

2009-2010

Tradition | Transition | Transformation



The 2009-14 Strategic Plan
Progress Summary Report
University of Louisiana at Lafayette

Strategic Imperative 1 | Strengthening student recruitment and enrollment processes

1A | To raise awareness and enhance the visibility of our institution

<p>create a unified and integrated website with appropriate interactivity, utility, comprehensiveness, aesthetics and communicative capacity</p>	<p>There is pervasive agreement on the need for the university to develop a new, comprehensive website. But that will be a very expensive and lengthy project. LipmanHearne has suggested a temporary and more immediate fix: "re-skin and re-mix home page and landing page content." That is the short-term solution we will implement with the Task Force meeting in Summer 2010.</p>
<p>showcase the University through cutting-edge marketing and promotion</p>	<p>The Office of Communications and Marketing will continue to work with LipmanHearne as the university begins to implement the Brand Communications Rollout Plan. More specifically, LipmanHearne will finalize a photographic fleur-de-lis for reproduction in print and will complete a brand overview piece for an internal audience. Communications and Marketing will consult with LipmanHearne about an article to be published in the Fall 2010 issue of La Louisiane. Communications and Marketing will also develop visual and written resources for use by an internal audience. It will then begin to integrate positioning into the university president's communications and will refine and promote the university's strategic plan.</p> <p>Communications and Marketing will launch an internal branding campaign with an on-campus event. It will also develop content for and conduct brand training workshops for university faculty, staff, administrators and key student groups. It will work with the UL Lafayette Alumni Association to develop an alumni brand ambassador campaign and establish a student brand ambassador program.</p> <p>UL Lafayette reached an agreement with the McIlhenny Company to cobrand several Tabasco® articles that will be licensed through the Collegiate Licensing Company. The university will benefit from its association with world-famous Tabasco®, which is sold in more than 160 countries and territories, is packaged in 22 languages and dialects, and has gone into orbit on NASA's space shuttle.</p>
<p>promote our graduate programs more vigorously</p>	<p>A "recruitment specialist" (dedicated 50% of a staff position) was hired and has organized and attended an increasing number of recruiting events in- and out-of-state (attended 5 new events during 2009-2010). We have also increased our outreach to the Acadiana community through creating and offering an on-campus information workshop for alumni and community members, and sending over 200 letters to a select group of organizations and agencies listed with the Greater Lafayette Chamber of Commerce wherein we offer to come to their staff meetings to discuss our graduate offerings.</p>
<p>determine and attain the student population size that meets workforce and societal demands and maximizes efficient utilization of resources</p>	<p>UL Lafayette has formed a GRAD Act Team to analyze and respond to student population size as impacted by performance metrics, the new FY 2011-2012 through FY 2015-2016 LaPAS goals, and the 2012 increase in admission standards. Louisiana workforce projections have heavily informed the work of this group. Proposals for new programs (e.g., PhD in Systems Engineering, Doctorate in Nursing Practitioner, Bachelors in Moving Image Arts) developed in response to Louisiana workforce needs are awaiting approval by the Board of Regents, and</p>

	several new proposals are being developed for graduate level programs.
recruit students with increasingly stronger academic preparation, credentials and talents	<p>Several events were introduced or significantly enhanced this year to include:</p> <ul style="list-style-type: none"> • Backyard BBQ held shortly after Lafayette Parish schools begins and just before fall semester begins for UL. This program targets high school seniors and juniors with composite ACT of at least 23. The program includes representatives from each academic area to be available to answer questions high school students and their parents may have about our academic programs. We provide free BBQ and drinks, career decision-making advice and financial aid and scholarship information. High school students are offered the opportunity to submit an online admissions application free of charge if submitted during the program. • Academic Signings This program is held in the spring semester at local high schools. High school seniors who have been offered and accepted an academic scholarship are invited to participate. There is a formal program where scholarship recipients are recognized and sign a ceremonial scholarship certificate. • Established an earlier academic scholarship offer and acceptance period for high school seniors with an ACT composite of at least 28 in the fall 2009 semester. The deadline to apply is November and scholarship award letters are mailed in December. This new process allows high achieving students to know early on the amount of their scholarship offer so that they can make an informed decision on which college to attend. • Congratulatory Phone Calls are made to high school seniors who have been offered an academic scholarship. This call is to both congratulate them and to encourage them to accept the scholarship. The phone calls are placed during the month of February. • Use of ACT data to identify high performing high schools We have increased our presence and recruitment effort at these high schools through our Enrollment Services Division. • Improved our relationship with high school guidance counselors. We host high school guidance counselor workshops on campus to provide information about the University and our academic programs. We have increased our visits and communication to high school guidance counselors to keep them abreast of the latest news at the University.
1B To advance our positioning as an institution of 'choice'	
review and improve the process and effectiveness of awarding scholarships and financial aid	The process of awarding scholarships to academically-talented incoming freshman was enhanced by extending offers earlier in the cycle (in November) to students with an ACT of 28+. In January, the remaining incoming freshman applicants were made offers. The total number of scholarship offers to incoming freshman for 2010-11 was 1,059. This was the highest number of offers to incoming freshman that we have ever made. In collaboration with Enrollment

	<p>Services, new recruiting materials were designed and used for publicizing our scholarship program for incoming freshman.</p> <p>Since Summer of 2009, the Financial Aid Office and the Office of Information Systems hold weekly planning meetings to discuss ways to streamline the financial aid process. As a result of this process, we have created an online data form and online requests for tuition deferments. We plan to move the award letter and request for emergency loans processes online as well. We are also working with Noel-Levitz in a financial aid leveraging project. We plan to use this project to assist us in formulating a comprehensive financial aid plan for the Fall 2011 freshman class. The requested data has been submitted to Noel-Levitz and we are in the process of reviewing the error/edits and making the necessary corrections by the end of July 2010.</p>
invigorate the Honors Program	<p>In the Fall of 2009, the University Honors Program incorporated within its entrance requirements the standards set by the National Collegiate Honors Council. As of 2009 all entering students will now be required to take 6 classes (18 hours of Honors) rather than the previous 4 classes. To help students take more classes, the Honors Program is offering a new "Honors Course by Contract" which allows upper-level students to turn courses in their chosen curriculum into Honors credit and intensify their course of study. Further, thirteen new Honors courses in Biology, Math, Philosophy and Business have been made available for our students this year.</p>
improve cleanliness, general conditions and the physical attractiveness of the campus	<p>Substantial human and financial resources were expended on this initiative, resulting in 56% of graduating seniors in 2009 agreeing or strongly agreeing with the statement "Over the past semester, I have noticed significant improvements in the physical condition of campus buildings and grounds." To maintain and enhance the condition of the campus, housekeeping services were outsourced to a private contractor in 2010.</p>
ensure environmental sustainability, safety and physical accessibility on campus	<p>Accessibility Replaced/modernized four (4) elevators and four (4) fire alarms with new equipment and fixtures that enable them to be fully ADA compliant at a cost of approximately \$300,000. As a result, reduced the number of repeat elevator inspection deficiencies by over 30%. Also spent more than \$500,000 on sidewalk improvements to improve accessibility.</p> <p>Safety The Emergency Preparedness team initiated (with a goal to complete by August 1, 2010) a FEMA Emergency Management Institute training initiative. The University has received from FEMA its Disaster Resistant University (DRU) designation, an honor bestowed on very few Universities nationwide. We received a Department of Energy (DOE) grant in their Emergency Management for Higher Education Program to (1) develop a University-wide all hazards plan and (2) purchase a mobile command unit that is fully interoperable with the Parish Sheriff and Parish Homeland Security units. The University now provides its own training in the areas of Forklift Safety and Water Vessel Operator safety (classes are more robust and efficient). Due to aggressive safety initiatives, breakage incidents from the Grounds Crews were reduced by 50%. For the 10th straight year, the University passed all Risk Management & Loss Prevention audits.</p> <p>Environmental Sustainability We spent over \$650,000 to replace old windows throughout campus for enhanced energy efficiency. We are</p>

	<p>spending \$1,850,000 on energy conservation projects, such as lighting retrofits and chiller replacements. We are currently in design of the renovated Student Union complex, which will be the first state facility to be LEED certified.</p>
<p>build new residence halls and improve existing student housing</p>	<p>A plan was developed to renovate and expand traditional campus housing from accommodating 1,200 students to 5,000 students. A RFP was shared for proposals for completion of this task. They have been accepted, presentations have been made by the contractors, and they are under review. Design concepts should be completed and contract documents in process in 2010-2011.</p>
<p>modernize and restore historic facilities and renovate Martin Hall</p>	<p>Proposed for 2010-2011.</p>
<p>engage in academic facilities planning to ensure an appropriate learning environment</p>	
<p>1C To better manage our enrollment processes</p>	
<p>create a comprehensive strategic enrollment management plan</p>	<p>We hosted three Strategic Enrollment Planning Workshops in Fall 2009 and Spring 2010. The entire Enrollment Management Division participated in the planning workshops. We have established an Enrollment Management Mission Statement, and Goals/Objectives. This document is in the process of receiving University endorsement, and then the planning document will be created. The final plan will be created by December 2010.</p>
<p>partner with secondary and other post-secondary educational institutions</p>	<p>The University signed its first formal articulation agreement with the Louisiana School for Math, Science, and the Arts (LSMSA) providing equivalencies for thirty-four courses. The agreement was renewed for the 2010-2011 academic year on March 22, 2010. And through the work of the University College, the University is working to increase the number of dual enrollment students. The underlying principle in the University's dual enrollment program has been to enroll only students who project qualification to enroll in UL Lafayette as first-time freshmen. In Fall 2010, we expect to offer courses on 5 high school campuses.</p> <p>Articulation with Post-Secondary Institutions The University continues to partner with other state institutions, both community and baccalaureate colleges, through the statewide articulation council. As a result of work during the AY 2009-10, all math, English, and physics courses on the statewide articulation matrix were "recalibrated" to ensure continuing coordination. Several courses were added to the matrix; UL Lafayette now has 111 courses listed on the matrix. Additionally, the articulation matrices with SLCC, the Louisiana School for Math, Science and the Arts, and LSUE were revised and updated. This is an annual process which occurs in Spring and Summer.</p> <p>The most significant work in the area of articulation was done cooperatively by two and four-year institutions in designing the universal Transfer AA and AS degrees. These degrees will allow a student from a community college to enter UL Lafayette (and other UL System universities) with junior standing and no credits lost in twelve degree tracks: Art, Biology, Chemistry, General Business, Computer Science, English, History, Journalism, Math, Music, Physics, and Speech. UL Lafayette also is party to the transferrable Associate of Science in Teaching, which articulates with the baccalaureate</p>

	program in Elementary Education Grades 1 through 5.
develop improved electronic communications networks with students	The President began a regular "blog" series, an e-News communication was initiated, Enrollment Services and several Colleges and Programs established a presence on Facebook, and the telephonic emergency notification system was enhanced.
enhance the number and success of transfer students	<ul style="list-style-type: none"> • In the past several years, the Office of Admissions has attempted to reduce the average time required for an undergraduate applicant to receive eligibility determination so that he/she can begin the enrollment process. The focus this year has been on reducing the average time for eligibility determination for transfer applicants. In the year 2008-09, the average eligibility determination for a transfer applicant was approximately three to four weeks. For 2009-10, the time has been reduced to one to two weeks. The Office has achieved this goal through automation and additional manpower. The average time for eligibility determination for a first time freshman applicant (within 72 hours of providing all supporting documents) and a returning applicant (within 48 to 72 hours of the same) were more than satisfactory and have not changed significantly. • In Fall 2009, we began hosting a Transfer Day on campus. We invited students from the local community college (SLCC), Baton Rouge Community College, and Delgado Community College. At this event, transfer students could be advised on how their credits will transfer, receive financial aid and scholarship information and submit an online admissions application at no charge if submitted during the program. We experienced limited success, therefore beginning Fall 2010, we will host this event on the campus of SLCC and are in discussions with BRCC and Delgado to host such an event on their campuses as well. • In Summer 2009, we began requiring that all transfer students attend a new student orientation to assist them with the transition to UL. • We purchased Hobsons Connect CRM, which is a communications and relationship management tool. We will use Hobsons to communicate to local prospective students who decided to attend another university and invite them to attend summer school or intersessions at UL while they are home on break. We hope that getting them to enroll may expose them to UL and what we have to offer, and they may find UL to be a better fit.
revamp and elevate the relevance of orientation for all students	A new interactive component called Playfair was added to Orientation to help students at each session meet all the other members of that Orientation session and begin to understand the importance of peer support in the collegiate experience. In addition, we have reworked our schedule to include new sessions on Academic Success from a faculty perspective, a newly designed campus involvement session that is now attended by all students at Orientation, and a reworking of our spirit and tradition portions of Orientation. These changes are intended to enhance the already strong focus we have on academics during New Student Orientation programs. 2010 also saw the

	<p>addition of a new extended Orientation program called SOUL Camp, which will run August 12 – 15 and is designed as a supplement to the New Student Orientation experience. SOUL Camp is structured around four pillars: Service, Outreach, Unity, and Leadership, and camp activities include a community service project in Acadiana, an intentional mentoring relationship with an upperclass student mentor, and programming focused on leadership development, campus involvement, academic balance, diversity and multiculturalism, and career planning. Finally, exit evaluations consistently indicated that parents desire the opportunity for more interaction with university administrators. So, a special "meet & greet" program at the President's House is planned for the afternoon of the first day of each two-day orientation session this summer. University and Deans Council members are expected to attend. This event replaces the afternoon reception that the Alumni Association hosted in past years.</p>
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Strategic Imperative 2 | Enhancing student engagement and success

2A | To create a meaningful first-year experience

develop a substantive and formative first-year seminar for incoming students	Our focus for the Quality Enhancement Plan (QEP) is the development and deployment of a new university-wide First-year Seminar for all incoming freshmen (Cajun Connections: http://vimeo.com/8725995). The First-year Seminar will be offered as a 2 credit-hour interactive experience led by faculty facilitators and supported by peer mentors. The seminar focuses on stimulating incoming students' intellectual curiosity and social responsibility, and providing them with knowledge and insights necessary for fulfillment and success in college and in their subsequent careers. Major components of the FYS curriculum were beta-tested in the Moody Colleges of Business and the College of Liberal Arts in the 2009 fall semester. A pilot study of the full curriculum was then conducted in these same colleges in the 2010 spring semester. Instructors were trained in a 3.5 day seminar before the 2010 spring commencement in order to fully implement the FYS in the Moody College of Business and run pilot studies in all other colleges in the Fall 2010 semester.
foster commitment to making a difference through community engagement	As a component of the University's new First-year seminar, all incoming students will be expected to engage in a service-learning project. The program was piloted this year with students participating in projects for the Bayou Vermilion District, EarthShare and Habitat for Humanity.
bond students with others through learning communities	Our Learning Community (LC) Goals were established and communicated via numerous presentations. Also devised were Learning Community 'frequently asked questions' (FAQs). Additional actions include: (a) drafted call requests to faculty for LC proposals and themes, (b) recommended incentives for faculty designing and teaching LC courses, (c) considered LC communities which were housing-based, for non-traditional students or online, and (d) moved to designate student participation in a LC on the official transcript.
provide resources to assist students with choosing or affirming their choice of major	FOCUS-2 Career and Education Planning Solutions, an online, self-guided program, was implemented and will be introduced to students on the first day of their career classes in the First-year Seminar. Focus-2 will help students explore and make decisions about their career goals and major areas of study. Students will attend three classes where they will have hands-on experience in use and value of FOCUS 2 throughout their years in college.

2B | To improve the campus climate for students

construct a student union to serve as the gateway to campus life	The Student Union addition and remodeling project was first instituted in 2004 with a consultant proposing the consolidation of student services in one locale. Now in the second phase, architects have been hired to propose design concepts and the initial charrettes have been completed.
enrich the vitality of campus life through extra- and co-curricular activities and organizations	The following actions were accomplished this year. <ul style="list-style-type: none"> • Developed a student organization manual. • Worked with the President's Office to establish an annual

	<p>gathering of organization presidents and faculty advisors called "Grillin' with the Presidents."</p> <ul style="list-style-type: none"> • Created a student organization website that focuses on recruitment of students to organizations, organization resources, and advisor resources. • Developed a student organization recognition banquet called Ragin' Recognition. • Developed a Student Leadership Council that will create student leadership opportunities for our student organizations. • Moved certification of new organizations to another department which has expedited the process. • Moved organization re-certification and event registration on-line.
<p>create synergies among and optimally integrate student support and service units</p>	<p>The following initiatives were undertaken IN 2009-10 to create greater synergies in student affairs units.</p> <ul style="list-style-type: none"> • Career services developed a program specifically for Student Athletes on interviewing and career planning in response to unmet goals in Athletics. • Upon completion of the Student Union's renovations (which are on track according to their annual assessment), the following departments will relocate into the new space to create a hub for students in their quest for "one stop shopping" in Student Affairs (a strategic goal): The Dean of Students, Greek Affairs, Student Government Association, Student Publications, Student Organizations, Student Life and the Post Office. • Student Health Services and Counseling and Testing will move to the O. K. Allen Building to enable students to meet their physical and emotional needs met in one central location. This is necessary because students expressed difficulty distinguishing between the services offered by these two units.
<p>improve service to internal and external constituents</p>	<p>The President has increased his visibility and participates in numerous student organization events throughout the year. For high achieving students and top freshmen recruits, he has reinstated a Top Scholars Luncheon in the fall semester of each year and hosts the annual Who's Who Reception and Honor's Program Graduation event in his home. Student Government Association leaders have enjoyed increased access to the President. In addition to regular Monday meetings with the Big Three (President, Vice President and Treasurer), the President has dedicated time to meet with the entire student senate once a month.</p>
<p>ensure policies, rules and procedures facilitate student engagement and campus involvement</p>	<p>The following actions were taken this year.</p> <ul style="list-style-type: none"> • Revised alcohol workshop to facilitate a better understanding of university alcohol policies. • Developed a stronger annual organization president and faculty advisor meeting that discusses university policies, rules, and regulations. • Student organization manual has all university policies in one

	<p>location and is available on the website.</p> <ul style="list-style-type: none"> • Updated rules governing events with alcohol to help facilitate organizations to have safer events with alcohol. Rules now govern all organizations, not just Greek organizations. • Student handbook is now going on-line. Organization policies are included in student handbook. • Made university policies and procedures available on student life website for easy access.
<p>support emerging forms of appropriate electronic media to enhance student communication</p>	<p>The Library Commons was planned, partially funded and the Café opened. The entire implementation, structure and design were conceived. The Library Commons is a learning environment where library, academic services, and IT resources blend, and where people meet and collaborate in a first-class showcase of IT tools, student products, and student services. The Library Commons will include library services, a IT help desk, tutoring services, the Writing Center, Copy and print areas, a presentation practice studio, and personal and collaborative workspaces.</p>
<p>2C To increase the number of students graduating</p>	
<p>implement an online degree audit system</p>	<p>Due to a lack of technical resources, knowledge, and specific Oracle expertise, the University negotiated a contract with redLantern to assist in the installation, setup and implementation of the online degree audit system. The key outcome of the first phase of the project will be technical installation of a 'vanilla' instance of 'u.achieve' in stand-alone mode using sample data, and initial setup of web access for users to view the application (UL LAFAYETTE-specific student data will be incorporated in a subsequent phase of the project). This will be accomplished by a combination of UL LAFAYETTE technical staff and redLantern implementation team participation. In 2009-2010, the following actions were achieved.</p> <ul style="list-style-type: none"> • Began reviewing each academic program to gain a deeper understanding of the requirements to earn each degree • The Registrar's Office Staff and OIS were involved in four phone conferences with the UAchieve staff in preparation for software training and implementation • UAchieve sent a staff member to UL to conduct a four-day intense software training. Staff from the Registrar's Office and the Office of Information Systems were involved in the training <p>In October 2010, the Nursing program will pilot the new degree audit software.</p>
<p>increase the graduation rates of transfer, at-risk, non-traditional and underrepresented students through the nurturing of appropriate support services and programs</p>	<p>Through nurturing of appropriate educationally beneficial services and programs to transfer, at-risk, non-traditional and underrepresented students, the first year retention rate of the University is at its highest level (76%) in school history. TOPS recipients' first year retention rate is at its highest level (80%) since 2003. Of the Fall 2009 eligible transfer scholarship applicants, 93% maintained academic progress (2.0 semester GPA with at least 12 credit hours) with 96% of Spring 2010 applicants maintaining academic progress in their first semester of attendance.</p>

	Importantly, however, the institution needs to commit additional resources to the recruiting and retention of transfer students, and this issue will be a focus of enrollment management in 2010-2011.
grow selected undergraduate and graduate programs	In addition to initiatives addressed in other sections of this report, the Provost was charged with developing a process to identify existing programs which are no longer viable at UL Lafayette and may be subject to elimination so as to augment resources and support for stronger programs.
involve career services early in our students' academic progression	Career Services was integrated as a critical component of the Cajun Connection First-year Student Seminar.
increase the number of graduates in high-demand professions	<p>College of Engineering Efforts to graduate more students:</p> <ul style="list-style-type: none"> • Annual Engineering and Technology Week was improved by adding more events for high school students along with allowing 300 seventh and eighth graders to attend events. • Initiated the Engineering Ambassadors Program, which is a selective student volunteer outreach initiative to convince high-schoolers to consider a career in engineering or technology. • Started a 2x/year newsletter which is sent to high school counselors. • Added numerous engineering and technology student career development programs, such as our new Designing Leaders and Research Apprenticeship Programs, which will greatly enhance retention and increase the appeal of graduates to industries and professional schools. • Formally initiated our Specialty Minors Program. • The college has initiated the process to offer a Systems Engineering PhD which is a fast-growing degree that will have a high level of appeal to funding agencies, such as DoD and NASA. This new program generated tremendous interest from industry for the hiring of these graduates. <p>College of Nursing Efforts to graduate more students: The department continues to collaborate with the LA BOR through the Health Works Capitation program to accept 20 additional BSN students to the first clinical nursing course every fall and spring semester (this equates to a 20% overall increase in BSN clinical enrollment per academic year).</p>
reduce the average time required for undergraduate students to graduate	<p>The Task Force on Course Withdrawals which developed and presented a set of recommendations that were endorsed by CAAS, SGA, Deans, and the President in response to an analysis that demonstrated that the number of course drops was the primary predictor of time to graduation. The proposals of the Task Force include the following:</p> <ul style="list-style-type: none"> • Move the course withdrawal deadline at UL Lafayette from the 36th class day to the 38th class day. In the Fall Semester, this would move the drop deadline from a Thursday to the following Monday, which coincides with the beginning of the advising period. In the Spring Semester, it would move the drop deadline from a Monday to the Thursday of the week prior to the start of advising on the

	<p>following Monday. The Committee strongly opposed moving the deadline any later in the semester, given the significant reduction in course drops that has occurred since UL Lafayette moved the date forward in the semester to the end of the seventh week.</p> <ul style="list-style-type: none">• Institute a grade of "WM" to indicate a withdrawal for military call-up.• Beginning with the Fall 2010 semester, establish a limit on course withdrawals allowed without incurring a fee for dropping. Any withdrawal that exceeds the limit stated in the above table will incur a fee of \$50 per course. And late resignations will incur a fee of \$150. <p>The Gen Ed Committee also formed a Rapid Action Team to recommend reductions in the core curriculum to effectively reduce the number of student credit hours needed to graduate to 120 whenever allowable by professional accrediting bodies.</p>
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Strategic Imperative 3 | Facilitating quality teaching and learning

3A | To recruit and hire the best faculty for student learning

enhance commitment to faculty development	
reinforce quality teaching and student research	
promote faculty diversity	The EEO office has streamlined and automated the faculty hiring process. We have also instituted a new procedure to maximize the information voluntarily submitted from our applicant pool identifying themselves by gender, ethnicity and race. Since the EEO office began emailing the voluntary disclosure form to the applicant, we have seen a 50% increase in the number of forms returned and an even higher return from international applicants. The increase allows us to gather critical data about our applicants that we can use to identify strengths and weaknesses in our minority outreach efforts.
engage adjunct faculty members in the life of the University	At the start of the Fall 2009 semester the Office of Academic Planning and Faculty Development arranged orientation sessions for adjunct faculty that were conducted by the Human Resources Department. The purpose of these sessions was to inform them about the terms of their employment, their pay schedule, benefits available to them, etc. In addition, orientations were conducted by their academic departments to inform them about academic policies, course objectives, and the like. All adjunct faculty were also invited to Moodle training sessions conducted by the Computer Support Services office, as well as to faculty development workshops on the other topics: "Research and Sponsored Programs Opportunities and Assistance," "Handling Cheating, Plagiarism, and Student Discipline," "Maintaining a Safe Campus/Identifying Individuals in Distress," and "Sexual Harassment in the Academic Workplace." In the Spring 2010 semester, the Office of Disability Services conducted workshops for faculty to assist them in identifying and supporting students with learning and other disabilities.
motivate faculty to provide more course offerings in the summer	The Academic Delivery Systems Task Force surveyed faculty and determined that low summer school pay was the major factor preventing more faculty participation in summer school. During 2009-2010, the Subcommittee developed a plan to increase summer pay at all ranks to incentivize faculty. The plan, accepted by the administration for implementation in the May intercession of 2011 as well as Summer 2011, will be disseminated to deans and faculty this summer so that the May 2011 and Summer 2011 schedules are complete for the Fall 2010 advising period. Faculty also expressed interest in teaching online courses in the summer. The Distance Learning Leadership Council, under the direction of the Director of Distance Learning hired in January 2010, received approval and funding from the Administration to provide up to 60 grants which will be available in fiscal year 2010-11 to allow faculty to develop online courses to be offered in Spring 2011, Summer 2011, and Fall 2011.

	Twelve courses were added to the Summer 2010 schedule based on requests in response to an inaugural e-mail survey asking students directly about their summer course wishes. To gain instructional coverage for these courses, the University compensated some faculty at a higher rate than the normal schedule.
create and fill all currently vacant endowed chairs with faculty of national prominence	National searches were conducted for two chairs during the 2009-10 academic year. Twelve candidates from nine states responded to the search for the Dr. Tommy Comeaux Memorial Eminent Scholar Endowed Chair in Traditional Music. Dr. Mark Dewitt, an independent scholar and ethnomusicologist from Oakland, California, will fill the chair effective July 1, 2010. He will be responsible for the creation and leadership of a Center and the development of a degree program in traditional music. Forty-two national and international candidates applied for the Acadiana Business Economist Eminent Scholar Chair in Economics. After an exhaustive search process and extended negotiations, the chair remains unfilled as of the date of this report. However, the QSN Committee will continue the search for a Chair who will be charged with providing positive leadership and strategic direction in the intellectual development of the faculty of the Moody College of Business. In addition, the Chair will take the lead in regional economic analysis disseminating results in appropriate venues. The University has 24 approved chairs; eleven are filled and thirteen are vacant at this time.
3B To enhance the classroom experience	
continue pursuing learning-oriented IT infrastructure opportunities	<p>The Director of Distance Learning initiated the following actions.</p> <ul style="list-style-type: none"> • Learning Management System Task Force Formed – STEP grant submitted for upgrade of existing Moodle hardware and software. Pilot of outsourced Moodle solution by Moodlerooms, Inc. called Joule approved with set-up services being purchased in FY10; • EDUTools Task Force Formed – Task Force members have researched three tools for purchase by the Office of Distance Learning (Web conferencing, Lecture Capture, and Pod/Video Casting). A Web conferencing solution (Elluminate) has been recommended and is being purchased. Task force is researching benefits of E-Books and systems for E-book acquisition as well as developing a proposal for a Center for Faculty Excellence in E-Learning modeled after the Southeastern Louisiana University faculty development model; • University Council approved formation of an E-Learning Unit within the Office of Distance Learning to include a Media Specialist and Instructional Designer (key faculty support elements). Total costs and initial position requests submitted to the Provost.
create increased opportunities for active learning and community engagement	<ul style="list-style-type: none"> • As part of the UL System, The Dean of Community Service participated as one of the ULS Service-Learning Council members. The Council and the System, as part of a multi-year Learn-and-Serve grant, sponsor a Statewide service-learning conference each summer (this year August 9). UL Lafayette will

	<p>send a team of 10 current faculty and staff to learn about what's working in service-learning across the state and bring that back to our campus. In addition, 17 faculty and staff have funded projects through the ULS Learn-and-Serve grant and will be presenting (or have previously presented) at the conference.</p> <ul style="list-style-type: none"> • Two regional "mini" conferences were conducted this academic year by the ULS Service Council. • The Director of Orientation has included a day of service in one of our new "camps." SOUL Camp will pair about 150 incoming freshmen with faculty and orientation volunteers working with local elementary and middle schools on a variety of needed projects.
<p>raise the profile of graduate study and create the environment and funding structure for growth</p>	<p>We have increased the number of workshops we provide each semester on successfully preparing theses and dissertations (to assist in retention and to set the tone for the campus as a professional graduate milieu). We have also instituted a "McNair Assistant" program where we advertised (in 2009-2010) for graduates from McNair programs in and out of state and will award successful applicants tuition and fee waivers (service to departments is optional) beginning in Fall 2010. We have also been successful in receiving (awarded in spring of 2010 to start in fall of 2010) two additional competitively awarded BOR/SREB Minority Doctoral Fellowships and continue to encourage graduate faculty to apply for grants containing funding for graduate students.</p>
<p>offer distance learning to select markets and assure high quality delivery</p>	<p>Director of Distance learning hired and formed the Distance Learning Leadership Council. The University Council adopted the Electronic and Distance Learning Vision Statement advanced by the Distance Learning Leadership Council. The Council adopted, for current standardized use, the Distance Learning definitions included in the presentation.</p> <ul style="list-style-type: none"> • Distance Learning Leadership Council formed with members as noted above; • University Vision Statement for Distance Learning Drafted and Adopted by University Council; • Electronic Course Definitions Drafted and Adopted by University Council; • General Awareness Task Force Formed – Proposed List of Activities submitted to Office of Distance Learning; • Cajun Academy of Faculty engaged in E-Learning (CAFÉ) Task Force Formed – Draft of Framework for Required Faculty Training and Course Certification In Progress (not revised or adopted by DL Leadership Council); • Policy Development Task Force Formed – Task force members are currently reviewing and revising the Northwestern State University E-Learning Policy and Procedures to adapt them to the UL Lafayette institutional culture and administrative structure; • Faculty Incentive Task Force Formed – Task force members are drafting recommendations for financial and non-financial incentives for faculty members, who are developing and

	<p>teaching e-learning courses;</p> <ul style="list-style-type: none"> • Program Development, Deployment, and Evaluation Action Team Formed – Team is reviewing Noel Levitz study conducted for UL Lafayette to identify niche programs for online and/or hybrid delivery. Recommendations due to University Council in Fall 2010; • University Distance Learning Course Fee Per Credit Hour/E-Rate Tuition and Revenue Share Models Proposed to University Council.
increase student opportunities to customize a viable cross-disciplinary degree program	
grow and encourage internships and co-op experiences	We created an employer outreach plan in which our Director and Assistant Director devoted time and resources to personally meet and build relationships with employers and discuss upcoming job opportunities. In these meetings we discussed the benefits of hiring an intern or co-op student and the resources available to assist with the recruiting process. The staff of Career Services also focused our efforts on educating and encouraging our students to participate in internship and co-op programs. Through our involvement in The Cajun Connection, we were able to incorporate the benefits of participating in an internship and co-op and deliver this information to first-year students. We also raised awareness of internship and co-op participation through the numerous class presentations to students as well as enhanced related information and resources available on our website.
3C To improve learning through evidence-based assessment	
increase staffing in the office of institutional research	A computer programmer was hired to replace an existing staff member who departed, and requests for additional staffing have been submitted in conjunction with the IT area.
proactively incorporate institutional research in university planning processes	Institutional Research (IR) assumed a major role in the strategic formulation of annual and six-year performance targets articulated by the University for compliance with the GRAD Act. IR also engaged extensively in the development of our new LaPAS plan submitted this year. Finally, IR was very active in the vendor selection process for the new ERP.
implement an integrated enterprise management system	Several major pre-procurement steps were accomplished including: IT Reorganization, Network Upgrade, DBA Training, Initial Vendor Selection, Training Labs Network Security/VPN ISIS Metadata Catalog ERP Business Case, ERP Project Goals and Objectives, IT Strategic Plan, and Financial Meetings.
continue a coordinated assessment of institutional and student learning outcomes	WEAVEonline was purchased and full implemented with 166 institutional effectiveness units.

Strategic Imperative 4 | Supporting the research portfolio of our community of scholars

4A | To plan strategically for enhanced research efforts and results

develop an integrated, coherent approach to incentivizing, measuring and promoting research productivity at the individual, college and university levels

clearly define and support the attainment of aggregate productivity targets in the basic, applied and pedagogical domains of research

4B | To foster the creation of rigorous research and other eminent intellectual contributions

increase attainment of competitive federally- and industry-supported grants for funding research and graduate assistants

The number and value of proposals that UL Lafayette faculty and staff submitted to federal agencies in 2009-2010 increased from those submitted in the previous fiscal year. In FY 2008-2009, UL Lafayette faculty and staff submitted 183 proposals to federal agencies requesting a total of \$64,132,606 dollars. To date, for FY 2009-2010, a total of 217 proposals were submitted to external agencies requesting a total of \$74,875,712. Proposal data for 2009-2010 is not yet complete as the month of June is not yet ended and not all proposals submissions for the month to date have been entered into the database. Even with preliminary numbers, the percentage increase in the number of proposals submitted to federal agencies is 18.58% and the percentage increase in the amount dollars requested in those proposals to federal agencies has increased by 16.71%.

Though the number of proposals submitted to industry sponsors/ corporations decreased from the previous fiscal year, the value of those requests increased significantly. In FY 2008-2009, UL Lafayette faculty and staff submitted 19 proposals to industry/corporate sponsors requesting a total of \$813,120. To date, for FY 2009-2010, a total of 16 proposals were submitted to industry/corporate sponsors requesting a total of \$1,352,622. Proposal data for 2009-2010 is not yet complete as the month of June is not yet ended and not all proposals submissions for the month to date have been entered into the database. Based on these preliminary numbers, there was a percentage decrease in the number of proposals submitted to industry/corporate sponsors of 15.79%; yet there was a percentage increase in the dollars requested in those proposals to industry/corporate sponsors of 66.35%.

explicitly incorporate quality as a performance dimension

forge avenues for interdisciplinary collaboration on meaningful and influential research projects

A new consortium is taking a 3D look at new methods of academic research. The Computation and Visualization Enterprise or CAVE consortium is an interdisciplinary team of 15 LITE Fellows from UL Lafayette. Their purpose is to inject the supercomputing and 3D visualization power of the Louisiana Immersive Technologies Enterprise (LITE) into their academic research. The result will be the collaboration of researchers from disciplines across campus. Their work could ultimately speed up conventional research processes. This consortium is an extension of the partnership between LITE and the university. CAVE teams will be using LITE's supercomputing and visualization technology along

	with the high-speed fiber optic capability of the Louisiana Optical Network Initiative (LONI). Fellows come from many areas including biology, civil and chemical engineering, English and physics.
ensure access to and availability of the informational and physical resources necessary for the creation of high-impact contributions in all academic disciplines	<p>The Office of Research and Sponsored Programs has provided resources to the university community to assist with finding funding for research and other activities, successful proposal development and compliance of sponsored project efforts.</p> <ul style="list-style-type: none"> • During the 2009-10, ORSP distributed a total of 18 issues of FundingNotice. Each included several opportunities in Arts and Humanities; Education, Social Science and Service; and Science Technology Engineering and Mathematics. Since January 2009, ORSP issued 34 issues of FundingNotice advertising more than 2,000 different funding opportunities. This averaged 2 issues per month. • During the 2009-10 year, ORSP offered 22 training sessions on the following topics: (1) BORSF General Sessions; (2) Getting Started: Finding Funding and Basic Proposal Development; (3) RCS Panel Discussion; (4) Traditional Enhancement Panel Discussion; (5) BORSF Program Managers Visit; (6) IACUC 101/201; (7) "Winning More Grants? Learn Best Tactics for use on the New NIH Short Form"; (8) "How to Write a Winning NSF CAREER Proposal." • During the 2009-10 year ORSP published and distributed one issue of ReseachFocus in the Fall 2009 semester and one in the Spring 2010 semester. Each issue contained information related to proposal development, agency insights and compliance considerations.
4C To focus on signature initiatives supporting the future of our earth and society	
launch innovative and non-redundant signature initiatives to take advantage of our potential strengths and external opportunities for funding and support	A list has been developed with the input of multiple stakeholders and units of "areas of excellence." These include: (1) early childhood development, (2) Louisiana cultural studies, (3) digital media, (4) architecture and design, (5) computing and telecommunications, (6) environmental sciences and biodiversity, (7) bioprocessing, materials and coastal engineering, (8) economic development and business extension services, and (9) community health.
consider development efforts and a research foundation dedicated to funding viable programs of basic research	It was determined that the establishment of a Research and Technology foundation would enhance the overall level of research funding for state, federal and international sources. The entity will likely be organized as a non-profit corporation under the laws of the State of Louisiana in order to secure private contributions and grants. It is recommended that a separate 501c3 subsidiary entity be established that could potentially be housed under the umbrella of the "parent" UL Lafayette Foundation. The organization would provide for the conduit for technology transfer of university discoveries, inventions, processes, and other work products from the laboratory to the marketplace. The organization would also facilitate and/or secure additional funding for technology and traditional research efforts.
4D To grow successful academic centers and programs to enable greater levels of achievement	
encourage center staff members to engage in reciprocal interaction with academic departments	

ensure provision of a budget to cover essential center needs when warranted by a positive return on investment



Strategic Imperative 5 | Preparing our students to thrive as global citizens.

5A To widen our global perspective	
centralize functions associated with international students and internationalization	
increase the number of international students and exchange faculty	
engage international students in campus life	A jointly hosted event by the City of Lafayette and UL was planned for inaugural implementation in Fall 2010. All new international students will be invited to a welcome event at City Hall in August. The International Student Office (ISO) sponsors Coffee Hour every 2 weeks to provide an opportunity for international students to learn about and interact with other organizations and services on campus. The Honors Program, the Blue Key Honor society, UPC, SGA, and SOS were some of the organizations that sponsored our Coffee Hour. We have 24 active Exchange Visitors that are on our campus as research scholars and exchange students.
expand and invest in study abroad programs to maximize student opportunities for participation	<p>New Study Abroad Initiatives for 2009-2010 include:</p> <ul style="list-style-type: none"> • Worked with Gilman Scholarship representative to educate our students about government scholarships • Offered new academic disciplines including Child and Family Studies, and Kinesiology • Updated payment deadlines and refund policy to encourage earlier registration and firm commitments • Awaiting SACS approval of new location in Burkina Faso, West Africa • Meetings for 3 possible new locations in Monaco, Germany & China • Participated in campus activities such as Freshman Orientation, Get on Board Day, Junior Division Advisor Training, Moody COBA Panel Discussions, Career Services Fairs, English Week and Curriculum and Instruction Informational • Sponsored Study Abroad Fairs • Created a new website and Facebook page • Revised program budget spreadsheets to reflect profit/loss estimates

internationalize the curriculum in all colleges	An American/Global Competency Task Force was formed in Fall 2009 to address how the University can assist students in becoming more competent in global issues as well as those related to American political and economic systems. The aim of the Task Force is to leverage opportunities provided in existing courses, extra-curricular activities, community service projects, and study abroad programs (among other venues) to enhance students' attitudes, experiences, skills, and knowledge in these critical areas. In Spring 2010, the Task Force conducted survey and focus group research with freshman English students, revealing that although students' knowledge of American and world affairs is lacking in certain areas, their attitudes toward enhancing their competencies prior to graduation are positive. The Task Force is currently exploring the feasibility of a "passport" program that would award students "points" for participating in a variety of activities and experiences (e.g., foreign language study, city council and shareholder meetings) designed to enhance their American and global competencies throughout their college careers.
develop strategic partnerships with international universities	Several business faculty members travelled to the Pole Universitaire Leonard de Vinci, Paris as part of a newly initiated teaching exchange. Discussions were also held to explore relationships with universities in Ghana, Hungary, Australia and Haiti, utilizing traditional exchanges as well as distance learning technologies.
sponsor intercultural events on campus	The campus held its first Hispanic Heritage Month celebration. Events took place on September 17th and September 24th at the Student Union. Students from LASA (Latin American Student Association) assisted in activities including dancing, dressing in traditional outfits, music and the airing of topical documentaries with panel discussions following. As a part of a continuation of Hispanic Heritage Month, the Diversity Advisory Council hosted an Immigration Panel discussion on issues such as: undocumented immigrants, the immigration process, and myths of immigrants. Approximately 67% people enjoyed hearing the panelists speak and found them very interesting and informative.
5B To ensure our students are poised to face major challenges of the 21st century	
reinforce the importance and acceptance of diversity	The Office for Campus Diversity has initiated a reformulation of its advisory board and a strategic planning process to more effectively and innovatively address this issue.
emphasize sustainability and actions for prudently handling environmental resources	To celebrate the impact Tree Campus USA is having on college campuses across the United States in its second year, the Arbor Day Foundation and Toyota teamed up with students and volunteers from the University of Louisiana at Lafayette to plant trees on the school's campus. UL Lafayette was one of 74 schools that earned Tree Campus USA recognition in 2009. In the fall of 2008, the Arbor Day Foundation began Tree Campus USA to recognize colleges and universities that practice sound campus forestry. The aim of the program is to honor college campuses and the leaders of surrounding communities for promoting healthy urban forest management and engaging the campus community in environmental stewardship. During the event, UL Lafayette students and volunteers in the community planted 43 trees near Broussard Hall and Lee Hall. The tree-planting event was part of a campus-wide cleanup day. The trees planted at UL Lafayette will increase the campus's tree canopy and will provide shade to the

	<p>heart of the campus. In order to become a Tree Campus USA community, schools are required to meet five core standards of tree care and community engagement. Those standards are: Establishing a campus tree advisory committee; evidence of a campus tree-care plan; verification of dedicated annual expenditures on the campus tree plan; involvement in an Arbor Day observance; and the institution of a service-learning project aimed at engaging the student body. UL Lafayette was the third college or university in Louisiana to be recognized as a Tree Campus USA. Other initiatives include:</p> <ul style="list-style-type: none"> • Sodexo Campus Dining Services went “trayless” in November. • We implemented recycling program for “white paper” on campus. • 59 95-gallon containers recycling aluminum, plastic bottles, cardboard and paper were distributed in various buildings. • The SGA President appointed 4 committees to implement a campus-wide recycling program. A marketing class did a sustainability survey, and a public relations class worked on a marketing plan. One committee developed a theme with a program name of “RED” for “Recycle Everything Daily”. Committees that met settled on a pilot program in Martin Hall.
enable students to evaluate rationally the causes of problems facing our society and our world	
socialize students to value and internalize the need to protect human rights	

Strategic Imperative 6 | Creating an institution our stakeholders will highly regard

6A | To make university accomplishments more evident

strategically improve branding and marketing of current endeavors	UL Lafayette has been developing a brand positioning strategy for the institution. This strategy will help better define the university's brand and differentiate it from competitors. LipmanHearne, a consulting firm that specializes in marketing and communication for higher education and other non-profits, has worked with members of the University Council, academic deans and a 35-member Branding Project Task Force that includes broad representation of the university community and UL Lafayette supporters. LipmanHearne gathered data and opinions from UL Lafayette students, faculty, staff and alumni, as well as area guidance counselors and teachers, prospective students, higher education leaders and the general public. Its findings provided insight needed to shape an effective brand positioning strategy. Development of UL Lafayette's branding strategy was completed in December 2009. LipmanHearne is completing a Brand Communications Rollout Plan that will serve as a roadmap for implementation of the university's branding initiative.
develop brand recognition of, preference for, and loyalty to the University	This is an intended outcome of the LipmanHearne Branding Study. We are also cooperating and collaborating with the City of Lafayette as they develop a new "brand" for the Lafayette Consolidated Government.
publicize high-profile (signature) initiatives, research contributions and academic programs	This is an intended outcome of the LipmanHearne Branding Study.
focus on enhancing and broadening our institutional reputation	Since his appointment in 2008, the President has made a concerted effort to be fully engaged in important community activities, particularly those sponsored by local government agencies, chambers of commerce and economic development entities. The intent of this engagement is to position the university as a vital community partner as well as to enhance the institution's standing in the region. He is a frequent meeting participant and presenter. An example of this type of partnership is the President's participation in the 2010 State of the Parish Meeting. To a capacity crowd, Dr. Savoie joined the City-Parish president for an address entitled, "State of the Parish: Partners in the Past Looking to the Future". This dual presentation format, the first of its kind for a State of the Parish annual meeting, underscores the President's philosophy of community collaboration and his personal belief that the university must be an engaged partner in Acadiana and in the state, since it is one of the most important social and economic drivers in the region.
6B To provide support for the athletic programs and the Ragin' Cajun Athletic Foundation	
strategically and systematically renovate athletic facilities through support of a capital campaign and other sources of nontraditional financing	Extensive renovations to the softball complex were begun in February 2010, and the baseball field was replaced with artificial turf before the start of the season in Spring 2010. Improvements to the track and field complex are underway.
develop an academic center for student athletes to enhance their educational success	Since the Student Athlete Academic Center (SAAC) piloted the Academic Coaching Program in the Fall of 2008, we have continued to

	<p>make significant improvements in our ability to better serve the academically at-risk student-athlete population. The annual budget for this Program increased from \$5,000 (2008-2009) to \$29,000 (2009-2010), which allowed the SAAC to hire nine (9) additional Academic Coaches. The number of student-athlete participants increased by 148% from the previous year (2008-09). Sixty percent (60%) of the student-athlete participants improved their semester GPA from the Fall 2009 semester to the Spring 2010 semester. Over 90% of the student-athlete participants indicated that they were satisfied with the Program's objectives and find the Program to be a valuable experience.</p>
<p>establish an endowment for athletics to increase competitiveness within the conference</p>	<p>In consideration of the above referenced initiative, The Ragin' Cajun Athletics Foundation (RCAF) would continue to designate a portion of their annual fund drive towards endowment specific for academic programming with conference athletes. Other long-term fund raising initiatives would need to be implemented to secure ample funding. Ragin' Cajuns coaches and the RCAF joined the President as they hit the road for a seven-city bus tour throughout south Louisiana and Houston this spring. Fans joined community leaders for an intimate social with the coaches and staff to hear of the progress and future goals of Ragin' Cajuns Athletics and to encourage financial support.</p>
<p>6C To increase voluntary contributions for educational purposes</p>	
<p>develop an integrative master plan for donor relations, fund raising and stewardship with the collaboration of the UL Lafayette Foundation</p>	
<p>determine the optimal relationship between the University and affiliated organizations such as the UL Foundation and the Alumni Association</p>	<p>The UL Foundation updated and signed a new contract with the University in December. The Alumni Association is preparing a Joint Operating Agreement to be instituted in Fall 2010.</p>
<p>elevate the role and responsibility of academic colleges in fund raising initiatives</p>	<p>For the first time, mailings were sent to alumni by several academic colleges requesting donations to support the Dean's enhancement funds. These funds are used at the discretion of academic deans to underwrite the costs of items that arise on an ad hoc basis and are not regularly budgeted.</p>
<p>improve alumni relations through the creation of contemporary engagement opportunities</p>	<p>In 2009-10, the UL Lafayette Alumni Association:</p> <ul style="list-style-type: none"> • Increased its online social network presence on Facebook, Linked In, and Twitter; giving members several methods to keep informed of university-related events and updates. • Contracted with Harris Connect to survey all UL Lafayette alumni in efforts to verify and update all contact information prior to publishing an alumni directory that will be available for purchase. This initiative will significantly increase the number of valid email addresses of our constituents which will enhance our online networking opportunities. • Started offering members the option of donating by method of automatic bank transfers. This new service eases the process and encourages increased giving. • Continued exploring the possibility of new constitute groups

	and has recently formed a new chapter, the Grid Iron Alumni Chapter, consisting of all former UL football players.
6D To plan for the growth needs of the University	
formalize a master plan for the use and future expansion of university properties and facilities	The "Horse Farm" contract negotiations are underway. A land swap for additional property is in progress.
develop property acquisition and disposal policies	As a component of the master plan, a process to approach donors of "orphan" properties and ask if their deeded property may be sold or transferred to acquire contiguous property has been developed.

Strategic Imperative 7 | Optimizing administrative effectiveness and efficiency

7A | To focus on human resource management challenges

<p>change the evaluation of faculty performance and the awarding of merit pay to a system that simultaneously reflects budgetary constraints, motivational factors and institutional priorities</p>	<p>The Task Force on Faculty Evaluation met several times during the 2009-10 academic year. The membership consists of faculty, academic department heads, academic deans, and the Associate Vice President for Academic Affairs. In April 2010, the Task Force distributed a proposed faculty evaluation and compensation plan to the Faculty Senate for its consideration and feedback. The proposal has also been distributed to Academic Deans for their feedback. The plan includes slight revisions to the Faculty Workload Tracks, an overhaul of the evaluation system and the rubrics used to evaluate faculty, and a revamping of the system for distribution of salary increases.</p>
<p>streamline and expedite hiring procedures for faculty</p>	<p>A comprehensive review was conducted of the signature “path” for those university documents that went through the President’s office. As a result, the signature process was streamlined such that the Provost is the final signatory for faculty appointments (this includes both temporary and continuing appointments, University College and summer appointments). All other appointments still require the President’s signature. Changes were also made in the request process to fill faculty positions. They no longer need the President’s signature—only Provost and CFO signature. Requests to fill other positions still need to go to the President.</p>
<p>monitor and ensure compensation at all ranks and for all contractual faculty is competitive with appropriate benchmarks</p>	<p>The Office of Academic Planning and Faculty Development and the Office of Information Systems worked on behalf of the Faculty Senate’s Special Committee on the Status of Women to develop a “clean” database of salary and employment history information. This project entailed working with the Human Resources Office as well. The new database includes all continuing faculty, their gender, race, department and rank, their respective years of service, years in rank, recent years’ merit categories, current salary, CUPA and Oklahoma State salary averages by rank and discipline, and stipends received (if any) for professorships or administrative positions. The salary database will be provided to the Senate Committee by the start of the Fall 2010 semester.</p>
<p>develop a comprehensive system for the hiring, evaluation, equitable compensation and best-practices management of unclassified professional staff</p>	
<p>ensure adequate administrative support staff</p>	
<p>determine and meet classified staff needs for evaluation, development and recognition</p>	<p>In the last two years, the administration has made a concerted effort to involve and recognize classified staff in more significant ways. A very diverse ad hoc committee of classified staff (approximately 30 people) has been meeting periodically to discuss issues of importance. Topics covered include professional development, customer service and employee engagement. These discussions have led to increased communication, access to resources and activities that show appreciation. The university sponsored its first Employee Appreciation Week in April 2010 with a number of different activities planned daily throughout the week. This is in addition to the annual Holiday Open House and Holiday Luncheon to which all employees</p>

	are invited and those with anniversary years of service, including those set to retire, are individually recognized. The President also recognizes employees on their birthdays with a special birthday greeting (some electronic and some traditional paper). Other new events, like an annual Administrative Professionals Appreciation Breakfast & Program, are held at the President's residence. And, the President uses incentives like invitations to his private stadium box for athletic events and concerts for those individuals and groups who routinely exceed expectations.
7B To optimally structure the organization	
examine the formal and informal administrative organization and reporting structures to ensure the appropriate level of (de)centralization	The organizational structure was comprehensively reviewed and modified in July of 2009.
automate the purchasing process and post comprehensive budgets and available financial resources online	The process to formulate the Fiscal Year 2011 Operating Budget involved the introduction of a new electronic budget preparation module accessed through ULINK on the employee tab under Financial Services. For the first time, all budget requests had to demonstrate linkage to the Strategic Plan.
foster communication among internal stakeholders	
create a culture emphasizing the value of exceptional service	
combine local, state and federal relations into a single government relations office	<p>This responsibility has been assumed by the Vice President for Advancement. This year saw the enhancement of the annual Acadiana Red & White Day at the Louisiana State Capitol. The purpose of the event is to showcase the partnership of the University with business, civic, local government and higher education in Acadiana.</p> <p>Participants include:</p> <ul style="list-style-type: none"> • Acadiana Area Chambers of Commerce • Acadiana Economic Development Council • City and Parish Governments from Central Acadiana • Convention & Visitors Bureaus throughout Acadiana • Lafayette Chamber of Commerce • Lafayette Economic Development Authority • Louisiana Immersive Technologies Enterprise (LITE) • Louisiana Technical College • South Louisiana Community College • University of Louisiana at Lafayette • Acadiana Legislative Delegation <p>The last three years we had approximately 85 to 90 people from the above organizations in attendance. They meet with their legislators; attend committee meetings and floor debates.</p>
strategically reengineer the centralized information technology unit	This is being accomplished following the appointment of a new Chief Information Officer (CIO). Efforts are being made to more directly integrate IT and Institutional Research (IR).

Strategic Imperative 8 | Fostering economic and community development

8A | To support internal stakeholders working to generate a positive economic, scientific, cultural or social impact

<p>increase access to and awarding of external funds for research and other learning activities</p>	<p>In FY 2008-2009, UL Lafayette faculty and staff submitted 445 proposals to external agencies requesting a total of \$97,270,727 for funding research and other activities. To date, for FY 2009-2010, a total of 479 proposals were submitted to external agencies requesting a total of \$118,442,022. Even with preliminary numbers, the percentage increase in the number of proposals submitted is 7.42% and the percentage increase in the amount dollars requested has increased by 21.77%.</p>
<p>foster activities of internal stakeholders that have the potential for enterprising ventures</p>	<p>The BeauSoleil Louisiana Solar Home was designed and built by UL students for Louisiana residents. Judges for the Market Viability category of the 2009 U.S. Department of Energy Solar Decathlon recognized that. The University of Louisiana at Lafayette team placed first in the contest. Judges were looking for homes that answered the needs of their clients. TEAM BeauSoleil designed the home for Louisiana residents who face harsh summers and hurricanes. The Beau Soliel house was presented as a model to and toured by mayors of Haitian cities in June of 2010.</p>
<p>incentivize the invention and commercialization of intellectual property</p>	
<p>encourage interdisciplinary initiatives that preserve our regional culture</p>	<p>The Center for Cultural and Eco-Tourism (CCET) established two new monthly programs that are offered to the Acadiana community free of charge. The "In Your Own Backyard" is hosted the second Tuesday of the month at Vermilionville and features a different topic and speakers at each gathering. The "Film@theCenter" series is held the third Sunday of the month at the Acadiana Center for the Arts and showcases Louisiana films--including documentaries, major motion pictures, up-and-coming local filmmakers and student works. Through grant funds we've moved forward on digitizing our film collections of 16mm, 8mm and Super8 film footage of Southwestern Louisiana, dating from the 1970s. In 2009, we assisted Festivals Acadiens et Creoles with recording the performances at both stages, and this material is now available in the archive. The archive continues to grow through the center's programming, including the Backyard Series, and other fieldwork and outreach.</p>
<p>engage in outreach to enhance regional citizens' physical health and well-being</p>	<p>The Department of Nursing increased collaborative efforts with the Office of Public Health, Region IV to provide healthcare screening in parishes not previously utilized in our clinical program of study.</p> <p>A research institute for the study and treatment of bereavement is in the works for Lafayette — a first-of-its-kind in the United States. Professors at UL Lafayette, LSU and Tulane have signed on to do research at the National Institute for Education and Research in Bereavement. The institute will serve as a national focal point for anyone who has questions about bereavement and/or needs resources to address questions, issues or concerns, and will encompass methodologies, techniques and technology that are more than those generally provided by hospice organizations; although the</p>

	hospice model will serve as a centerpiece for exploration. It is envisioned that university partners will play a major role in creating, developing and operating the Institute. University partners could utilize the proposed institute for development of student interns, fellowships and publishing research as well as developing curriculum for professionals that could merit education credits and/or certification programs. Two main areas of focus initially will be military veterans and victims of the Gulf oil disaster.
8B To further develop the research park to enable both research generation and economic development	
develop a master plan for the park's future growth	UL Lafayette is collaborating with the city of Lafayette, LEDA and a private developer to develop five specific projects in the Research Park, to include: a 300 room full service hotel, indoor concert venue and performance hall, student/faculty housing, supportive retail and dining, and a baseball stadium.
strategically cultivate tenants based on consideration of synergistic collaborations and economic sustainability	
carefully segment and locate prospective tenants in each of the University's research intensive sites and locations	
8C To increase the interface between the community and university	
create a regional economic development council to leverage our intellectual assets and applied research for the betterment of the area	The University created and filled the position of Assistant Vice President for Institutional Planning and Effectiveness to serve as a liaison to the economic development community and to facilitate university involvement in community enhancement initiatives,
continue and make known our emphasis on partnering with regional not-for-profit enterprises	<p>Collaborating with the Community Foundation of Acadiana, the Stuller Family Foundation and the Moody College of Business, the leaders of nonprofit organizations have been competitively selected to participate in multi-class developmental courses at no expense to them. The first was a technology class, and the second, in 2009-2010 was a social media class. The seminars are held in the assessment lab on campus, and give nonprofit administrators an opportunity to develop their skills and to network with their peers. A third course on "getting you message out" with a digital media component is in the planning stages.</p> <p>After nearly 11 months of meetings and behind the scenes work, Tom Sammons and students from the Community Design Workshop at UL Lafayette presented the final report on Re-envisioning the Oil Center to community stakeholders. Their report includes ideas to grow foot traffic and interaction between residents, businesses and customers in the Oil Center, maximize green space and increase urban density. They will finalize work on the urban code and prepare a written report that will be available this summer. LEDA will post the final report, images and presentation on our website once it is finalized by the CDW. From there, Lafayette General Medical Center will take the report and work toward creating a Master Plan for redevelopment of the Oil Center.</p>
collaborate with pre-collegiate institutions to provide educational opportunities for underserved populations	The Lafayette Parish School System was awarded a federal grant of \$12 million over the next six years to track the students and offer academic enrichment experiences through the program, Gaining Early Awareness and Readiness for Undergraduate Programs. More than 2,000 Lafayette Parish sixth- and seventh-graders will be tracked from

	<p>2009 until they graduate high school as part of a federal program that prepares students for college. The GEAR UP program focuses on intervention and enrichment to give middle school educational opportunities that encourage them to explore their academic interests with a goal of going to college. The program was implemented this year at six of the parish's 12 middle schools: N.P. Moss, Acadian, Scott, Judice, Carencro and Lafayette, based on the number of students there on free and reduced lunch. UL Lafayette is extensively involved in programming for the GEAR UP program.</p>
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8D | To enhance the vibrancy of the State of Louisiana

<p>collaborate with economic development entities to mitigate exporting of state educated college graduates</p>	<p>LEDA is providing input to the Picard Center and the Center for Business & Information Technologies (CBIT) who were charged by the Louisiana Workforce Commission to develop a Louisiana Workforce Supply and Demand Forecast Simulator. Once complete, this tool will enable easy display and analysis of the gaps between Louisiana demand and supply of workers by industry within each region. LEDA along with other economic development organizations would have access to this tool to use in "what if" scenarios for our business development efforts. The Picard Center also provided a useful tool that can be used by LEDA and Lafayette Parish companies when analyzing retention of employees based on wages paid. This analysis illustrates the income needed for a family to stay above the poverty line, taking into consideration the loss of different government support benefits as the hourly wages of the employee increases.</p> <p>LEDA and AEDC staff have been working with UL's NIMSAT to assist in the cataloging and organizing of oil spill relief emails. State agencies, legislators, the governor's office, and others are using NIMSAT and the BEOC (Business Emergency Operations Center) to be a centralized point of contact for all assistance, solicitations for business, scientific ideas, and volunteers.</p> <p>The Alternative Energy Lecture Series was designed to provide information to the general public and raise awareness about alternative energy in Acadiana. LEDA, along with Engineering Dean Mark Zappi from UL Lafayette, participated in an interview with the Louisiana & Mississippi Green Jobs Consortium to provide information on Alternative Energy efforts and activities in Acadiana. This group will be researching the green economy in Louisiana and Mississippi and is led by the Louisiana Workforce Commission and LSU.</p>
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