

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
<p>Faculty: Create a stimulating academic environment supported by the latest innovations in technology and informed by best practices, in which faculty members can realize their full potential as educators and scholars.</p>	<p>Faculty SI 1: Significantly upgrade academic facilities related to instruction in order to meet or exceed the quality of those at peer institutions.</p>	<p>Faculty KPI 1: <i>Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.</i></p>	<p>Robert McKinney</p>	<p>Robert McKinney, Bill Crist</p>	<p>Allen Bonnet, Facilities Services, Deans</p>		<p>2016 SP Benchmark: Develop master plan to evaluate and prioritize upgrades to academic facilities.</p> <p>Mr. McKinney updated the task force on progress toward this goal already under way. A Major Repair list is already drafted and under development and implementation for the 16-17 academic year. This list includes routine maintenance such as roof, wall, floor and ceiling repairs, as well as ADA and fire alarm system upgrades. The current list specifies approximately \$36M in repairs and upgrades.</p> <p>No formal mechanism appears to exist for smaller or discretionary upgrades to academic spaces to be communicated or prioritized other than the academic chain of command.</p>	<p>The committee notes that there is no mechanism in place for students, faculty or academic administrators to provide input as to needed building repairs and upgrades, and requests that some such mechanism be developed in collaboration with Facilities Services. The University should explore new models of classroom delivery and what their physical requirements are. Possible additional fund open for faculty applications for space upgrades, laboratory equipment, etc.</p> <p>The committee proposes that the organizational structure through which facilities initiatives and decisions are made be reconsidered. Some channel of communication involving Facilities Services, the planning committee, and the academic affairs administration must be established so that the real needs of the academic environment can be addressed.</p> <p>The committee recommends the creation of a task force with membership from Administration and Finance, Facilities, and Academic Affairs to create a process for communicating and prioritizing academic facilities needs. The committee recommends that Bill Crist, VP Facilities, meet with the</p>	<ul style="list-style-type: none"> Form a task force with representatives from Facilities, Academic and Student Affairs, Administration and Finance to design a process to recommend and prioritize improvements to Academic Facilities. Schedule meeting with Bill Crist and the Deans to discuss the process for prioritizing and implementing improvements to academic facilities.

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		<p>Faculty KPI 2: <i>Increase spending for instruction and academic support to correct significant deficits in these areas and strive to reach our comparison peer averages for instructional and academic support.</i></p>	Jordan Kellman	David Danahar, Robert McKinney	Faculty Development		<p>2016 SP Benchmark: Set spending for instruction at a minimum of 60% of peer average.</p> <p>Spending for instruction and academic support per FTE has increased dramatically (23.7%) since 2012.</p>	<p>The committee recommends that the University establish its own peer set and aspirational peer set by tasking the deans to come up with peer sets for their areas and compiling/comparing. Among the criteria that could be considered are:</p> <ul style="list-style-type: none"> • Graduate programs • Amount of funded research • Look at individual Carnegie criteria • Look at funding of individual institutions <p>Regardless of peer set, the University needs some mechanism of addressing instructional equipment needs. Some replacement for the old equipment budget must be identified, as many of our programs are becoming hopelessly out of date because of obsolete equipment.</p>	<ul style="list-style-type: none"> • Deans propose new peer sets • Provost's office develop replacement for old college based Equipment Fund, inactive since 2008.
		<p>Faculty KPI 3: <i>Equip 90 percent of all classrooms with minimum digital technology: internet access, laptop/computer workstations, LCD projectors, screens, and sound systems.</i></p>	David Danahar	David Danahar, Gene Fields	STEP, CIO		<p>2016 SP Benchmark: Equip 60% of our classrooms with minimal technology package.</p> <p>Dr. Danahar has already begun this process and has negotiated a preliminary model for furnishing classrooms with low-cost but effective audiovisual technology. Deans have each submitted lists of 10 classrooms per college to be equipped for a total of approximately 60 classrooms. The plan calls for an additional 60 classrooms per year to be equipped which would result in attainment of 100% or close to 100% equipped classrooms within four years.</p>	<p>The task force recommends that the initial effort to equip classrooms with basic audiovisual equipment be evaluated at the end of 16-17 and plans for a second wave be put in place for 17-18. The task force also recommends that a similar plan be established to renovate laboratories and studios.</p> <p>The committee recommends that we develop a spreadsheet of all smart rooms, what they have, and what they need. This may need to originate by College. Could be kept by CIO office.</p>	<ul style="list-style-type: none"> • Continue current program, on track to complete within 5 years.

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		<p>Faculty KPI 4: <i>Allocate sufficient funds to increase library expenditures for provision of research and information resources to meet or exceed the average of our comparative peer institutions.</i></p>	John Troutman	Charles Triche			<p>2016 SP Benchmark: Increase library spending to at least 40% of peer average.</p> <p>Library spending has improved dramatically since the 2012 data used in the strategic plan. For 2015/2016, total expenditures were \$1,878,136.66 (compared to \$1,122,322.47 actual expenditures in 2012). 2015/16 expenditures included \$1,310,902 in electronic resources (compared to 0 for 2012 sited in SP) and \$64,448.54 for books (compared to \$126 for 2012 sited in SP). In addition, distance learning funds to the library had been eliminated, but are set to return to the library, with a payment of \$100,000 for 2016/2017.</p> <p>In September 2016, the Library undertook a comprehensive review of its journal subscriptions in collaboration with colleges and departments, and faculty were invited to recommend new titles for purchase. The vast majority of these requests are being honored. Since the adoption of the strategic plan, the library has consistently ordered books as requested by faculty, and will continue to do so.</p> <p>Communication between the library, departments and faculty has been an ongoing issue; the library has not always communicated effectively the resources available to each department, and departments have not always communicated their needs and wish lists in a timely manner. Significant unreported ghost usage of other libraries is also taking place across campus and likely masking unmet needs.</p>	<p>Improving communication appears to be the first step toward achieving the goal of improved library holdings. At the moment many departments feel that holdings are very inadequate, and yet the library is currently meeting all requests to purchase materials,</p> <p>The committee recommends that a plan be established to ensure systematic communication with departments about resources and needs. In particular, departmental and library liaisons should establish more effective and systematic communication without the need for new personnel.</p> <p>The Dean of the Library believes that in order to continue to meet the needs of the growing academic and research enterprise, the present library budget levels need to grow by 10% - 20%. The committee will attempt to determine library spending as a percentage of overall spending, and believes that this measure may help establish appropriate goals. The committee recommends a re-assessment of actual resources and true unmet needs, as well as progress in communication mechanisms, be conducted at the end of FY 16-17.</p> <p>Faculty senate passed a unanimous resolution to prioritize library acquisitions among spending priorities. Could a portion of external grant funded indirect costs now going into general fund be allocated to the library to increase its overall acquisitions budget?</p>	<ul style="list-style-type: none"> • Bridge communication gap between Library and departments by having department heads develop comprehensive lists of library needs and though more frequent communication between library liaisons and departments. • Explore alternative funding sources such as grant overhead to help meet ongoing needs.

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		Faculty KPI 5: <i>Determine and provide the minimum supply budget required by each department.</i>	Glenn Watson	Ellen Cook	Ellen Cook, Council of Department Heads		<p>2016 SP Benchmark: Assign a task force to conduct internal study of appropriate department budgets.</p> <p>The task force recognizes that the current departmental supply budgets are out of date in terms of funds provided and how funds are categorized, and no longer correspond closely to current departmental needs. The task force noted that an effort was made around 2010 to create a system of departmental budget requests in which departments would request and justify a budget for the coming year. This system, however, was never implemented.</p>	<p>The committee recommends that this issue be taken up by the Council of Department Heads, which could propose an assessment of current and future needs and a new budgeting system.</p>	<ul style="list-style-type: none"> Invite Council of Department Heads to develop proposal to revise departmental operating budgets.
		Faculty KPI 6: <i>Meet the comparative peer average for maintenance, space allocation, ADA standards, and adjacency to faculty offices for instructional spaces.</i>	Robert McKinney	Robert McKinney, Bill Crist	Faculty Affairs, Facilities, Registrar		<p>2016 SP Benchmark: Assign a task force to conduct study of instructional spaces.</p> <p>Mr. McKinney explained the State's criteria for capital outlay expenditures, and the fact that our space usage is not currently considered efficient by State standards, and is therefore not maximized to take advantage of state capital outlay opportunities (such as they are). Before new University spending is considered in this area, a comprehensive evaluation of space usage and the systems for managing it is needed.</p>	<p>The committee recommends that the University consider revamping space utilization procedures to maximize efficiency and to meet State usage criteria. Suggestions include expanding course offerings during off-peak hours, creating a system of classroom assignment that maximizes usage even if some faculty convenience is lost.</p> <p>The committee recommends this be taken up at the dean's meeting under the direction of Robert McKinney.</p>	<ul style="list-style-type: none"> Undertake space efficiency study Begin discussion of new space utilization procedures with meeting with deans and facilities representatives. Expand off-peak course offerings

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
	<p>Faculty SI 2: Expand faculty staffing to meet or exceed peer standards for student to faculty ratios, choices of course offerings, and faculty diversity</p>	<p>Faculty KPI 7: <i>Reduce the full-time undergraduate student to faculty ratio for students taking traditional curricula to the current comparison peer average of 15:1 and ensure that the staffing for distance learning meets or exceeds the peer average for instruction.</i></p>	Jordan Kellman	Fabrice Leroy, Deans, Lisa Lord, Ellen Cook, David Danahar	Academic programs		<p>2016 SP Benchmark: Restore 20% of frozen faculty lines.</p> <p>There are no currently frozen faculty lines.</p> <p>The SPI raised questions about the apparently conflicting IPEDS data, and the reliability of such data even where it appears to agree. Doubt was cast on the use of IPEDS data as a real measure of what our needs are with respect to student to faculty ratio, particularly in light of the observed wide variation with the University of both class sizes themselves and the perceived need to reduce them.</p> <p>The SPI agreed that a fine-grained analysis is needed that would target improvements in student-faculty ratio to specific areas where they are most needed, or are projected to grow and exacerbate current needs.</p>	<p>The committee does not feel that a blunt approach of simply trying to increase faculty numbers until we reach a ratio of 15:1 is feasible or the best allocation of scarce resources. There is a need to generate a more detailed picture of class sizes by college or discipline, and needs related to class sizes. This could be done together with an analysis of workload by College or Department.</p> <p>Also there is a need to study student enrollment trends so as not to commit resources to areas where enrollments are decreasing and miss areas that are increasing.</p> <p>These could be accomplished with a survey of current enrollments, needs and trends by college, reporting to Ellen Cook who would compile and analyze centrally.</p>	<ul style="list-style-type: none"> • Provost to request from deans detailed study of student/faculty ratio issues to include class sizes.

										<p>Hiring priority process has been improved but needs to be further improved. Hiring approval timeline is critical and currently very inefficient. The committee recommends a meeting between the deans, provost and HR to streamline.</p> <p>Faculty mentoring programs (i.e., Institute for Teaching and Mentoring SREB) could play a crucial role in improving recruitment and retention. Some on the task force feel that junior faculty often feel disconnected, from their departments and from the University in general. We can partner more effectively with OneAcadiana and other City-Parish entities to help introduce faculty to community, link to associations on website, etc.</p> <p>Spousal integration/accommodation is becoming more and more expected, and we have lost top faculty in every area for lack of spousal opportunities.</p> <p>The committee felt that regular raises, even if not large, play a major role in morale and their absence is a primary contributor to faculty attrition.</p> <p>Startup packages are extremely important to recruiting in certain disciplines, and need to be prioritized.</p> <p>The committee agreed that our bureaucratic processes are mysterious and frustrating to new faculty, and often contribute to a sense of anomie. Clerical support is sometimes insufficient. Banner and workflow should improve this, but we must be careful not to replace old inefficient practices with new inefficient ones. A culture change to a more service-oriented posture in the administrative areas that faculty interact with would be helpful.</p> <p>The committee recommends that a task force consisting of faculty representatives from the colleges and other key members (Robert McKinney, Taniecea Mallory) consider mentoring structures University-wide and make recommendations.</p>	<ul style="list-style-type: none"> • Establish a faculty recruitment and retention task force • Improve timeliness and efficiency of hiring process • Develop a spousal hiring/accommodation policy 					
										<p>Faculty KPI 8: <i>Expand the recruitment and retention of new tenured and tenure-track faculty.</i></p>	Ahmed Khattab	Robert McKinney, Paul Thomas	OneAcadiana, Business Services, Office of Diversity			<p>2016 SP Benchmark: Restore 20% of frozen faculty lines.</p> <p>There are currently no frozen faculty lines. Faculty needs vary dramatically by college and department. These are considered every year when new hires are approved.</p> <p>Publicity about budget cuts and lack of raises for long periods of time have contributed to difficulties in recruiting the best faculty in recent years. Lack of raises and other campus morale problems have contributed to faculty attrition.</p> <p>The prioritization of faculty raises in recent years has been an extremely positive force in recruiting and retention.</p> <p>Many departments, some colleges and some University groups have active mentoring programs that have helped new faculty to integrate and feel integrated. Research is ambivalent about the usefulness of formal mentoring. A University-wide group of junior faculty may be more useful than formal structures within departments.</p>

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		<p>Faculty KPI 9: <i>Ensure diversity and equity in faculty appointments with the aid of the Office for Campus Diversity.</i></p>	Lisa Broussard	Taniecea Mallory, Robert McKinney	HR, Provost's office		<p>2016 SP Benchmark: Assign a task force to conduct audit on equity and diversity of faculty.</p> <p>"We recognize the need to conduct a faculty-wide diversity and equity audit to ensure EEO compliance, salary equity, and appropriate diversity training for our faculty and staff. The audit report should be released to Faculty Senate and should provide a plan for correcting any deficiencies by the end of 2018."</p> <p>Courageous conversations – faculty diversity training initiatives. Talked to deans, department heads and grad coordinators, especially unconscious bias training.</p> <p>Is there an EEO report? Do we even have info on race of individual faculty/staff members?</p>	<p>Conduct an audit of what information we have on minorities/diversity, and if needed conduct an updated diversity/equity study. In particular, determine what information we have and what information we can get about diversity of faculty.</p> <p>There is a need to make further use of resources currently available: Use the Institute for Minority Teaching to help recruit and make connections, also publishes a directory that can be used for recruiting; Black faculty and staff Association – can we make it more useful to faculty – mentoring opportunities. There is a movement to remake the BFSA and revise its culture/mission.</p> <p>There is a need to develop messaging from the highest levels that indicates that diversity issues are a high priority. The committee also recommends we schedule a diversity presentation at Department head retreat, also inviting grad coordinators.</p> <p>The committee recommends piloting a search advocate program that makes trained advocates available to sit in on search committees to highlight possible unconscious bias in search processes.</p> <p>The committee believes it would be very useful if the provost's office or some other entity could provide extra advertising funds for advertising in minority focused publications and/or attendance at conferences that will broaden the diversity of the applicant/finalist pool.</p> <p>The committee recommends we explore cluster hires – for faculty and/or post-docs – to help attract candidates and to create viable community post-hire.</p>	<ul style="list-style-type: none"> • Conduct faculty diversity audit • Bring resources already available to attention of department heads through deans. • Develop targeted resources such as extra advertising funds.

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
	Faculty SI 3: Offer competitive faculty salaries to recruit and retain the best faculty	Faculty KPI 10: <i>Offer salaries competitive with those offered by our comparative peer institutions.</i>	Robert McKinney	Provost, HR Director Paul Thomas			<p>2016 SP Benchmark: Adjust faculty salaries to at least 80% of peer average.</p> <p>HR and the Provost's office have been authorized to solicit bids from outside consultants who specialize in analyzing university compensation structures and making recommendations based on broad data from other institutions, industries and other sources. The SPI committee was relieved to learn of these plans and believes that this is a good direction forward.</p> <p>As Mr. Thomas indicated, the consultants will not have their own agenda, and will be looking to the University to say what it wants to accomplish in reviewing and revising its salary structure. Possible answers included becoming more competitive for top faculty hires, increasing faculty retention, increasing competitiveness with aspirational peer institutions, increasing the research profile of the University, etc.</p>	<p>The committee was very encouraged to learn of the plan currently under way through HR and the Provost's office to engage an outside contractor to study salaries and make recommendations. The committee stressed the importance of having strong representation from academic affairs, and faculty in particular, participating in the discussion as the question of what our goals with salary are is answered for the consultants.</p> <p>The committee also expressed concern that the kind of extensive comparison with industry salary data that Mr. Thomas suggested would be part of such a study would be likely to benefit the parts of the University that have immediate connections to industry and are competing with industry for employees, and may tend to leave those disciplines that don't have such connections behind. The committee agreed that it was important to make sure that such a study controls for this skewing and takes the needs and welfare of all disciplines in the University equally seriously in any salary review. The committee felt it is extremely important to have solid representation from academic affairs present when the initial goals, approach and parameters of the study are discussed and set. In particular, market forces, while important, should not be the sole consideration in salary determination and adjustment. Rather, fair compensation for the role, scope and mission of the position within the institution should be the organizing principle. The faculty benefits and welfare committee as well as the Provost should play a key role.</p> <p>The committee recognizes the efforts of the Provost and Mr. Thomas for initiating this much needed proposal, and requests to be kept abreast of the status of this project.</p>	<ul style="list-style-type: none"> • Proceed with hiring consultant • Identify stakeholders to be in discussions of study.

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
	Faculty SI 4: Provide professional development	Faculty KPI 11: <i>Establish a campus center to train faculty in new pedagogical and instructional techniques and technologies that support both traditional and distance delivery of curricula.</i>	David Danahar	Robert McKinney, new hire in Academic Success, OFYE?	Academic Success, OFYE, Distance Learning		2016 SP Benchmark: Assign a task force to develop plan for campus instruction center. Robert McKinney has done a good deal of research on this question and identified possible spaces and partnerships.	<p>Central location important. Possible location identified in the old videoconferencing rooms at Dupre library entrance.</p> <p>Faculty development could also be centered there. Could also be tied to faculty lounge/lunch club (expansion of Jazzman's?). Could also be tied to advising center, advisor training. Could be connected to academic success, or OFYE. Some on committee feel that such a center should be its own freestanding entity under the office of the Provost, leadership/staffing could be funded by course releases. Could have a full time director who may have a relationship to UNIV 100 and Academic Success.</p> <p>Such a center could host teacher training workshops for graduate students and faculty, especially junior faculty. Faculty could be incentivize with awards (advising model) or merit points. Would need the support and buy-in of deans and DHs. Could also serve as a spring-board/boot camp for new faculty. Could also serve as remediation for teaching problems.</p> <p>Faculty release time could jump-start staffing; faculty member becomes part time center director, could be a rotating position. New faculty could get a course release to develop teaching techniques. Department Head training could also take place here.</p>	<ul style="list-style-type: none"> • Push forward on securing a central space • Explore faculty release-time model for director/fellow, etc.

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		Faculty KPI 12: <i>Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.</i>	Mary Farmer Kaiser	Robert McKinney, new hire in Academic Success, OFYE?	Academic Success, OFYE, Distance Learning		2016 SP Benchmark: Assign a task force to develop plan for campus instruction center.	<p>The committee recommends creation of a broad based task force to consider the best structure and programming for a campus instruction center. There is a need for specialized staff who can direct real teaching remediation/development. A central location would be important to serve all faculty.</p> <p>Such a staff could be partnered with DL teaching development. Advantage – already in process and has a funding stream. Already has significant staff. Disadvantage – DL not the same as other faculty teaching development needs, could overshadow/dominate center too much.</p>	<ul style="list-style-type: none"> Establish committee/task force to draft structure/programming for the Center, possibly using an existing committee.
		Faculty KPI 13: <i>Provide faculty support including but not limited to computing technology, relocation support, travel funding, start-up budgets, and GA/TA assistance that is competitive with institutions in our peer group.</i>	Robert McKinney	Robert McKinney, Deans, Ellen Cook			2016 SP Benchmark: Conduct a study to determine peer average for direct support.	<p>The committee recommends that we do a census of current resources for these areas and make specific recommendations for targeted resource allocation.</p> <ul style="list-style-type: none"> Computing technology – faculty computers – what is the current need? What is the plan for maintenance/replacement? Startup packages – what are peers offering and what makes sense for us? What other things can/should we offer (travel, moving)? Travel funding-should some travel be part of startup? Are there travel needs that are still flagrantly unmet? GA/TA assistance – part of the hiring package? <p>Deans and department heads are well placed to provide preliminary information on these questions.</p>	<ul style="list-style-type: none"> Begin census of current resources and areas of need through deans and department heads.

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
<p>Students: Cultivate a student body that is intellectually curious and civically engaged by developing an infrastructure that ensures student success.</p>	<p>Student SI 1: Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).</p>	<p>Student KPI 1: <i>Implement and sustain student support to retain Undergraduate and graduate students.</i></p>		<p>Executive Director of Student Success, Dean of Graduate School, VP Enrollment Management</p>			<p>Hiring an Executive Director of Student Success:</p> <ul style="list-style-type: none"> • UNIV 100 • Academic Success • Learning Center • First year programming <p>NSSE progress on advising satisfaction has been modest from 2014-2016.</p> <p>Program to hire professional advisors has resulted in a net gain of 3 professional academic advisors.</p> <ul style="list-style-type: none"> • Biology • Management • Pre dental hygiene <p>The original goal was 15 new advisors. Advisors will get disciplinary training within colleges.</p> <p>Degree audit – major progress; seeking update from Mickey.</p>	<p>Diversity: race, ethnicity, and international still an issue; are incoming classes getting less diverse?</p> <p>Degree audit urgent barrier to faculty becoming more effective, real advisors and allowing advisors some latitude to mentor students, and achieving more accurate advising results by eliminating many sources of advisor error.</p> <p>Hiring more full time advisors is a priority, will need to be worked out under academic success exec director.</p> <p>We are now operating under the 15 to finish, Complete College America initiative</p> <p>Reduce Gen Ed friction by reducing encumbrance of gen ed courses where possible</p> <p>Reduce Pre-req friction wherever possible.</p> <p>College specific bottlenecks and gateway issues, and lockstep curriculum with gaps.</p> <p>Time to degree needs to be studied and prioritized college by college.</p>	<ul style="list-style-type: none"> •

						<p>Progress:</p> <p>Percentage of students who complete the core 4 and who complete TOPS. These become our target population.</p> <p>Have targeted specific populations such as NOLA suburbs where high concentrations of these students exist.</p> <p>International recruitment administrator/resources have been proposed.</p> <p>Get ACT data and target high concentrations of good ACT characteristics.</p> <p>Historical data by high school, region and target these high yield areas.</p> <p>Geaux day: ACT of ≥ 24, will be renamed as a preview day.</p> <p>Tweak scholarships, add GPA based bump for >3.0 about \$100</p> <p>ACT 28-31 housing assistance, \$2,000/year. (best package among peers)</p> <p>Movie theater advertising in NOLA, expand to Houston/Dallas</p> <p>ACT ≥ 23 and 2.5 GPA = in-state tuition for anyone.</p> <p>Legacy = in-state tuition</p> <p>Have searched for a Director of Admissions.</p> <p>Have reduced July applications with fees and admit in August only on a case by case basis.</p> <p>Have dramatically reduced the Big Ugly to under 100 new students (from 700-800)</p> <p>Honors Program:</p> <p>In 10 years from 400 to 1500 students</p> <p>More courses created</p> <p>Increased upper level requirement from 12 to 18 hours.</p>	<p>To do:</p> <p>Increase GPA scholarship bump to \$500</p> <p>Increase name recognition out of state; broaden recruiting base beyond region.</p> <p>Hire international recruiting administration</p> <p>Focus on targeted international sources</p> <p>High school student portal for student matches, popular in Texas.</p> <p>Replace Andy Benoit</p> <p>Develop border state tuition break policy</p> <p>Implement virtual tour</p> <p>Website redesign – recruiting approach</p> <p>Must compensate for new financial reality where we are not a bargain any more. Students are now taking out significant loans even with Pell grants, loans do not even cover.</p> <p>Rebranding is needed; rethinking prospective student profile</p> <p>Honors College</p> <p>Need more specific honors courses</p> <p>Need to spread the word and recruit more faculty to offer honors cross listing.</p> <p>Need more publicity on and off campus</p> <p>Need more awareness in departments and among faculty of honors courses and options. Some incentive?</p> <p>Need H notation on transcripts for honors contract courses</p> <p>Fundraising goals – endowment prerequisite to establishing Honors College</p> <p>Incentive for committee participation</p> <p>Rebranding - Counter perception of honors, especially among HS students, as simply more work or higher bar.</p>	•
--	--	--	--	--	--	--	--	---

Student KPI 2:
Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university's image nationally and internationally, in both distance and traditional degree programs.

DeWayne Bowie

DeWayne Bowie,
Director/AVP of Admissions,
Julia Frederick

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
							<p>Created numbers for honors courses in each department. New courses created in each college but not always taught.</p> <p>Now on 10th UG research conference</p> <p>Honors students tend to get into research and then graduate school</p> <p>Five new scholarships of \$1,000/year for >3.5 and 30 ACT and thesis.</p> <p>Have offered a living community</p> <p>2 study abroad scholarships offered each spring for honors students.</p>		

		<p>Student KPI 3: Maximize opportunities for student enrollment and progression in traditional and distance education curricula, including strengthening transfer partnerships with community colleges.</p>		<p>Lana Rodriguez DeWayne Bowie Amanda Doyle</p>	<p>Took hit to enrollment from financial aid change. Primarily current students Many taking courses at SLCC - New agreement with slcc New agreement with brcc New engineering agreement with brcc and with Bossieur. Revised LSMSA agreement this year 900/1000 university college are dual enrollment. Dual enrollment essentially phasing out in public schools. Math 105 working – one unit p/f class in the Fall, then 3 hour 105 online in Spring. Online adult completion degree underway and already successful in recruiting. Fall 2015 – strategy established with deans to grow OL programs. New vetting process established. Engaged EAB consulting. Process is working. Have gathered financial information, market Ideas are coming from departments, faculty. Revenue share policy shift Fall 2015 – include facilities, much broader parameters in DL fee spending share. Spending. 14 programs total, 1200 students 80% of this is nursing. Grad certificates are struggling, lack of financial aid DL has added a business manager Advocate for departments’ DL instructional needs. e-portfolio pilot underway</p>	<p>Upper level offerings? Revisit policies on summer student course load Spread teaching load across summer and fall? Is institutional aid a possibility to encourage student enrollment? Need based. Enforce limitations on taking classes elsewhere. Address bottleneck in languages, biology, chemistry, Make Friday afternoon possibility more known. Expand into non-prime-time Can we get a 1+3 in Engineering with SLCC? Summer Bridge programs? Advocate for fair, consistent integrity of academic standards in dual enrollment across the state. Developing true continuing ed profit center, professional development and training programs. Teacher training (also goes to recruiting). Need to hire someone who can manage this. DL fee revenue share: Beginning to consider spending on research. Expand programs beyond nursing. Decision process to invest in major program change is not clearly delineated, and is redundant, lengthy. Need to fix that. Need to establish parallel instead of in-series work processes. Decisions on instructional technology must be informed by appropriate bodies, not just directed to ODL. Need more clarity about institutional lines of authority over learning technology, etc. Need to review LMS, other instructional technology.</p>	<ul style="list-style-type: none"> •
--	--	---	--	--	--	---	---

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
								<p>Need to ensure that data is used appropriately as we gather more and more.</p> <p>Need to create opportunities to consult across silos/departments/areas.</p>	
		<p>Student KPI 4: <i>Improve student success through engagement in high impact practices.</i></p>		<p>EDSS, Academic Deans, Dean of the Graduate School</p>			<p>Executive Director of Student Success</p> <p>Executive Director of Global Engagement</p> <p>Fellow for faculty development</p> <p>Career services – new position in corporate relations</p> <p>Development has corporate relations position.</p> <p>These will increase internship opportunities and employment opportunities to our students.</p> <p>Internship credit – creating a general internship course university-wide elective</p> <p>Career courses – EXPL 1 credit hour courses to explore major/career opportunity. Will these be for a grade?</p> <p>Mentoring programs</p> <p>Peer mentoring through UNIV 100</p> <p>UNIV 398 mentoring/leadership training.</p> <p>Biology has Mentoring Matters, faculty sponsored but peer, need A in class and get early reg.</p> <p>New sophomore research class in BIOL.</p>	<p>How to publicize EXPL courses, other opportunities</p> <p>Need a way to compensate for internship teaching</p> <p>More subtle mechanisms of compensation, more flexible workload so that summer can teach toward</p> <p>Consider faculty evaluation more on a 12-month clock. Possible task force. Would impro</p> <p>Find ways to compensate dissertation directors</p> <p>Increase faculty awareness of study abroad.</p> <p>Development priority of studying abroad</p> <p>Development priority of internship “scholarships”</p> <p>Looking at creating a peer mentoring program in the residence halls. Apartment complexes? Analysis in progress</p> <p>Need to be careful of destructive mentoring</p> <p>Issue of commuter, non-traditional, special populations.</p> <p>Summer intensive research experiences for UGs. REUs</p> <p>See KPI 10.</p>	<ul style="list-style-type: none">

							<p>GA/Fellow stipend increases went into place in FA2015 (doctoral) and FA2016 (master's). Percentage yield of admitted new students has increased. The increases have moved us closer to OSU Stipend Study GTA/GRA averages.</p> <p>Added in SP2014 incentive in international GA/Fellow offers that provides 50% premium assistance for mandatory international health insurance.</p> <p>Teacher tuition incentive awards reviewed in SU2015 and reauthorized in FA2015 with expanded eligibility, higher awards, and incentives for progression at the master's level.</p> <p>Addition of supplements from BoRSF Superior Graduate Student Scholarship program will be important enhancements. To date, 3 matched and 9+ gifts/competitive proposals in progress for next competition cycle.</p> <p>50 annual resident (in-state) tuition fellowship awards recently approved to aid in the recruitment of out-of-state and international applicants.</p> <p>Summer TW availability have been made more uniform by being included as part of all full AY assistantship offers regardless of funding source.</p> <p>GTA/GRA/GA offer letters have been standardized and made a requirement of appointment.</p> <p>Committee for grad student success and retention – has been focused on data collection this year – exit survey response collection</p> <p>Worked to create a policy to allow for an official leave of absence – prevents full reapplication, keep email,</p>	<p>Continue to benchmark stipend levels and plan for incremental increases to stipends to achieve (and keep pace with) OSU Stipend Study GTA/GRA averages.</p> <p>Work to mitigate BORSF fellowship losses by (1) creating a limited number (7 to start) of presidential fellowships, (2) adding funded doctoral GTA/GRA and fellowship lines for research PhD programs, (3) encouraging more external grant applications that include doctoral-level GRA support, (4) consider “buying into” SREB Doctoral Fellows program directly.</p> <p>Explore non-endowed options with Development, possible matching with existing University fellowship (\$12K +\$18K).</p> <p>Increase assistantship budget to strategically increase research doctoral enrollment.</p> <p>Consider increasing Teacher Tuition Incentive award amounts to offset recent tuition/fee increases. Incentivize doctoral progression (and reduce stop-out) by increasing award amount for QEP-stage and/or ABD students.</p> <p>Work with Housing to develop housing / meal plan awards that could be added to strengthen assistantship offers and yield of highly quality international prospects.</p> <p>Explore possibility of endowed housing fellowship awards. Can we offer discounts on meal plans? Can we mitigate the impending loss of Cajun Village, which will raise housing cost beyond graduate stipends.</p> <p>Priority: Work out pay schedule to align with housing billing cycle.</p> <p>Create a 12-month payment schedule option</p> <p>Look into extra special international tuition and part time tuition (highest in the state) – what justifies these fees and can any of them be reduced or redistributed for grad students?</p>	•
--	--	--	--	--	--	--	--	--	---

Student KPI 5:
Expand and enhance incentives for graduate students' enrollment.

Graduat Dean,
 Graduate Coordinators

Graduate Dean

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
								<p>Can fee structures be adjusted to reflect a more competitive sticker price</p> <p>Need to explore specific conditions for part -time grad students. Review part-time tuition/fee costs to ensure that we do not drive self-pay, part-time prospective graduate students to competitors.</p> <p>Continue to build graduate program offerings, especially research doctoral and expanding online opportunities where appropriate.</p>	

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
	<p>Student SI 2: Enhance student engagement in co-curricular activities through a vigorous, energetic, and culturally diverse university community</p>	<p>Student KPI 6: <i>Develop and institute a defined plan/model for co-curricular activity at UL Lafayette.</i></p>		<p>Heidi Lindsey, Dana Bekurs, David Yarbrough</p>	<p>Student Engagem ent, OFYE, Dean of Community Service</p>		<p>Big event Zero waste initiatives Pilot living learning communities was in 2011. July 12 added 2 Fall 13 had 6 Fall 16 8 Fall 17 9 llc's Travel, language and culture is the newest 26 students. Occupying pretty much all the doubles in Coronna hall. Grades fell Spring 17 when Grades First didn't work. Retention has always been higher than general population. Right size = 24-40 Election crisis prompted series of successful programming. Flood similarly prompted service projects Event calendars can go into org sync Courageous conversations Conversation starters History teach-ins</p>	<p>Challenge to keep them in the collective classes. Establish alert if students change sections and leave. Can't expand much beyond the current 9 with current staff. UNIV in res halls (Randolph) can be too casual. Providing more opportunities for fac to come together. Specifically research/other topic discussion series with faculty/students. Broad thematic topics, possible lunch series. Could it be sponsored. Different entities can pitch in. Space for such gatherings is scarce Bringing back new student new student convocation, more academic, first Thursday of first week of classes. How to project feeling through entire first year.</p>	<ul style="list-style-type: none"> •

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		<p>Student KPI 7: <i>Implement a co-curricular transcript for all students.</i></p>		<p>Student Engagement, UNIV 100</p>			<p>Org Sync purchased 3 years ago</p> <ul style="list-style-type: none"> • Portal for each organization; Student orgs use • Includes community service, res life, student engagement. • Organized like a social media platform, but produces a transcript • Available to faculty and staff also • Faculty can upload events to org sync and manually input students • Offices have portals to organize activities. <p>Have requested a coordinator position to focus on event management, will help push into the transcript phase.</p> <p>In Nursing for example, it's all being tracked locally in word documents. Could possibly be done in Org Sync, or partly.</p>	<p>Have not finished implementing attendance tracking function, to be implemented 17-18.</p> <p>Scanning not necessarily always applicable</p> <p>Can we designate a course as a service-learning course? Losing a lot of service hours because only reported by faculty.</p> <p>Acalog can flag a course as a service learning course, can track</p> <p>Need to define service learning in catalog</p> <p>Problem with manpower to input/update Org Sync once portals created with student names and hours.</p> <p>Lots and lots of service going unreported, don't see it as service learning.</p> <p>Have not implemented transcript ability</p> <p>Possible scholarship student</p> <p>Meet with Fabrice, Amanda and Susan Richard and grad rep to discuss how to implement service into course description</p> <p>Workshop for faculty to educate about org sync, DH meeting and dean's council.</p> <p>Need to design transcript, eliminate or at least clearly indicate hours that are taken as part of a course.</p> <p>Need to be careful about double dipping and giving credit for what is academic work that's part of their degree curriculum such as clinical hours.</p>	<ul style="list-style-type: none"> •

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		<i>Student KPI 8: Obtain Carnegie Foundation's Classification for Community Engagement recognition.</i>		David Yarbrough					•

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
	<p>Student SI 3: Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.</p>	<p>Student KPI 9: <i>Expand support for graduate programs; develop new doctoral programs in areas of graduate excellence and new graduate programs in areas of undergraduate excellence.</i></p>	Mary Farmer Kaiser	Dean of Graduate School, EDSS			<p>See also KPI 5 benchmarks and progress above.</p> <p>Grad coordinator alerts and advising reports put into place by Grad School to identify potential stop-outs/drop-outs.</p> <p>Online graduate program offerings expanded:</p> <p>MEd Curriculum and Instruction online delivery started in ___ MBA / MBAHCA online delivery underway for FA17 MS Computer Science online delivery in development</p> <p>Advanced stage new program development:</p> <p>LOI for PhD Earth and Energy Science approved by UL System BOS. LOI for MS Industrial Chemistry approved by UL System BOS. LOI for MAT in Elementary Education and Elementary French Immersion approved by UL System BOS. LOI for MFA in Intermedia Studio in internal review.</p> <p>Approved new graduate programs:</p> <p>MS Informatics SP18 MS Environmental Resource Science FA17 BSN to DNP first admits in ___ MS Systems Technology FA14 MS Accounting FA14 GC Professional Writing FA14 GC Business Administration FA14 GC Instructional Coach SP14</p>	<p>Expand fellowship offerings to improve recruitment opportunities and the ability to yield high-achieving doctoral applicants.</p> <p>Consider building progress incentives into GA/Fellow stipends to encourage retention and completion.</p> <p>How to increase Ph.D. enrollment by 20%?</p> <p>Work with deans to create more awareness of Ph.D. retention issues. Deans and Department Heads need to hold advisors to mentoring/advising standards.</p> <p>New program development – what ideas are we not pursuing? What obstacles can be reduced?</p> <p>Counselor Ed possibly close – executive model, development possibility.</p> <p>Need to prioritize doctoral proposals based partly on financial feasibility, partly on research intensive status. Choose at least one to move forward now.</p> <p>Continue focus on master's programs including online options; several in development including Communication.</p> <p>Explore interdisciplinary possibilities based on faculty and resources we already have. Possible interdisciplinary faculty to support and grow.</p> <p>Support faculty retention to keep program operational.</p>	•

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		<p>Student KPI 10: Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.</p>	Mary Farmer Kaiser	Graduate School Dean			<p>James Jackson Community of Scholars created by the Graduate School in partnership with Office for Campus Diversity in FA15.</p> <p>Candidacy recognitions started in SP16 for doctoral and SP17 for master's to recognize advancing students and, for doctoral students, their mentors.</p> <p>University Committee on Graduate Student Success and Retention (created in FA15) has undertaken research and encouraging more mentor programming, training, and support.</p> <p>Mentorship programming initiated by Graduate School and is now being offered more regularly and in partnership with AA Faculty Affairs and/or Office for Campus Diversity. These efforts need to expand beyond programming and developed significantly, however.</p>	<p>Recommend creation of a task force to define responsibilities, expectations, incentives, workload credit for grad coordinators</p> <p>Create incentives for strong mentorship and dissertation/thesis direction (e.g., course reductions, stipends, awards, travel funds to support joint conference attendance/ participation)</p> <p>Incentivize graduate student advising and recognize outstanding graduate advising.</p> <p>Develop mentorship program and formalize expectations / recognition (carrots and sticks) for faculty participants at all levels</p> <p>Integrate, recognize, standardize mentoring expectations and accomplishments in faculty workload</p> <p>Work to coordinate mentorship professional development activities and to develop a true mentorship "training" program to support student (both undergrad and grad)-faculty interactions.</p>	•
		<p>Student KPI 11: Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.</p>		OVPRIED, Chair of the UGG Research Committee, Deans			<p>Communication and Marketing has begun to highlight UG and GR research projects through Research office</p>	<p>Need coherent tracking system</p> <p>Need to track students outcomes</p> <p>Office of UG research? – lack of support, clerical,</p> <p>Grant opportunities not being fully exploited</p> <p>University support for grants and to supplement grant funding</p> <p>Student initiated travel grants?</p> <p>Travel support for UG students</p> <p>Need wider distribution of scholarship students.</p> <p>Publicity – on website</p>	•

<p>Student SI 4: Expand and strengthen UL Lafayette's relationship with alumni and the community locally, nationally, and globally, in direct support of student achievement.</p>	<p>Student KPI 12: <i>Double the proportion of alumni giving to the University.</i></p>		<p>Jennifer Lemeunier, John Blohm</p>	<p>Tucker Sappington</p>	<p>Doubling alumni giving: doesn't raise a lot of money, and doesn't go to things we need, and</p> <p>3% of donors give 97% of \$</p> <p>Most participants in the \$100 range are in 20s and 30s. This generation wants to know ROI, give and get. Don't respond to mail;</p> <p>Alumni participation is down 14% nationally; 20% here.</p> <p>Outreach last year was not acceptable, so we can try for another year</p> <p>4,800 alum donors this year</p> <p>5,400 last year</p> <p>3,000 year before</p> <p>Overall gain from past.</p> <p>Economy is affecting volume of gifts more than size</p> <p>Tucker tasked with engaging from freshman year in alumni identity, giving</p> <p>AFA – association of future alumni has been gutted and revamped. Now real outreach and engagement.</p> <p>26 students, across colleges, demographic representation, international well represented;</p> <p>Create philanthropic plan, start giving from freshman year</p> <p>Train in how to talk to alumns, ethos of donorship, will work president's suite</p> <p>Giving day – students will run, implement, decide where the money goes</p> <p>Colleges will offer suggestions</p> <p>Student mentorship program under AFA. Partner students with alumni</p> <p>30 minute mentor – alumns skype in and discuss their path.</p>	<p>Should aim for student success, not just giving.</p> <p>Need to redefine goal as 'improvement'</p> <p>Make giving simpler and quicker</p> <p>Need to change the way we communicate</p> <p>Need to identify marketable ideas around student success: specific fundable ideas such as technology, classroom enhancement, research projects, etc. tangible results, statements from students, things that affect student success.</p> <p>Need earlier sensitization of students, continuum of connection.</p> <p>Alumni lists – need to be better updated. John thinks fundamentally an issue of governance- huge inefficiencies and overlapping separate systems that house alumni data.</p> <p>Foundation, athletics, museum, advancement.</p> <p>Need a coordinated outreach.</p> <p>Students feel they are giving to a black hole.</p> <p>Create a culture of philanthropy, giving without getting.</p> <p>Young alumni is the next goal to engage</p> <p>Zero in on methods of communication and messaging that they use and respond to, need to evolve with them.</p>	<ul style="list-style-type: none"> •
--	--	--	---	--------------------------	---	---	---

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items

<p>Research: Foster a stimulating academic environment for all members of the university community that supports the development and advancement of knowledge and creative works.</p>	<p>Research SI 1: Enhance supporting infrastructure for the conduct of research and innovation.</p>	<p>Research KPI 1: <i>Ensure that support services are sufficient to sustain the efforts of University researchers.</i></p>				<p>Shared scientific facilities – already implementing; New Iberia Research Center; Are already taking advantage of some opportunities to co-locate research.</p> <p>Communities of Interest – already launched 2, 2 more underway this year</p> <p>Research office is already better staffed and able to support</p> <p>Already helping to seed and coordinate for faculty. Support is only available once proposal is in the works right now.</p> <p>Grant writing workshops being provided now by grad school.</p> <p>New model: research coordinators within colleges. Staff coordinator for pre-award and post-award. They identify funding opportunities.</p> <p>Streamlining of process-</p> <p>Purchased Docu Sign, integrates with Banner to manage proposal submission, including approval pipeline. Flagged for obligation (course release, etc.) from College/unit.</p> <p>Have reduced number of signatures and difficulty of procuring (delegate signatures)</p> <p>Have increased research travel support to \$150,000</p> <p>Have increased UG research funding (minority targeted)</p> <p>Institutional Base salary modification completed.</p> <p>2 workshops per semester for all faculty – early career awards, grant writing.</p>	<p>Shared scientific facilities – need more messaging from the leadership on taking advantage of sharing opportunities.</p> <p>Research needs a voice at the Facilities discussion table.</p> <p>Need to develop core (shared) facilities. Currently we are NOT set up this way</p> <p>This would be part of recruiting, and important on the front end of grant applications.</p> <p>Need to develop grant writing support to include language support, corporation expertise.</p> <p>Shared statistical expertise.</p> <p>Data sharing</p> <p>Hope was to secure funding for centralized.</p> <p>Idea of hiring package that includes a library buying package. Could there be a queue system?</p> <p>Innovation advisory council subcommittee should consider?</p> <p>Could the library be included in return of indirect formula.</p> <p>Library needs to reach out regularly to departments to specify needs. Need a way to communicate needs.</p> <p>Some existing shared facilities suffer from lack of funding (used to rely on college equipment budget).</p> <p>Three training/mentoring workshops will be provided in Spring 2017</p> <p>Library to get share of indirect</p>	
--	--	--	--	--	--	--	--	--

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		<p>Research KPI 2 <i>Provide incentives and training to increase faculty and staff engagement in research and innovation.</i></p>					<p>Modify Indirect Return Policy to increase incentives:</p> <ul style="list-style-type: none"> • Increase return to PIs and Co-PIs. 8% to 16%. If collaboration, 24%. If grad student, 32%. Departments and centers no longer competing for indirect. <p>Department, college and center each get 4% no matter what.</p> <ul style="list-style-type: none"> • Increase collaboration bonus • Increase direct return to colleges and departments • Establish indirect return to centers/institutes under Colleges • <p>Salary supplements count toward regular salary now instead of summer, so that it can count for grant salary.</p> <p>Allow salary during academic year.</p>	<p>Incentivize new faculty to submit – small funds.stipend. Course release? Possible University wide competition. Could include monographs.</p> <p>Salary Incentive Program? Raise limit of grand funded salary supplement?</p>	<ul style="list-style-type: none"> •

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		Research KPI 3: <i>Establish a mechanism for tracking unit-level performance metrics.</i>	Jack Damico	Jack Damico, Ramesh Kolleru, Robert McKinney			<p>The Office of Research tried to work with Academic Analytics, a tool offered by the UL System, but found that its instruments were too limited to accurately reflect real faculty research productivity.</p> <p>The Office of research has compiled faculty research data from workload documents. This process is extremely labor intensive and probably not a model for future data collection.</p>	<p>The committee explored the difficulties and benefits of compiling different kinds of faculty research productivity data.</p> <p>Examples of college-specific reporting were examined and considered as possible models. But serious questions were raised about the usefulness of expending scarce time and resources by adding yet another reporting mechanism, with no clear mandate or audience in mind.</p> <p>The committee felt that the solution was to adopt a universal reporting mechanism and database that would allow faculty to maintain an online profile (resume) that could be used for merit evaluation, tenure and promotion, applications for various honors, grad faculty membership applications, and for tracking and compiling research productivity data.</p> <p>Various tools were discussed, including LiveText, Activity Insight, Google Scholar, Vivo (semantic web model), Orby (free), and Banner Talent Management.</p> <p>Need to find a way to incorporate service and teaching somehow.</p> <p>Some info may need to be confidential, while other could be public.</p> <p>Would help also keep public identity of our scholars up-to-date</p>	<ul style="list-style-type: none"> The committee recommends that we move forward with creating a selection committee and selecting and implementing a web based faculty productivity tracking software as soon as possible.

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
	Research SI 2: Increase and diversify external funding revenue through grants and contracts, entrepreneurial activities, and fund-raising.	Research KPI 4: <i>Provide more resources and enhance administrative infrastructure to support procurement of external funding, intellectual property development, entrepreneurial start-ups, and patents.</i>					-Increase the pre-award staff for proposal review by one individual in Central Office Master's level training or pre-award experience. Dead last among 17 peer institutions in research staff Patents and licenses have increased tremendously. MCOBA junior faculty with Geoff Stewart working on entrepreneurial projects. 10 startups per year was goal	-Provide college-based pre-award staff, possible one per two colleges. -More training on patents and industry engagement -More opportunities to meet with OIM staff Increase OIM presence/outreach Recruit Directors with Federal resources portfolios Provide opportunities for greater interaction with federal program directors Offer more training for federal grant writing Need to promote our success and create awareness and knowledge in patents/IP/Licenses.	•
		Research KPI 5: <i>Invest in research mentoring, and professional development efforts aimed at increasing research productivity.</i>					Mentoring as part of training sessions (2 per semesters) College and department by department Not always formal	Research Office: Group of retired researchers to help mentor. 2 track system – fast track submission system for those who know what they're doing; and those who need mentoring/help. Grant workshops Deans/DH: Discipline level through DH's and deans, better peer mentoring program Make use of Endowed Chair to mentor younger faculty members.	•

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		<p>Research KPI 6: <i>Collaborate with University Advancement to increase the number of external relationships and explore various opportunities for fund-raising and gifts to support research, graduate education, and entrepreneurial ventures.</i></p>	Robert McKinney	John Blohme	Lisa Capone, Development office, deans, departments		<p>Met with John Blohm and Lisa Capone to hire a joint position to secure relationships with corporations and other entities.</p> <p>Approved earnings from professorship accounts are now available to faculty for discretionary spending related to research.</p> <p>The University is now funding Endowed Chair salaries from the general fund so as to free up Endowed Account monies to go directly toward research support.</p> <p>Development Office has met with colleges to spearhead new and revive existing corporate relationships, several meetings with corporate partners have occurred.</p> <p>Joint hire in the works between Research and Development, MOU has been developed, hire to be made soon.</p>	<p>There is a need to streamline effective communication of research needs and precise costs and deliverables to donors. This includes codifying costs of funding specific research items such as GAships.</p> <p>Industry support is critical in itself and to show support in new program development and approval processes.</p> <p>The University should consider lowering quoted cost per student to match the real internal cost per students, in order to increase number of private and industry funded assistantships.</p> <p>The development office should be able to present potential donors with a menu of items based on their area of interest that show specific costs and deliverables.</p> <p>Colleges and development reps need to follow up with corporate relationships, easy to allow to fall off radar.</p> <p>Possibility of establishing a research foundation long term</p>	<ul style="list-style-type: none"> Establish clear total costs of GAships and other fundable research items. Work with Development to create menu of research enhancements with costs.

<p>Research SI 3: Expand research programs beyond our existing strengths and take advantage of our historical, cultural, and geographical setting for research and scholarly purposes.</p>	<p>Research KPI 7: <i>Develop interdisciplinary initiatives leading to the growth and creation of research centers and institutes</i></p>	<p>VPR</p>		<p>Robert McKinney (on joint appointment policy)</p>	<p>Many centers have expanded and reached out beyond their immediate boundaries and disciplines:</p> <p>NIRC – new director has been hired; open houses; grant emphasis is increasing; Now working with biology grad students, chemistry;</p> <p>Picard Center: New director and Associate Director hired with campus departmental appointments and highly interdisciplinary initiatives; interdisciplinary Research Data Center project underway; Some collaboration between Picard and CAFS Child Development Lab underway;</p> <p>Center for Health Informatics is being revived in IRI</p> <p>IRI – faculty appointments</p> <p>Center on Social Entrepreneurship</p> <p>Center on Entrepreneurship</p> <p>Interdisciplinary research seminars initiated in COS and COLA</p> <p>Public policy/polling research/consulting institute under discussion/development in COLA</p> <p>Joint Chair appointment made in COLA (MODL/ENGL)</p> <p>Newsletters now regular in several areas.</p> <p>8 research centers have new directors in the past 18 months</p> <p>Indirect returns policy will allocate a percentage of all returns to library and to all research centers.</p> <p>Collaboration bonus within returns policy. Collaboration is broadly defined among departments, center, etc.</p> <p>Interdisciplinary/shared faculty hiring contribution from Research</p>	<p>Pursue Joint appointments and develop policies for joint appointments</p> <p>Develop and grow incentives to encourage existing and new interdisciplinary initiatives such as increasing indirect returns,</p> <p>Prioritize interdisciplinary grant projects</p> <p>Deans and department heads need to prioritize/incentivize</p>	<ul style="list-style-type: none"> •
---	--	------------	--	--	--	--	---

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
		Research KPI 8: <i>Provide programs and incentives for collaborations across disciplines, including on-going research networks (Communities of Interest) that regularly provide opportunities for researchers to extend their activity outside of their disciplines and colleges.</i>	Jack	VPR	Deans		<p>Community of Interest initiatives:</p> <ul style="list-style-type: none"> Diversity Equity and Poverty Global Sustainability Louisiana Studies The Brain <p>Each has a website and blog</p> <p>Proposals generated:</p>	<p>Increase to 2 per semester</p> <p>Increase follow up; develop follow up mechanisms</p> <p>Use indirect returns formula to encourage collaborations</p>	•
Governance: Institute a system for shared governance based on trust, collaboration,	Governance SI 1: Establish a shared governance model that facilitates trust, teamwork, and cross-functional collaboration, and aligns all stakeholders to the Vision and Mission.	Governance KPI 1: <i>Establish an elected, representative body of governance for each of the primary constituent groups on campus: faculty, students, classified staff, and unclassified staff.</i>							•
		Governance KPI 2: <i>Establish a University Senate, with representatives from each of the above governance bodies, which will support broad participation in the determination of University initiatives and resource allocations.</i>							

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
and continuous improvement.		Governance KPI 3 <i>Connect each stakeholder to the primary and support activities that drive University performance toward achieving the Vision.</i>							•
		Governance KPI 4: <i>Provide each stakeholder with a clearly articulated authority structure and method of performance evaluation, with both tied to the Vision and Mission.</i>							•
		Governance KPI 5: <i>Align All UL Lafayette Committees' Mission, Membership, and Reporting With The Governance model.</i>							•
	Governance SI 2: Provide each level of governance with data analytics capabilities that create a collaborative culture and increase the University's overall impact.	Governance KPI 6: <i>Build enterprise-wide data analytics capabilities that provide a wide array of performance metrics that are transparent, based on our Vision and Mission, and broadly embraced.</i>							•

Section	Strategic Initiative	Key Performance Indicator	Task Force Rep	Key Administrator	Other Key People/ Offices	Priority/ spending priority	Benchmarks and Progress to date	Committee notes and recommendations	Immediate Action Items
	Governance SI 3: Develop the Human Resources function in support of the Mission and Vision.	Governance KPI 7: Establish an HR System that will manage all stages of the employment relationship to provide a community of employees focused on achieving the Mission and Vision of the University.							•
	Governance SI 4: Establish a process for continuous academic and nonacademic professional development.	Governance KPI 8: Cultivate professional development programming that has a measurable impact on improving pedagogical innovation, managerial effectiveness, and essential job skills in support of the effective operation and governance of the University.							•