech in your classrooms
Date: February 11, 2015 at 4:39 PM
To: John Troutman lowery66@gmail.com

Dear Prof. Troutman – certainly ... am happy to help. This webpage will also shed some light:

http://www.umb.edu/it/getting_services/media_services/technology_enhanced_classrooms

Level 1 classrooms – 100%

Level 2 – 70%

Let me know if I can help.

Apurva

From: John Troutman [mailto:lowery66@gmail.com]
Sent: Wednesday, February 11, 2015 12:15 PM
To: Apurva Mehta
Subject: data on tech in your classrooms

Dear Mr. Mehta,

I am on a strategic planning committee at my university (the University of Louisiana at Lafayette), and we have identified UMASS-Boston as an institution to examine as a peer/aspirational university to our own. I was wondering if you might have any data easily available on the percentage of your classrooms with basic technology (projector, computer, wired for sound). If that data is not easily available, please disregard my query, but I thought I would reach out and give it a shot.


Thanks!
Best wishes,

John

John W. Troutman, Ph.D.
Associate Professor
Friends of the Humanities/BORSF Endowed Professor

History and Geography Department
The University of Louisiana at Lafayette
554 Griffin Hall
P.O. Box 42531
Lafayette, LA 70504

<http://johntroutman.weebly.com>

From: Greg A Gardella greg@unr.edu 
Subject: RE: [classroom] data on tech in the classrooms
Date: January 29, 2015 at 10:25 AM
To: John Troutman lowery66@gmail.com, classroom classroom@lists.unr.edu

Hello John,

My name is Greg Gardella and I manage the Classroom Technology unit of our Teaching and Learning Technologies department. I've Cc'd our Director, Edward Huffman on this message.

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.

The newest iteration of our smart classroom consists of a height-adjustable podium with a built-in equipment rack, which contains a control and switching system, a high-end PC with a built-in optical drive, an audio amplifier and a power back up unit. On top of the podium we have a cable cubby containing HDMI, VGA and audio cables for connecting laptops, a touch-panel control monitor, an LCD monitor for showing whatever is displaying on the projector, a high-definition document camera/visual presenter, as well as wired keyboard and both a wired and wireless mouse. The wireless mouse has a built-in laser pointer. We have annotation capabilities in some of our rooms, but this isn't standard. Our older rooms (analog-based) also have dual DVD-VCR units, but we're cutting off support for VHS VCR's this semester, which has been a multi-year weaning process. The vast majority have a single 4000+ lumen LCD projector and our larger rooms and auditoria have dual or multiple projectors. Some of our small rooms have large (60"-80") flat panel, professional monitors. We have audio systems in all of our smart classroom and in addition to the rack-mounted amplifier, these include either front-wall mounted loudspeakers or ceiling-based loudspeakers. Our larger rooms have wireless lavalier microphones. We've also instituted some wireless display boxes for showing mobile devices on the projector, but we have not standardized that technology in all rooms as we deem it not quite ready for prime time. All of our smart classrooms have student response system (clickers) software and receivers installed. Finally, we've done some small bits of lecture capture in a few rooms, but are moving from one provider to another and hope to grow our instances of this valuable technology once we've transitioned.

Let me know if you have any questions or if I can be of further assistance.

Best Regards,

Greg

Greg Gardella, M.S.
Instructional Technology Manager
University of Nevada
Teaching & Learning Technologies

From: classroom-request@lists.unr.edu [mailto:classroom-request@lists.unr.edu] **On Behalf Of** John

Troutman

Sent: Wednesday, January 28, 2015 1:09 PM

To: classroom

Subject: [classroom] data on tech in the classrooms

Hi,

I am on a strategic planning committee at my university (the University of Louisiana at Lafayette), and we have identified UN-Reno as an institution to examine as a peer/aspirational university to our own. I was wondering if you might have any data easily available on the percentage of your classrooms with basic technology (projector, computer, wired for sound). If that data is not easily available, please disregard my query, but I thought I would reach out and give it a shot.

Thanks!

John

John W. Troutman, Ph.D.
Associate Professor
Friends of the Humanities/BORSF Endowed Professor

History and Geography Department
The University of Louisiana at Lafayette
554 Griffin Hall
P.O. Box 42531
Lafayette, LA 70504

<http://johntroutman.weebly.com>

From: Poblano, Francisco fpoblano@utep.edu 
Subject: Re: data on tech in the classrooms
Date: February 11, 2015 at 11:39 AM
To: John Troutman lowery66@gmail.com

Hello John,

100% of our classroom have a projection and sound system with connectivity for laptops. Most, also have a computer in the instructors' podium. We are in the process of replacing physical computers in 139 classrooms with thin clients accessing Virtual desktops.

In the future, we need to focus more on how we can easily connect any portable device to the projection and audio in the classroom.

Thanks,
Francisco

From: John Troutman <lowery66@gmail.com>
Date: Wed, 11 Feb 2015 11:12:53 -0600
To: Microsoft Office User <fpoblano@utep.edu>
Subject: data on tech in the classrooms

Dear Mr. Poblano,

I am on a strategic planning committee at my university (the University of Louisiana at Lafayette), and we have identified UTEP as an institution to examine as a peer/aspirational university to our own. I was wondering if you might have any data easily available on the percentage of your classrooms with basic technology (projector, computer, wired for sound). If that data is not easily available, please disregard my query, but I thought I would reach out and give it a shot.


Thanks!
Best wishes,

John

John W. Troutman, Ph.D.
Associate Professor
Friends of the Humanities/BORSF Endowed Professor

History and Geography Department
The University of Louisiana at Lafayette
554 Griffin Hall
P.O. Box 42531
Lafayette, LA 70504

<http://johntroutman.weebly.com>

From: debbie.whisler@wright.edu no-reply@weebly.com 
Subject: New Form Entry: Contact Form
Date: February 13, 2015 at 8:30 AM
To: lowery66@yahoo.com

You've just received a new submission to your [Contact Form](#).

Submitted Information:

Name

Debbie Whisler

Email

debbie.whisler@wright.edu

Comment

John,

Thank you for contacting us about our campus classrooms. To answer your question, 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. Also, this count does not include our newest classroom building still under construction. We will have 4 more very large classrooms with digital capability.

I hope this helps. Let me know if I can do anything else for you.

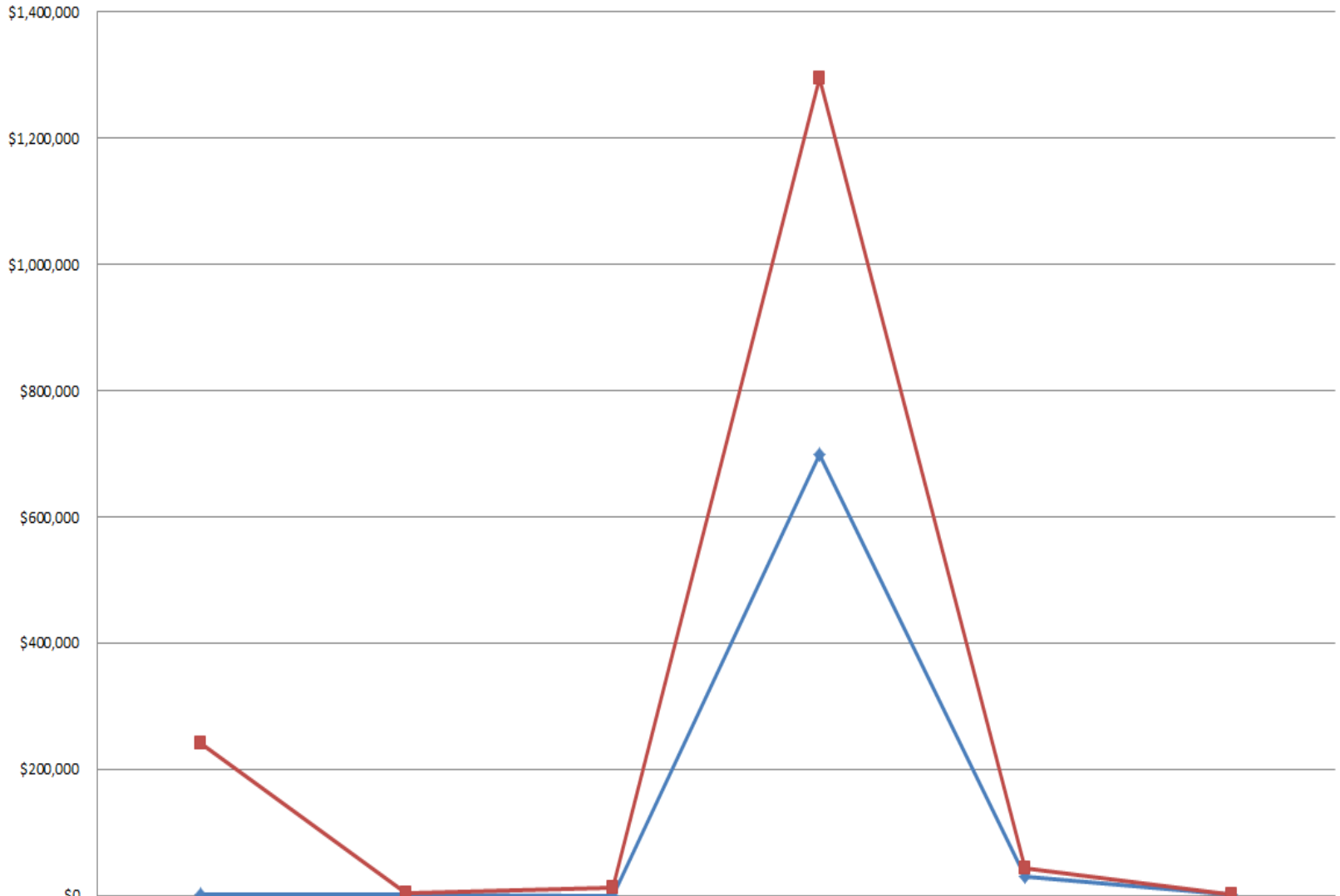
Sincerely,

Debbie Whisler

Supervisor, Classroom Technology Support

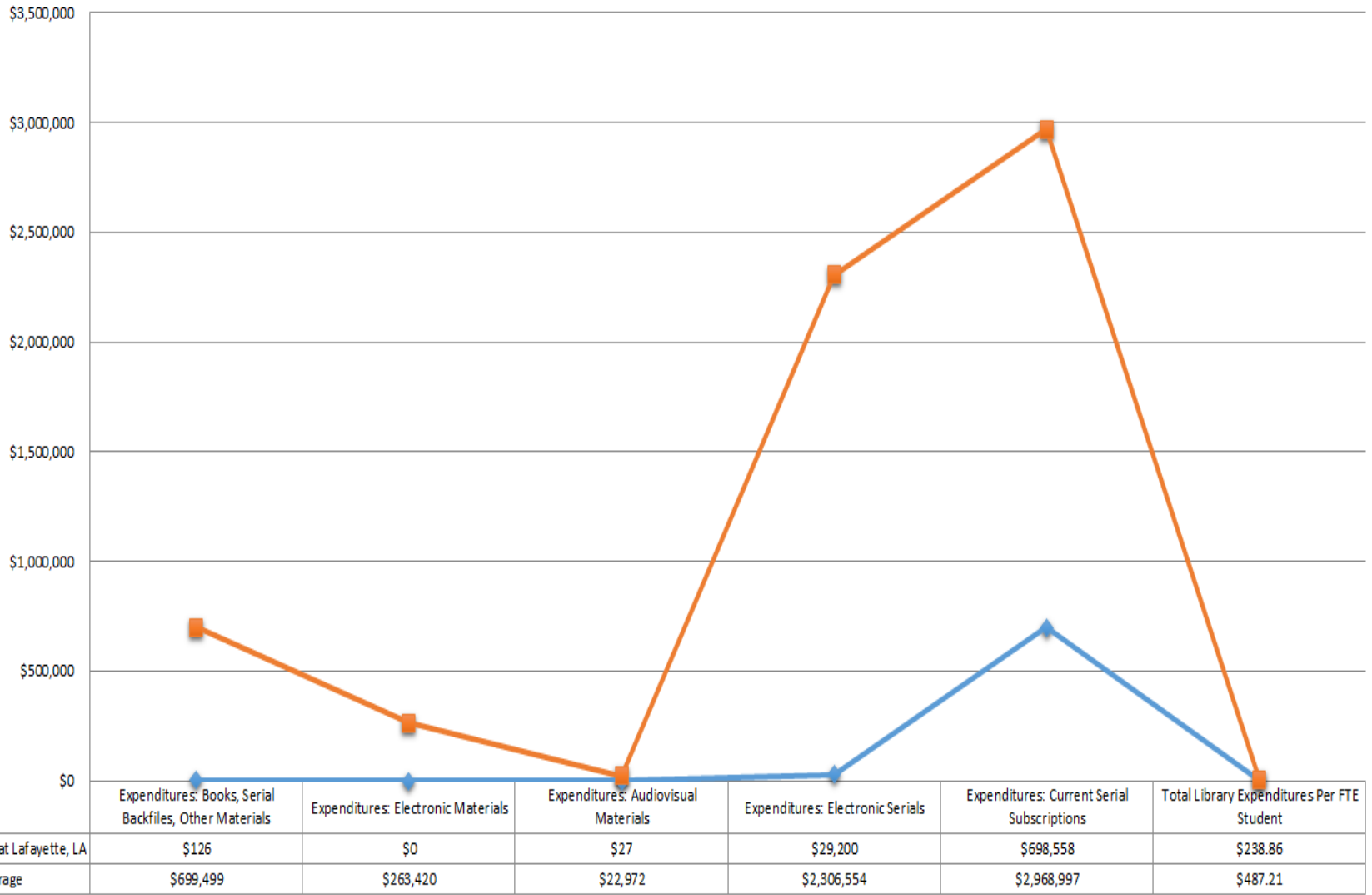
937-775-4066

2012 Library Expenditures: UL Lafayette v. state institutions

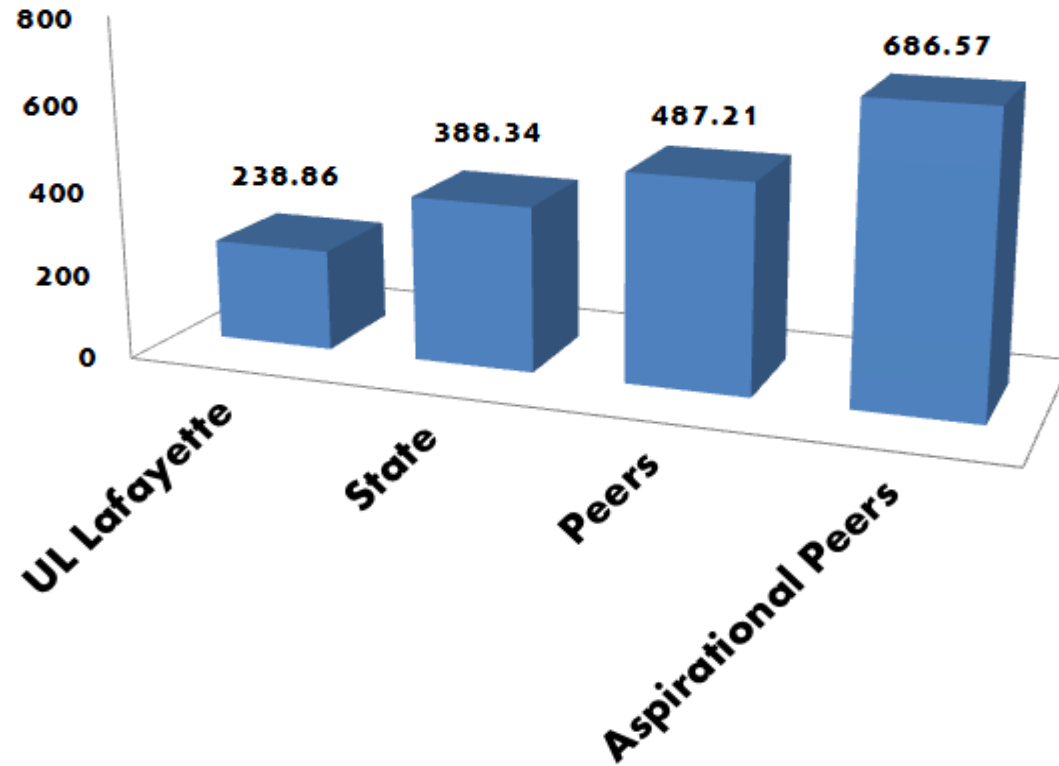


—■— STATE AVERAGE	\$239,837	\$3,465	\$12,979	\$595,989	\$12,979	\$388.34
—◆— University of Louisiana at Lafayette, LA	\$126	\$27	\$0	\$698,558	\$29,200	\$238.86

2012 Library Expenditures: UL Lafayette v. peer institutions



Total Library Expenditures Per FTE Student



Peer institutions

Portland State University, University of Southern Illinois
Carbondale, University of Montana, University of Texas
Arlington, University of Texas El Paso, University of
Massachusetts Boston, University of Massachusetts
Lowell, University of Memphis, University of Nevada Reno,
University of South Dakota, University of Southern
Mississippi, University of Toledo, University of Wisconsin
Milwaukee, Wichita State, Wright State

Aspirational peers

Florida Atlantic University, University of Arkansas,
University of Louisville, University of North Carolina
Greensboro, Virginia Commonwealth University

State institutions

Baton Rouge Community College, Blue Cliff College Alexandria, Blue Cliff College Houma, Blue Cliff College Metairie, Blue Cliff College Shreveport, Bossier Parish Community College, Career Technical College Shreveport, Centenary College of Louisiana, Delgado Community College, Delta College of Arts & Technology, Delta School of Business and Technology, Dillard University, Grambling State University, Gretna Career College, Herzing University Kenner, Itt Technical Institute Baton Rouge, Itt Technical Institute Saint Rose, L.E. Fletcher Technical Community College, Louisiana College, Louisiana Delta Community College Monroe, Louisiana State University and Agricultural & Mechanical College, Louisiana State University Eunice, Louisiana State University Health Sciences Center New Orleans, Louisiana State University Health Sciences Center Shreveport, Louisiana State University Alexandria, Louisiana State University Shreveport, Louisiana Tech University, Loyola University New Orleans, McNeese State University, Medvance Institute Baton Rouge, Nicholls State University, Northwestern State University of Louisiana, Notre Dame Seminary Graduate School of Theology, Nunez Community College

State institutions

Our Lady of Holy Cross College, Our Lady of the Lake College, Remington College Baton Rouge, Remington College Lafayette, Remington College Shreveport, River Parishes Community College, Saint Joseph Seminary College, South Louisiana Community College, Southeastern Louisiana University, Southern University and A&M College, Southern University New Orleans, Southern University Shreveport, Southern University Law Center, Sowela Technical Community College, Straver University Louisiana, Tulane University, University of Louisiana at Lafayette, University of Louisiana Monroe, University of New Orleans, University of Phoenix Baton Rouge, University of Phoenix Lafayette, University of Phoenix Louisiana Campus (Metairie), University of Phoenix Shreveport Bossier, Virginia College Baton Rouge, Xavier University

Four-Year Faculty Salaries: Multi-Discipline Report (4YF)

Report Parameters

Focus Institution University of Louisiana
at Lafayette

Comparison Group SREB 02: Four-Year 2
(2011 copy)

Group Size 15 Institutions

Year 2014-15

Statistics Unweighted

Tenure Tenured/Tenure Track

Data Aging Not Selected

Key

NP - Number of Incumbents.

NI - Number of Institutions.

- More than 150% of the group median

- Less than 75% of the group median

Per Department of Justice Safe Harbor Guidelines, statistics will not display when the number of Institutions is less than 10.

Code/Title	A. Focus Salary		B. Comparison Group Statistics (Based on Reported Average Salaries*)					
	NP	Average	Average	Std. Dev.	Median	Minimum	Maximum	NP
[04.] ARCHITECTURE AND RELATED SERVICES								
04.02 Architecture								
Professor	7	83,370	102,796	32,727	99,348	62,280	160,136	29
Associate Professor	2	61,205	74,613	11,287	76,802	61,205	89,283	39
Assistant Professor	3	62,793	63,608	8,718	62,793	49,007	72,659	31

Instructor								
13.04 Ed Administration & Supervision								
Professor	4	85,458						16
Associate Professor	4	55,907						29
Assistant Professor	3	57,000	62,026	7,913	61,333	52,399	75,900	14
New Assistant Professor								
Instructor								
13.11 Student Counseling & Personnel Svcs								
Professor	1	87,133						7
Associate Professor								5
Assistant Professor								5
New Assistant Professor								1
Instructor								
13.12 Teacher Ed & Prof Dev, Levels & Methods								
Professor	1	81,291						12
Associate Professor	1	73,000						26
Assistant Professor	3	55,667						27
New Assistant Professor								4
Instructor								
[14.] ENGINEERING								
14.07 Chemical								
Professor	3	117,811	129,416	27,642	117,915	90,962	169,680	31
Associate Professor	1	85,051	96,276	13,413	97,426	77,559	112,596	11
Assistant Professor	3	79,000	86,871	9,080	86,326	75,000	98,297	17
New Assistant Professor								
Instructor								
14.08 Civil								
Professor	6	95,397	128,673	22,970	123,457	95,397	164,827	50
Associate Professor	2	75,500	89,409	11,758	90,082	75,500	109,159	37

[16.] FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS**16.01 Linguistic, Comp & Rel Studies & Srvcs**

Professor	2	96,011	96,255	8,126	95,252	87,391	111,296	14
Associate Professor	4	48,690	60,956	10,317	64,762	45,697	74,049	42
Assistant Professor	5	50,244	58,112	4,509	59,217	50,244	62,667	14
New Assistant Professor								1
Instructor								

[23.] ENGLISH LANGUAGE AND LITERATURE/LETTERS**23.01 General**

Professor	13	75,717	87,983	15,794	95,512	55,438	104,608	55
Associate Professor	11	57,693	66,982	4,480	66,893	57,693	72,856	55
Assistant Professor	5	45,927	56,050	7,529	58,370	42,370	64,801	37
New Assistant Professor								5
Instructor								12

[26.] BIOLOGICAL AND BIOMEDICAL SCIENCES**26.01 General**

Professor	11	106,486	114,322	22,964	116,711	72,328	146,706	85
Associate Professor	8	76,436	77,549	10,256	77,317	55,745	91,096	76
Assistant Professor	3	66,674	70,216	8,367	67,806	57,110	85,568	42
New Assistant Professor								8
Instructor								2

[27.] MATHEMATICS AND STATISTICS**27.99 Other**

Professor	7	107,706						7
Associate Professor	7	66,509						7
Assistant Professor	7	67,272						7
New Assistant Professor								
Instructor								

[30.] MULTI/INTERDISCIPLINARY STUDIES

30.31 Human Computer Interaction								
Professor								
Associate Professor	2	95,535						2
Assistant Professor	1	74,500						1
New Assistant Professor								
Instructor								
[31.] PARKS, RECREATION, LEISURE AND FITNESS STUDIES								
31.05 Health & Physical Education/Fitness								
Professor	4	84,473	94,397	11,041	96,255	79,088	106,186	23
Associate Professor	3	61,571	70,207	5,506	73,403	61,571	75,869	20
Assistant Professor	1	52,000	59,188	6,175	58,410	52,000	69,420	15
New Assistant Professor								3
Instructor								
[40.] PHYSICAL SCIENCES								
40.05 Chemistry								
Professor	5	83,452	112,394	30,727	105,563	83,364	189,084	56
Associate Professor	4	66,191	77,770	8,163	76,178	66,162	88,706	44
Assistant Professor			74,410	5,901	75,177	67,125	83,973	23
New Assistant Professor								1
Instructor								1
40.06 Geological & Earth Sci/Geosciences								
Professor	5	95,615						18
Associate Professor	2	69,910						16
Assistant Professor	2	65,500						12
New Assistant Professor								2
Instructor								
40.08 Physics								
Professor	2	78,619	116,171	30,308	120,147	72,016	156,457	48
Associate Professor	3	71,943	80,189	8,937	82,690	65,563	90,895	42

Assistant Professor	1	64,500	72,835	8,105	77,662	58,811	81,056	26
New Assistant Professor								3
Instructor								
[42.] PSYCHOLOGY								
42.01 General								
Professor	2	90,396	103,704	22,904	99,245	71,211	157,814	58
Associate Professor	3	56,644	76,037	14,186	71,595	56,644	110,892	59
Assistant Professor	4	50,749	63,566	7,902	61,838	50,749	76,715	41
New Assistant Professor								3
Instructor								
[43.] HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICE								
43.01 Criminal Justice & Corrections								
Professor								4
Associate Professor	2	64,028						14
Assistant Professor	1	52,000						10
New Assistant Professor								2
Instructor								
[45.] SOCIAL SCIENCES								
45.10 Political Science & Government								
Professor	1	68,745	98,626	20,142	95,965	68,745	140,299	28
Associate Professor	3	57,848	70,286	8,075	69,638	57,848	85,348	30
Assistant Professor	2	53,314	61,264	6,675	60,254	52,799	73,250	21
New Assistant Professor								3
Instructor								
45.11 Sociology								
Professor	5	76,034	101,061	19,614	99,803	76,034	141,597	32
Associate Professor	6	59,767	68,139	6,348	67,829	59,767	80,050	26
Assistant Professor	1	46,000	58,619	6,334	59,700	46,000	66,902	16

51.02 Communication Disorders Sci & Svcs								
Professor	3	112,080						9
Associate Professor	3	70,442						13
Assistant Professor	2	63,435						7
New Assistant Professor								2
Instructor								
51.07 Health & Med Admin Svcs								
Professor	2	106,520						4
Associate Professor	1	70,218						7
Assistant Professor								1
New Assistant Professor								1
Instructor								2
51.38 Reg Nursing, Nursing Admin, Nursing Rsch and Clinical Nursing								
Professor	1	93,813	92,222	15,003	93,930	64,008	114,244	27
Associate Professor	3	77,219	73,449	10,203	77,269	51,273	82,241	40
Assistant Professor	8	72,498	64,252	8,670	67,187	45,667	72,498	53
New Assistant Professor								4
Instructor								14
[52.] BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES								
52.02 Admin, Mgt & Operations								
Professor	5	116,320	153,970	34,881	141,946	116,320	224,488	50
Associate Professor	5	104,876	127,019	24,187	124,707	97,532	171,563	37
Assistant Professor	4	100,050	118,593	19,744	121,950	89,767	155,969	49
New Assistant Professor								3
Instructor								
52.03 Accounting & Related Svcs								
Professor	3	124,227	149,990	16,117	148,831	124,227	172,054	17
Associate Professor	2	112,178	130,578	10,459	134,101	112,178	143,613	26

Assistant Professor	2	120,500	135,192	26,102	137,902	91,698	177,625	19
New Assistant Professor								4
Instructor	1	57,500						2
52.06 Managerial Economics								
Professor	3	100,337						16
Associate Professor	8	86,628						17
Assistant Professor								7
New Assistant Professor								3
Instructor								
52.14 Marketing								
Professor								8
Associate Professor	5	99,536	121,107	20,887	115,536	99,536	160,836	17
Assistant Professor	2	82,000	113,249	18,640	113,950	82,000	138,738	12
New Assistant Professor								2
Instructor								2
[54.] HISTORY GENERAL								
54.01 History								
Professor	3	77,239	94,360	16,945	89,018	77,239	129,947	30
Associate Professor	5	52,929	68,044	11,603	68,988	50,145	87,505	60
Assistant Professor	5	48,744	56,442	7,065	58,148	46,293	67,333	34
New Assistant Professor								2
Instructor								

This report was generated by CUPA-HR's Surveys Online application on February 23, 2015 03:17 PM. © 2015 CUPA-HR.

* For the minimum of reported minimum salaries and the maximum of reported maximum salaries, please

tutions is less than 5 (too few data) or, if weighted statistics are selected, when one institution's data con

NI	A's Avg. as % of B's	
	Average	Median
5	81.1	83.9
5	82	79.7
5	98.7	100

1			
1			
5	85.4	87.5	
6	87.7	87.9	
7	90	88.8	
3			
1			
2			
2			
1			
1			
2			
2			
1			
2			
2			
2			

4			
4			
5	91.9	92.9	

3			
3			
3			
1			

4			
4			
4			
2			

5	91	99.9	
5	88.3	87.3	
5	90.9	91.5	

5	74.1	77.3	
6	84.4	83.8	

5			
3			
7	85.5	86.2	
7	86.7	83.7	
6	85	86.3	
3			
6	86	86.8	
7	99.5	100	
7	95.3	92	
5			
1			
1			
1			
1			
3			
4			
2			
2			

5	99.7	100.8	
6	79.9	75.2	
5	86.5	84.8	
1			

7	86.1	79.3	
7	86.1	86.2	
8	81.9	78.7	
4			
1			

9	93.1	91.2	
9	98.6	98.9	
9	95	98.3	
4			
1			

1			
1			
1			

|--|--|--|--|

1			
1			
5	89.5	87.8	
5	87.7	83.9	
5	87.9	89	
2			
9	74.2	79.1	
9	85.1	86.9	
6			
1			
1			
3			
3			
3			
1			
7	67.7	65.4	
8	89.7	87	

8	88.6	83.1	
3			
9	87.2	91.1	
9	74.5	79.1	
9	79.8	82.1	
3			
1			
3			
3			
1			
7	69.7	71.6	
6	82.3	83.1	
7	87	88.5	
3			
7	75.2	76.2	
6	87.7	88.1	
7	78.5	77.1	

2			
3			
4			
5	89	88.3	
1			
6	92.1	91.4	
8	83.2	83	
7	84.5	81.1	
4			
9	87.8	98.4	
9	85.8	86.6	
9	77.2	76.8	
5			
1			
1			

4			
4			
3			
1			

3			
3			
1			
1			
1			

6	101.7	99.9	
6	105.1	99.9	
6	112.8	107.9	
2			
2			

6	75.5	81.9	
6	82.6	84.1	
7	84.4	82	
2			

5	82.8	83.5	
7	85.9	83.7	

6	89.1	87.4	
2			
2			
4			
3			
3			
2			
4			
6	82.2	86.2	
6	72.4	72	
1			
1			
8	81.9	86.8	
9	77.8	76.7	
9	86.4	83.8	
2			

ase see the Single Discipline Report.

Four-Year Faculty Salaries: 4-Digit Index Report

Report Parameters

Focus Instit University of Louisiana
at Lafayette

Comparison SREB 02: Four-Year 2
(2011 copy)

Group Size 15 Institutions

Year 2014-15

Statistics Unweighted

Tenure Tenured/Tenure Track

Data Aging Not Selected

Key

- N - Number of Incumbents.
- More than 115% of the group median
- Less than 90% of the group median

Per Department of Justice Safe Harbor Guidelines, statistics will not display when the number of Instit

Code/Title	A. Focus Salary		B. Comparison Group Statistics (Based on Reported Average Salaries*)			A's Avg. as % of B's	
	N	Average	Average	Median	N	Average	Median
ALL 4-DIGIT DISCIPLINES REPORTED BY FOCUS UNIT COMBINED							
OVERALL INDEX	374	78,673	88,574	72,651	2,914	88.8	108.3
Professor	141	96,109	109,319	102,102	1,064	87.9	94.1
Associate Professor	145	70,455	79,637	72,651	1,155	88.5	97
Assistant Professor	87	64,355	70,179	62,793	693	91.7	102.5

New
Assistant
Professor

Instructor

1

57,500

2

tutions is less than 5 (too few data) or, if weighted statistics are selected, when one institution's data comp

rise more than 25% of the total (unbalanced data).

[09.] COMMUNICATION, JOURNALISM AND RELATED PROGRAMS**09.01 Communication & Media Studies**

Professor	3	79,049							7
Associate Professor	4	60,975	60,501	3,902	60,975	55,692	65,666		16
Assistant Professor	1	51,000							4
New Assistant Professor									1
Instructor									3

[11.] COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES**11.04 Information Science/Studies**

Professor	6	155,041							6
Associate Professor	6	98,266							6
Assistant Professor									
New Assistant Professor									
Instructor									

11.07 Computer Science

Professor	1	101,638							2
Associate Professor	1	77,900							3
Assistant Professor	1	91,263							5
New Assistant Professor									1
Instructor									

[13.] EDUCATION**13.03 Curriculum & Instruction**

Professor	4	97,129							4
Associate Professor	7	65,155							7
Assistant Professor	4	55,958							6
New Assistant Professor									1
Instructor									

13.04 Ed Administration & Supervision

Professor	4	85,458							7
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New Assistant Professor									2
Instructor									
14.10 Electrical, Electronics & Communications									
Professor	4	107,301							9
Associate Professor	4	82,531							10
Assistant Professor	1	74,947							2
New Assistant Professor									1
Instructor									
14.19 Mechanical									
Professor	5	115,302							6
Associate Professor	1	94,211							8
Assistant Professor	4	82,250							8
New Assistant Professor									
Instructor									1
14.25 Petroleum									
Professor	3	110,317							3
Associate Professor	1	105,100							1
Assistant Professor	1	84,000							1
New Assistant Professor									
Instructor									
14.35 Industrial									
Professor	3	90,782							3
Associate Professor	2	74,332							3
Assistant Professor									
New Assistant Professor									
Instructor									
[16.] FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS									
16.01 Linguistic, Comp & Rel Studies & Svcs									

Professor	2	96,011						4
Associate Professor	4	48,690						12
Assistant Professor	5	50,244						5
New Assistant Professor								
Instructor								

[23.] ENGLISH LANGUAGE AND LITERATURE/LETTERS

23.01 General

Professor	13	75,717	65,061	7,103	65,636	55,438	75,717	32
Associate Professor	11	57,693	54,101	4,959	54,904	45,725	60,048	29
Assistant Professor	5	45,927						12
New Assistant Professor								
Instructor								12

[26.] BIOLOGICAL AND BIOMEDICAL SCIENCES

26.01 General

Professor	11	106,486	83,440	13,777	75,979	71,412	106,486	25
Associate Professor	8	76,436	59,868	7,963	57,810	52,823	76,436	30
Assistant Professor	3	66,674	56,492	5,771	55,637	49,040	66,674	15
New Assistant Professor								4
Instructor								2

[27.] MATHEMATICS AND STATISTICS

27.99 Other

Professor	7	107,706						8
Associate Professor	7	66,509						8
Assistant Professor	7	67,272						8
New Assistant Professor								
Instructor								

[30.] MULTI/INTERDISCIPLINARY STUDIES

30.31 Human Computer Interaction

Professor								
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Associate Professor	2	95,535							2
Assistant Professor	1	74,500							1
New Assistant Professor									
Instructor									
[31.] PARKS, RECREATION, LEISURE AND FITNESS STUDIES									
31.05 Health & Physical Education/Fitness									
Professor	4	84,473							9
Associate Professor	3	61,571							4
Assistant Professor	1	52,000							4
New Assistant Professor									
Instructor									
[40.] PHYSICAL SCIENCES									
40.05 Chemistry									
Professor	5	83,452	76,834	10,110	83,364	59,431	86,469		14
Associate Professor	4	66,191							14
Assistant Professor									5
New Assistant Professor									
Instructor									1
40.06 Geological & Earth Sci/Geosciences									
Professor	5	95,615							5
Associate Professor	2	69,910							2
Assistant Professor	2	65,500							2
New Assistant Professor									
Instructor									
40.08 Physics									
Professor	2	78,619							7
Associate Professor	3	71,943							11
Assistant Professor	1	64,500							2

Instructor									
[50.] VISUAL AND PERFORMING ARTS									
50.05 Dramatic/Theatre Arts & Stagecraft									
Professor									1
Associate Professor	1	45,000							3
Assistant Professor	2	50,642							2
New Assistant Professor									
Instructor									
50.07 Fine & Studio Art									
Professor	5	76,524	69,289	8,797	69,847	56,769	81,759		17
Associate Professor	10	53,471	50,560	4,412	52,390	41,065	53,865		30
Assistant Professor	2	47,500							6
New Assistant Professor									2
Instructor									
50.09 Music									
Professor	8	78,821	62,738	9,176	62,140	49,550	78,821		19
Associate Professor	6	55,795	52,331	5,797	53,909	42,745	60,305		31
Assistant Professor	2	42,500	48,028	3,564	48,000	42,500	52,000		13
New Assistant Professor									
Instructor									
[51.] HEALTH PROFESSIONS AND RELATED PROGRAMS									
51.00 General									
Professor									
Associate Professor	2	75,399							2
Assistant Professor	1	63,000							4
New Assistant Professor									
Instructor									
51.02 Communication Disorders Sci & Srvcs									
Professor	3	112,080							6

Associate Professor	3	70,442						9
Assistant Professor	2	63,435						7
New Assistant Professor								3
Instructor								
51.07 Health & Med Admin Svcs								
Professor	2	106,520						3
Associate Professor	1	70,218						5
Assistant Professor								
New Assistant Professor								
Instructor								2
51.38 Reg Nursing, Nursing Admin, Nursing Rsrch and Clinical Nursing								
Professor	1	93,813	75,436	10,540	76,340	64,008	93,813	7
Associate Professor	3	77,219	67,587	9,244	66,041	51,273	79,590	27
Assistant Professor	8	72,498	58,797	8,190	59,705	45,667	72,498	72
New Assistant Professor								8
Instructor								1
[52.] BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES								
52.02 Admin, Mgt & Operations								
Professor	5	116,320	103,934	8,940	99,744	95,043	116,320	15
Associate Professor	5	104,876	91,831	7,319	89,579	83,565	104,876	12
Assistant Professor	4	100,050						9
New Assistant Professor								2
Instructor								
52.03 Accounting & Related Svcs								
Professor	3	124,227	112,180	19,323	105,567	90,398	148,831	16
Associate Professor	2	112,178	97,373	19,795	97,466	64,346	125,919	19
Assistant Professor	2	120,500						9

New Assistant Professor									3
Instructor	1	57,500							2
52.06 Managerial Economics									
Professor	3	100,337							4
Associate Professor	8	86,628							10
Assistant Professor									
New Assistant Professor									
Instructor									
52.14 Marketing									
Professor									7
Associate Professor	5	99,536	92,049	7,923	90,993	78,820	103,450		14
Assistant Professor	2	82,000							4
New Assistant Professor									
Instructor									2
[54.] HISTORY GENERAL									
54.01 History									
Professor	3	77,239	74,061	5,930	70,608	67,883	84,173		11
Associate Professor	5	52,929	53,443	3,274	52,459	49,937	58,200		17
Assistant Professor	5	48,744							11
New Assistant Professor									
Instructor									

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* For the minimum of reported minimum salaries and the maximum of reported maximum salaries, please

tutions is less than 5 (too few data) or, if weighted statistics are selected, when one institution's data con

NI	A's Avg. as % of B's	
	Average	Median
2		
2		
2		
1		
1		

3			
5	100.8	100	
4			
1			
1			

1			
1			

2			
2			
2			
1			

1			
1			
2			
1			

2			

3			
4			



2			
3			
2			
1			



6	117.5	117.5	
6	121.4	125.4	
5	104.6	104.4	
1			
1			



3			
2			
3			
1			



3			
2			
2			

2			
4			
1			



6	116.4	115.4	
5	106.6	105.1	
4			
1			



6	127.6	140.2	
6	127.7	132.2	
5	118	119.8	
3			
1			



2			
2			
2			



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1			
3			
1			
6	110.4	109.6	
6	105.8	102.1	
3			
1			
6	125.6	126.8	
6	106.6	103.5	
5	88.5	88.5	
1			
2			
3			

4			
3			
2			



2			
2			
1			



5	124.4	122.9	
6	114.3	116.9	
6	123.3	121.4	
3			
1			



5	111.9	116.6	
5	114.2	117.1	
4			
1			



6	110.7	117.7	
6	115.2	115.1	
3			

1			
2			
2			
2			
3			
6	108.1	109.4	
3			
1			
5	104.3	109.4	
6	99	100.9	
4			

ase see the Single Discipline Report.

prise more than 25% of the total (unbalanced data).

Four-Year Faculty Salaries: 4-Digit Index Report

Report Parameters

Focus Instit University of Louisiana
at Lafayette

Comparison UL System

Group Size 8 Institutions

Year 2014-15

Statistics Unweighted

Tenure Tenured/Tenure Track

Data Aging Not Selected

Key

- N - Number of Incumbents.
- More than 115% of the group median
- Less than 90% of the group median

Per Department of Justice Safe Harbor Guidelines, statistics will not display when the number of Ins

Code/Title	A. Focus Salary		B. Comparison Group Statistics (Based on Reported Average Salaries*)			A's Avg. as % of B's	
	N	Average	Average	Median	N	Average	Median
ALL 4-DIGIT DISCIPLINES REPORTED BY FOCUS UNIT COMBINED							
OVERALL INDEX	374	78,673	72,753	66,709	1,020	108.1	117.9
Professor	141	96,109	86,640	80,116	310	110.9	120
Associate Professor	145	70,455	66,785	62,216	422	105.5	113.2
Assistant Professor	87	64,355	60,344	55,750	286	106.6	115.4
New Assistant Professor							

Instructor

1

57,500

2

stitutions is less than 5 (too few data) or, if weighted statistics are selected, when one institution's data c

**University of Louisiana at Lafayette - STEP SMART Classroom Utilization
Fall 2013**

CourseAbbr (All)

Building/Room	Views/Week	Hours/Week	Duplicated Enrollment	Sections
Advnd. Comp. Tech. And Rsch.	1,134	84.00	557	25
0101	182	27.17	106	7
0112	57	1.67	57	2
0113	34	3.83	17	1
0117	861	51.33	377	15
Angelle Hall	2,001	78.33	956	24
0132	242	19.50	108	7
0153	1,759	58.83	848	17
Billeaud Hall	440	22.67	199	10
0219	440	22.67	199	10
Bourgeois Hall	1,157	40.50	483	11
0153B	1,157	40.50	483	11
Broussard Hall	1,761	31.17	649	9
0116	1,758	27.00	646	8
0218	3	4.17	3	1
Burke Hawthorne Hall	3,625	229.08	1,724	66
0115	625	50.17	330	14
0139	391	34.33	167	10
0216	761	36.58	338	11
0226	466	35.33	230	11
0241	793	20.33	341	6
0248	589	52.33	318	14
Dupre Library	1	0.83	1	1
0141	1	0.83	1	1
F. G. Mouton Hall	2,576	122.50	1,250	38
0205	591	30.50	250	9
0216	986	38.83	487	14
0217	999	53.17	513	15
Fletcher Hall	532	103.33	228	14
0101	208	43.33	97	6
0207	324	60.00	131	8
Girard Hall	886	26.67	371	8
0203	886	26.67	371	8
Griffin Hall	10,170	491.67	4,778	144
0147	1,098	15.67	758	6
0201	916	60.17	403	17
0205	46	7.67	23	2
0215	1,271	51.50	594	16
0318	805	32.50	349	9
0321	556	38.17	268	11
0404	327	45.33	141	14
0405	279	44.17	143	12
0425	613	54.17	265	16

**University of Louisiana at Lafayette - STEP SMART Classroom Utilization
Fall 2013**

CourseAbbr (All)

Building/Room	Views/Week	Hours/Week	Duplicated Enrollment	Sections
0522	2,424	36.83	976	11
0524	1,069	60.33	510	17
0525	766	45.17	348	13
Hamilton Hall	3,124	182.25	1,453	56
0108	1,252	23.67	528	8
0113	823	91.33	443	29
0116	930	41.08	408	13
0223	119	26.17	74	6
Lee Hall	319	15.00	181	8
0212	319	15.00	181	8
Madison Hall	543	58.50	300	19
0105	256	18.83	109	6
0229	287	39.67	191	13
Maxim Doucet Hall	975	88.33	491	24
0106	358	41.67	224	11
0108	617	46.67	267	13
Moody Annex	9,616	458.33	5,089	157
0103	791	26.67	791	32
0120	1,152	61.67	585	18
0121	1,176	50.67	555	16
0122	1,286	59.00	623	17
0123	1,063	54.33	552	16
0124	1,088	54.17	543	15
0125	911	50.67	452	14
0127	1,233	48.00	560	14
0130	916	53.17	428	15
Mouton Hall	2,099	108.00	942	31
0110	1,176	60.83	552	17
0208	923	47.17	390	14
Visual Arts Annex Bldg.	170	30.25	102	7
0107	170	30.25	102	7
Wharton Hall	7,534	153.83	3,925	60
0101	544	18.83	544	9
0116	608	24.33	405	11
0222	4,920	27.83	1,963	9
0304	283	13.50	214	6
0314	228	12.83	187	4
0317	291	13.67	227	4
0403	322	18.50	167	6
0529	338	24.33	218	11
Grand Total	48,663	2,325.25	23,679	712

Four-Year Faculty Salaries: Multi-Discipline Report (4YF)

Report Parameters

Focus Institution University of Louisiana
at Lafayette

Comparison UL System Peers

Group Size 15 Institutions

Year 2014-15

Statistics Unweighted

Tenure Tenured/Tenure Track

Data Aging Not Selected

Key

NP - Number of Incumbents.

NI - Number of Institutions.

- More than 150% of the group median

- Less than 75% of the group median

Per Department of Justice Safe Harbor Guidelines, statistics will not display when the number of Institutions is less than 3.

Code/Title	A. Focus Salary		B. Comparison Group Statistics (Based on Reported Average Salaries*)					
	NP	Average	Average	Std. Dev.	Median	Minimum	Maximum	NP
[04.] ARCHITECTURE AND RELATED SERVICES								
04.02 Architecture								
Professor	7	83,370						6
Associate Professor	2	61,205						20
Assistant Professor	3	62,793						9
New Assistant Professor								
Instructor								
[09.] COMMUNICATION, JOURNALISM AND RELATED PROGRAMS								

09.01 Communication & Media Studies								
Professor	3	79,049	89,267	5,797	86,099	83,185	97,940	25
Associate Professor	4	60,975	72,981	12,976	71,717	60,403	102,906	24
Assistant Professor	1	51,000	61,388	5,297	58,297	57,196	73,029	27
New Assistant Professor								4
Instructor								
[11.] COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES								
11.04 Information Science/Studies								
Professor	6	155,041						5
Associate Professor	6	98,266						11
Assistant Professor								6
New Assistant Professor								
Instructor								
11.07 Computer Science								
Professor	1	101,638						13
Associate Professor	1	77,900						16
Assistant Professor	1	91,263						8
New Assistant Professor								4
Instructor								
[13.] EDUCATION								
13.03 Curriculum & Instruction								
Professor	4	97,129	92,720	11,070	94,577	76,424	107,551	29
Associate Professor	7	65,155	71,495	6,661	72,187	62,328	81,816	44
Assistant Professor	4	55,958	60,800	3,743	60,501	55,706	66,325	28
New Assistant Professor								1
Instructor								
13.04 Ed Administration & Supervision								
Professor	4	85,458	94,935	9,423	92,051	84,939	106,716	16
Associate Professor	4	55,907	74,562	16,592	69,947	59,848	116,998	20

Instructor								
14.10 Electrical, Electronics & Communications								
Professor	4	107,301	131,292	9,630	128,688	122,000	152,250	49
Associate Professor	4	82,531	98,028	8,336	96,059	89,519	115,225	38
Assistant Professor	1	74,947	87,795	3,474	88,808	81,700	91,323	10
New Assistant Professor								3
Instructor								
14.19 Mechanical								
Professor	5	115,302	128,563	10,958	129,021	109,239	142,260	39
Associate Professor	1	94,211	98,410	9,225	95,950	83,471	111,715	31
Assistant Professor	4	82,250	80,193	9,526	82,794	58,259	88,827	24
New Assistant Professor								3
Instructor								
14.25 Petroleum								
Professor	3	110,317						
Associate Professor	1	105,100						
Assistant Professor	1	84,000						
New Assistant Professor								
Instructor								
14.35 Industrial								
Professor	3	90,782						
Associate Professor	2	74,332						4
Assistant Professor								2
New Assistant Professor								
Instructor								
[16.] FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS								
16.01 Linguistic, Comp & Rel Studies & Svcs								
Professor	2	96,011	92,695	16,938	87,992	69,630	130,439	42
Associate Professor	4	48,690	68,907	7,256	70,482	59,175	81,983	50

Assistant Professor	5	50,244	57,768	6,978	55,897	49,750	73,628	25
New Assistant Professor								1
Instructor								
[23.] ENGLISH LANGUAGE AND LITERATURE/LETTERS								
23.01 General								
Professor	13	75,717	94,716	14,303	90,072	78,820	119,538	85
Associate Professor	11	57,693	71,734	11,717	68,465	54,682	95,096	116
Assistant Professor	5	45,927	60,201	7,105	59,708	49,482	74,817	69
New Assistant Professor			59,067	6,441	62,001	49,333	67,000	8
Instructor								
[26.] BIOLOGICAL AND BIOMEDICAL SCIENCES								
26.01 General								
Professor	11	106,486	105,160	16,849	99,858	83,877	137,935	110
Associate Professor	8	76,436	77,996	11,350	73,795	62,184	99,734	99
Assistant Professor	3	66,674	70,014	8,101	68,262	58,197	89,271	65
New Assistant Professor			71,800	7,386	75,000	62,000	80,000	7
Instructor								
[27.] MATHEMATICS AND STATISTICS								
27.99 Other								
Professor	7	107,706						
Associate Professor	7	66,509						
Assistant Professor	7	67,272						
New Assistant Professor								
Instructor								
[30.] MULTI/INTERDISCIPLINARY STUDIES								
30.31 Human Computer Interaction								
Professor								
Associate Professor	2	95,535						
Assistant Professor	1	74,500						

[42.] PSYCHOLOGY								
42.01 General								
Professor	2	90,396	108,747	13,793	109,001	87,599	127,967	86
Associate Professor	3	56,644	78,855	10,001	77,625	64,565	97,217	85
Assistant Professor	4	50,749	68,527	6,418	69,166	57,539	77,144	60
New Assistant Professor			67,000	4,775	69,000	60,000	73,000	6
Instructor								
[43.] HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICE								
43.01 Criminal Justice & Corrections								
Professor			109,477	21,295	106,849	83,409	140,867	18
Associate Professor	2	64,028	78,306	11,112	72,469	65,637	94,709	20
Assistant Professor	1	52,000	64,042	4,146	63,000	59,885	71,792	13
New Assistant Professor								3
Instructor								
[45.] SOCIAL SCIENCES								
45.10 Political Science & Government								
Professor	1	68,745	107,297	19,947	97,351	86,331	150,013	31
Associate Professor	3	57,848	76,354	10,599	71,447	63,321	94,990	57
Assistant Professor	2	53,314	61,898	4,809	60,890	56,763	71,277	28
New Assistant Professor			61,700	3,919	63,500	57,000	66,000	6
Instructor								
45.11 Sociology								
Professor	5	76,034	97,819	19,484	92,376	71,870	129,818	32
Associate Professor	6	59,767	72,979	10,613	73,647	53,016	87,398	46
Assistant Professor	1	46,000	63,239	6,408	63,246	53,265	73,159	27
New Assistant Professor								3
Instructor								
[50.] VISUAL AND PERFORMING ARTS								
50.05 Dramatic/Theatre Arts & Stagecraft								

Professor			77,895	8,089	76,686	67,403	92,818	29
Associate Professor	1	45,000	62,319	8,123	64,444	51,116	72,383	26
Assistant Professor	2	50,642	52,888	4,018	54,600	47,333	57,578	21
New Assistant Professor								1
Instructor								
50.07 Fine & Studio Art								
Professor	5	76,524	91,578	19,194	83,900	73,310	129,112	45
Associate Professor	10	53,471	70,769	12,025	66,638	56,820	95,547	53
Assistant Professor	2	47,500	58,506	7,258	55,250	51,667	75,000	28
New Assistant Professor								5
Instructor								
50.09 Music								
Professor	8	78,821	90,022	17,233	83,504	69,263	117,149	62
Associate Professor	6	55,795	69,288	12,277	69,056	54,322	96,098	91
Assistant Professor	2	42,500	55,865	8,208	54,484	45,650	71,925	48
New Assistant Professor			57,167	6,771	55,833	50,000	70,000	9
Instructor								
[51.] HEALTH PROFESSIONS AND RELATED PROGRAMS								
51.00 General								
Professor								
Associate Professor	2	75,399						
Assistant Professor	1	63,000						2
New Assistant Professor								1
Instructor								
51.02 Communication Disorders Sci & Svcs								
Professor	3	112,080	103,014	15,261	100,854	88,237	131,646	9
Associate Professor	3	70,442	74,134	4,835	75,735	66,255	80,805	22
Assistant Professor	2	63,435	65,000	3,502	64,837	60,100	69,284	19

New Assistant Professor									2
Instructor									
51.07 Health & Med Admin Svcs									
Professor	2	106,520							
Associate Professor	1	70,218							3
Assistant Professor									2
New Assistant Professor									
Instructor									
51.38 Reg Nursing, Nursing Admin, Nursing Rsrch and Clinical Nursing									
Professor	1	93,813	113,641	13,377	114,497	92,292	134,336		33
Associate Professor	3	77,219	88,232	9,281	89,001	72,991	100,458		57
Assistant Professor	8	72,498	77,244	6,243	77,285	66,381	86,014		56
New Assistant Professor			77,417	9,084	73,750	70,000	96,667		11
Instructor									
[52.] BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES									
52.02 Admin, Mgt & Operations									
Professor	5	116,320	144,466	16,692	135,521	128,838	178,889		29
Associate Professor	5	104,876	111,300	12,859	113,171	85,723	125,210		41
Assistant Professor	4	100,050	112,643	12,342	110,250	92,805	130,964		23
New Assistant Professor									8
Instructor									
52.03 Accounting & Related Svcs									
Professor	3	124,227	144,838	15,278	147,102	112,012	163,309		33
Associate Professor	2	112,178	121,106	17,054	129,632	80,780	138,378		41
Assistant Professor	2	120,500	129,679	12,175	130,174	106,071	146,895		38
New Assistant Professor			132,001	11,903	133,500	115,000	150,000		8
Instructor	1	57,500							
52.06 Managerial Economics									

Professor	3	100,337						11
Associate Professor	8	86,628						5
Assistant Professor								7
New Assistant Professor								2
Instructor								
52.14 Marketing								
Professor			136,499	12,348	135,564	123,642	164,164	24
Associate Professor	5	99,536	119,998	11,913	122,978	90,500	129,977	30
Assistant Professor	2	82,000	115,962	7,726	114,512	103,333	130,824	21
New Assistant Professor								1
Instructor								
[54.] HISTORY GENERAL								
54.01 History								
Professor	3	77,239	96,156	15,123	92,786	76,390	120,688	54
Associate Professor	5	52,929	72,984	11,402	70,857	57,770	90,134	69
Assistant Professor	5	48,744	59,957	7,570	58,402	49,884	74,962	44
New Assistant Professor			61,344	6,431	61,752	52,000	72,000	13
Instructor								

This report was generated by CUPA-HR's Surveys Online application on February 23, 2015 03:00 PM. © 2015 CUPA-HR.

* For the minimum of reported minimum salaries and the maximum of reported maximum salaries, please

stitutions is less than 5 (too few data) or, if weighted statistics are selected, when one institution's data compri

NI	A's Avg. as % of B's		
	Average	Median	
2			
3			
2			

7	88.6	91.8	
8	83.5	85	
8	83.1	87.5	
3			
1			
1			
1			
3			
3			
2			
2			
6	104.8	102.7	
6	91.1	90.3	
6	92	92.5	
1			
5	90	92.8	
8	75	79.9	

7	91.9	93.8	
3			
5	92.8	95.6	
5			
5			
3			
2			
2			
2			
1			
3			
3			
2			
2			
6	75.2	78.1	
6	80.7	83.1	
5			

7	81.7	83.4	
7	84.2	85.9	
6	85.4	84.4	
2			

7	89.7	89.4	
7	95.7	98.2	
7	102.6	99.3	
2			

1			
1			

9	103.6	109.1	
8	70.7	69.1	

6	88.4	91.9	
6	81.9	85	
5	77.9	83.2	
3			
11	77.5	78.6	
11	83.3	84.2	
11			
4			
8	93.8	99.3	
8	89.2	93.6	
7	92.6	97.3	
4			
10	71.3	70.4	
11	88.1	86.6	
10	90.2	89.1	
2			

11	83.1	82.9	
11	71.8	73	
11	74.1	73.4	
5			

7			
7	81.8	88.4	
5	81.2	82.5	
3			

10	64.1	70.6	
11	75.8	81	
10	86.1	87.6	
5			

9	77.7	82.3	
10	81.9	81.2	
7	72.7	72.7	
1			

6			
7	72.2	69.8	
7	95.8	92.8	
1			

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10	83.6	91.2	
10	75.6	80.2	
10	81.2	86	
4			

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11	87.6	94.4	
11	80.5	80.8	
10	76.1	78	
5			

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1			
1			

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5	108.8	111.1	
7	95	93	
6	97.6	97.8	

2			
1			
1			
9	82.6	81.9	
9	87.5	86.8	
9	93.9	93.8	
6			
7	80.5	85.8	
7	94.2	92.7	
7	88.8	90.7	
4			
9	85.8	84.4	
9	92.6	86.5	
10	92.9	92.6	
6			

2			
2			
2			
1			
7			
8	82.9	80.9	
8	70.7	71.6	
1			
10	80.3	83.2	
11	72.5	74.7	
10	81.3	83.5	
8			

ease see the Single Discipline Report.

use more than 25% of the total (unbalanced data).

From: Taniecea Arceneaux Mallery taniecea.mallery@louisiana.edu
Subject: Feedback on Faculty Task Force Report
Date: February 25, 2015 at 8:46 AM
To: John W Troutman jwt2167@louisiana.edu, McClure Michael mxm9999@louisiana.edu

Michael and John,

Thanks again for dropping by last week to share your work on the Faculty Task Force for the Strategic Planning Committee. I appreciate the opportunity to learn more about the University's ongoing efforts to strive for equity, as well as the chance to weigh in on your draft report.

As we discussed, I've taken some time to review your draft, and I have some thoughts/feedback.

1. In Section 2 (Appropriate Staffing of Faculty), I think striving to reach parity with our peers in terms of faculty/student ratios is an important goal. As you continue to think through ways to achieve it, 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.

2. In Section 3 (Faculty Resources), I think you have a good first draft. I especially love the proposal of a Teaching Innovation Center! I've had some wonderful experiences working for a Teaching and Learning Center when I was in graduate school, and it had a remarkable impact. On another note, to carry over from my first point, I'd suggest thinking about resources for social support for faculty. This can be in the form of a mentorship program, pairing junior faculty with senior faculty. This can also be something like a seminar series where faculty can learn about the importance of networking for success, work-life balance, strategies for success in achieving tenure, etc. I often find that faculty would benefit from structured ways to learn about the informal processes of navigating through their career--"soft" skills that we aren't necessarily taught in a classroom but are learned through experience. This is particularly important for underrepresented faculty, since they often face social challenges with being an "outsider."

3. Also, in Sections 2 and 3, I do think it's important to continue to work towards equitable faculty salary. As we all know, this plays out in many industries in society at large. I also very much appreciate the value of data for decision-making, and I think your point 3c) is an important step toward creating a baseline from which to move forward. I think that's the critical piece of moving this forward. Once we have some baseline data, the important step will be creating the specific initiatives that will move us toward better equity. It may also be helpful to start brainstorming now about potential strategies to mitigate these inequities. I think professional development initiatives for faculty will be critical here, and it would be an actionable way to start working toward equity in pay.

I hope these suggestions are helpful! If you'd like to have follow-up conversations to discuss any of this, I'd be happy to meet with you anytime.

Best,
Taniecea

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