2010-2011

Tradition |Transition |Transformation

The 2009-14 Strategic Plan

Progress Summary Report

University of Louisiana at Lafayette

Major University Accomplishments since the Adoption of the 2009-14 Strategic Plan:

The First 1,000 Days

Motivated by a myriad of internal opportunities, recognized needs for improvement, external pressures, fiscal conditions and societal demands, UL Lafayette has been transformed - physically, operationally and academically - since the plan's adoption in late-2008. Within the first 1,000 days of commencement, the plan has engaged a multitude of stakeholders in determining initiatives and ensuring implementation. The most notable achievements within the framework of the Tradition |Transition |Transformation plan are outlined below.

1. RECRUIT STUDENTS WITH INCREASINGLY STRONGER ACADEMIC PREPARATION, CREDENTIALS AND TALENTS/1.1.5

Incoming students are arriving at UL Lafayette with the greatest academic preparation experienced in the history of this institution as measured by ACT scores, high school GPA, success and progress indicators, number of valedictorians and earned college credit prior to freshman year enrollment. Academic signing events, outreach to and collaboration with community colleges and pre-collegiate institutions, innovations in scheduling and instructional delivery, and attention to the needs of transfer and nontraditional students will allow UL Lafayette to continue attracting the best and the brightest students.

2. BUILD NEW RESIDENCE HALLS AND IMPROVE EXISTING STUDENT HOUSING/1.2.5

The residential face of the campus is being transformed, with the construction and renovation of over 2,000 diverse living quarters, including suites, traditional "dorm" rooms and collaborative living-learning spaces.

3. REVAMP AND ELEVATE THE RELEVANCE OF ORIENTATION FOR ALL STUDENTS/1.3.5 and DEVELOP A SUBSTANTIVE AND FORMATIVE FIRST-YEAR SEMINAR FOR INCOMING STUDENTS/2.1.1

A comprehensive restructuring of the University's incoming student information-gathering and socialization opportunities has resulted in the development of Parent Orientation and Reception, SOUL Camp, Transfer Orientation, Preview Day Enhancements, New Student Convocation, and the "Red Pages" publication. The new UNIV 100 "Cajun Connection" freshman seminar, conceived and deployed over the past three years, is transforming students' first-year experience. Assessment processes are embedded and integrated throughout the seminar to assure attainment of the numerous, carefully-defined student learning objectives.

4. GROW SELECTED UNDERGRADUATE AND GRADUATE PROGRAMS/2.3.3

Comprehensive academic program reviews, competitive and market analysis, and assessment and assurance of learning efforts have yielded the following successes in achievement of this initiative, all recently proposed and/or approved by the Board of Supervisors and Board of Regents:

School of Computing and Informatics | Located within the Ray P. Authement College of Sciences, the School of Computing and Informatics will include the existing undergraduate degree program in Computer Science, a new degree program in Informatics, the Center for Advanced Computer Studies (CACS), which administers the graduate degrees in computer science and computer engineering, and a new university-wide information technology course (UNIV 200). The School of Computing and Informatics will be headed by a Director and will integrate two previously independent departments (the Computer Science Department in the Authement College of Sciences and the Business Systems Analysis and Technology Department in the Moody College of Business).

School of Geoscience | The School of Geoscience is housed within the Ray P. Authement College of Sciences and includes a B.S. in Environmental Science, the undergraduate and graduate degree programs in Geology, and existing coursework in Geographic Information Systems, with extensive collaboration with relevant centers, institutes, and the Petroleum Engineering and Professional Land and Resource Management students in the Moody College of Business.

School of Music and Performing Arts | UL Lafayette has merged the Department of Performing Arts into the existing School of Music to create the School of Music and Performing Arts. Its associated B.F.A. in Performing Arts (with concentrations in Theater and Dance) will transfer to the new School.

Relocation of Health Information Management to the Department of Allied Health | UL Lafayette has moved Health Information Management and its related B.S. degree program from the Ray P. Authement College of Sciences to the Department of Allied Health within the School of Nursing and Allied Health Professions. This move will create a "critical mass" of health-related degree programs for students interested in careers in health care fields. The Health Information Management (HIM) program will join two existing programs in Allied Health —Pre-Dental Hygiene and Dietetics—and a proposed degree in Health Services Administration. The programs in Dietetics, HIM, and Health Services Administration will be aligned so that the transfer of students in the first three semesters among these majors and Nursing can be accomplished with little loss of credit.

Elimination of the Department of Renewable Resources and Relocation of the Pre-Veterinary Program to the Department of Biology | Two baccalaureate degree programs offered by the Department of Renewable Resources (B.S. in Sustainable Agriculture and B.S. in Environmental and Sustainable Resources) were terminated through low completer review, and program reconfiguration has eliminated the Department of Renewable Resources and moved the Pre-Veterinary major to the Department of Biology.

Other academic program initiatives include the elimination of the Fashion Design concentration and the reassignment of the Fashion Merchandising concentration to the Moody College of Business as a minor in Marketing; the development of Graduate Certificate programs in "Non-Public Schools: Administration," with forthcoming proposals in Historic Preservation and other areas; the creation of the Center for Moving Image Arts and proposed Center for Traditional Music; and doctoral programs in Engineering (PhD in Systems Engineering) and Nursing (DNP).

5. SHOWCASE THE UNIVERSITY THROUGH CUTTING-EDGE MARKETING AND PROMOTION/1.1.2
The University of Louisiana at Lafayette has, for the first time, developed a comprehensive brand positioning strategy that will help differentiate the University and create greater awareness of its academic stature and of the contributions and impacts of its research, service and teaching enterprises.

6. OFFER DISTANCE LEARNING TO SELECT MARKETS AND ASSURE HIGH QUALITY DELIVERY/3.2.4
Transitioning from a minimal distance learning presence into an emerging provider of choice of online education, UL Lafayette has invested significant resources in this domain, resources which have inspired an accelerated realization of this imperative. With the hiring of its first Director of Distance Learning, the University has worked to build its e-learning enterprise. Course offerings have been strategically grown through faculty incentives and support, with over 100 hybrid and online course sections scheduled for Fall 2011. Faculty professional development was introduced, and academic rigor and quality learning environments have been emphasized through the adoption of Quality Matters © national hybrid and online course design standards and through the integration of an online student evaluation of instruction system. The University plans to launch its first undergraduate online degree programs in 2012.

7. STRATEGICALLY REENGINEER THE CENTRALIZED INFORMATION TECHNOLOGY UNIT /7.2.6
A complete transformation has begun in the area of information technology, necessitated by technological advancements, the need for enhanced operational efficiencies, and historically deferred upgrades to the system. Being implemented are an ERP, a website overhaul, automated budgeting and fiscal management procedures, electronic faculty and staff evaluation mechanisms, online degree audits, assessment and assurance of learning databases, customer relations management systems, online student services, distance learning technologies, and wired and wireless digital communications infrastructures.

8. DEVELOP A MASTER PLAN FOR THE RESEARCH PARK'S FUTURE GROWTH/8.2.1
In collaboration with community economic development partners, local design firms and national consultancies, UL Lafayette has embarked on a major campus planning project with the intent of growing our academic and research enterprises. The comprehensive plan will address the main campus, the research park, and the Lourdes campus currently available for acquisition.

9. STRATEGICALLY AND SYSTEMATICALLY RENOVATE ATHLETIC FACILITIES THROUGH SUPPORT OF A CAPITAL CAMPAIGN AND OTHER SOURCES OF NONTRADITIONAL FINANCING/6.2.1
Significant upgrades, renovations and improvements have been executed or planned for the academic athletic facilities, practice fields, and sports stadiums on campus to creating a more inviting and rewarding experience for our alumni, community stakeholders and current and prospective students and their families.

10. FOSTER COMMITMENT TO MAKING A DIFFERENCE THROUGH COMMUNITY ENGAGEMENT /2.1.2
With the support of faculty dedicated to Service Learning, the appointment of a Dean of Community Service, a mandated service component in the Cajun Connection, Soul Camp, and engagement of the University's on-campus Americorps, students, instructors and staff have dedicated thousands of hours and millions of dollars in economic impact improving our community and region through volunteer work and the application of their disciplinary expertise.

Strategic Imperative 1 | Strengthening student recruitment and enrollment processes

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

create a unified and integrated website with appropriate interactivity, utility, comprehensiveness, aesthetics and communicative capacity **AY 2011-12 STRATEGIC PRIORITY**	The University created and filled a new position: Associate Director of Electronic Communication. One of the incumbent's first tasks will be to engage in the process of contracting with an external vendor to design and produce top-level "skins" for UL Lafayette's website and to ensure they reflect the University's brand. She will then explore options for an overhaul of the entire University website. The Associate Director will ultimately help the University convert to open source software that should make it easier to keep UL Lafayette websites updated. The creation of this position aids the unit's staffing challenges, as will the eventual filling of the vacant Director's position.
showcase the University through cutting-edge marketing and promotion	Three projects illustrate some creative approaches to promoting and marketing UL Lafayette: a partnership with Tabasco® that produced two cobranded logos; the enhancement of the Retailers Appreciation Tour through the addition of a live remote by KHXT-FM (107.9); and a program that features an edible university logo that can be placed on pizza. The Office of Communications and Marketing also began a rollout of the University's branding initiative. It prepared material for a branding communication toolkit that provides tools and material for faculty and staff, and began introducing the branding initiative to key personnel at an administrative leadership forum. The Office coordinated media efforts to maximize national coverage of several major events, such as the opening of UL Lafayette's Ernest J. Gaines Center, University involvement in the April 2010 BP Oil Spill in the Gulf of Mexico, and the University's first Campaign for Scholarships. The Office of Communications and Marketing will continue to promote the University's partnership with Tabasco®, and in Summer 2011, it will conduct a related video contest for UL Lafayette students. It will also pursue enhancement of its Retailers Appreciation Tour. Branding initiatives can take three to five years to implement. The staff will continue to distribute the branding toolkit this summer and fall to UL Lafayette personnel. The next major step is to work with the UL Lafayette Alumni Association to develop an "alumni ambassadors program" for its members and members of the Student Alumni Association.

promote our graduate programs more vigorously	A recent document prepared by the UL Lafayette Graduate Recruitment Specialist lists several new activities and initiatives undertaken to more vigorously promote graduate education on and off campus, including:
	• A meeting of Graduate Coordinators was held in October 2010 focusing on recruitment initiatives of both the Graduate School and graduate programs.
	• Graduate School Orientation was consolidated from two days to one, and online registration was used for the first time, significantly reducing wait time at the check-in table the day of orientation. A pilot Graduate School Orientation was held for the first time for spring admission students. Spring orientation will continue to occur as long as demand necessitates.
	• Changes to the GRE General Test were announced and will take effect August 1, 2011. Information and resources were distributed through a variety of mechanisms to prepare for these changes.
	• Graduate School Website enhancements include:
	    ▪ added program-specific application materials and deadlines
	    ▪ added links to campus maps and driving directions
	    ▪ created and hot-linked Downloadable Forms such as the "Request to Update Application/Admission" form
	    ▪ added a "Campus Services At a Glance" page highlighting campus services most utilized by graduate students
	• Collaborated with several graduate programs to provide general recruiting materials for conferences and presentations and allowed them to borrow the Graduate School table banner and display case for these recruiting activities.
	• The Graduate School developed a Facebook presence.
	• Enhanced efforts in following up on GradSchools.com inquiries
	
	In 2010-11 the Graduate School participated in 20 total recruiting events (six of which were off campus) reaching out to 727 students.

	The Graduate School implemented a major policy change regarding information that will be released to applicants/students by telephone and e-mail (while being cautious to avoid possible violations of FERPA regulations). Recent discussions with department heads and graduate coordinators revealed that application decisions need to be communicated through telephone and e-mail, as well as postal mail. This will help to inform students of the application decision more quickly (much more quickly in cases on international student applicants) in an effort to attract more students. Each year, the Council of Southern Graduate Schools conducts an "Outstanding Master's Thesis Competition." The Graduate Dean manages the on-campus competition, then reads and prepares a letter of recommendation to the CSGS supporting the campus entry in the regional competition. This participation promotes the University's graduate programs among its peers, particularly if our entry is selected as the winner (as has occurred twice within the past few years). The Graduate Dean also served as one of the reviewers for the competition for the past two years, reading and reviewing approximately two dozen theses. One of the roles of the Graduate Dean and the staff of the Graduate School Office that promotes directly and indirectly the reputation of our graduate programs is the review and editing of all graduate theses and dissertations. Hours are spent each semester reading, correcting, and advising students about how to better prepare and package their documents. Most theses and dissertations are reviewed at least three times before final acceptance, with some of the documents prepared by international students reviewed five or six times. The efficiency and effectiveness of this process will be reviewed in the upcoming year, as will the requirement of a paper submission of theses and dissertations. With the hiring of a new Dean of the Graduate School, several additional initiatives are planned including: (a) a reconceptualization of graduate faculty membership criteria, (b) exploration of 3+2 and 4+1 year programs, (c) an examination of graduate school admissions criteria, and (d) use of the National Research Council's 2011 data to enhance program rankings.
determine and attain the student population size that meets workforce and societal demands and maximizes efficient utilization of resources AY 2011-12 STRATEGIC PRIORITY (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-2 | INCREASE THE COLLEGE-GOING RATE OF HIGH SCHOOL GRADUATES)	The University articulated growth projections and metrics in its GRAD Act reporting documents (newly mandated GRAD Act compliance efforts were a major undertaking on campus this year). While modest in its expectations, the University remains uncertain about the ultimate impact of increased admissions standards on the size of its student body. Extensive analysis suggests that the University may be able to admit a freshman cohort only 2/3s the size of the current one, which is expected to peak in AY 2011-12 at above 3,000. Analysis also indicates that certain colleges (Liberal Arts) and demographics (African-American students) will be disproportionately impacted, at UL Lafayette and statewide. In July 2011, a Fall 2012 Enrollment Planning Retreat was held to initiate a series of ongoing sessions designed to anticipate and respond to the projected loss of nearly 800 incoming freshmen that year and a greater loss in 2014, when state regional schools are expected to increase their admissions standards. This student loss would cause an estimated decline in revenue of $5.5 million. The University's current "funnel" reports, as dashboarded in Hobsons, were discussed extensively, and suggest that as a general guideline: (a) 2/3s of applicants are admitted, (b) ½ of accepted applicants enroll, and (c) 1/3 of all applicants enroll. To mitigate this decline, and to provide needed educational access, many varied academic and support programs are being implemented, including Gear Up which targets middle-schoolers to prepare them for college success, collaborative agreements with community colleges, conversion of the campus from a commuter school to a residential one, a scholarship campaign to attract more academically-prepared students, a significant proliferation of nontraditional learning mechanisms, and the development of new high-enrollment-potential academic degree and certificate programs. The eventual target is to reach a population size of 20,000 students, with significant growth and achievement of that number coming from increased graduate student enrollment (we aspire to at least 1,500 graduate students) and students from non-traditional markets. The University also worked closely with economic development agencies and workforce data projections to reorient academic programs to align with the State's Blue Ocean initiative, and as a result was approved to offer a baccalaureate program in Moving Image Arts in January 2011. We are also developing and plan to implement next year enhanced "summer bridge" programs, particularly in math (Math Boot Camp, as a campus course and also perhaps for high school juniors as a dual-enrollment option) which is the area where

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<tr><td></td><td>low ACT scores are most likely to preclude admissions under the new standards. The University is developing the bridge in light of the requirement that an incoming FTFT (first-time full-time) student who starts the Fall at another institution, including community colleges, cannot transfer prior to the successful completion of 24 (and perhaps a voluntarily imposed minimum of 30) hours of credit. In July 2011, a campus-wide workgroup was convened to begin systemically addressing this initiative in light of demographic projections, competition, an upcoming duplicative program review in the State, and changing admissions standards.

This year also saw the University's proposal of its first online degree program, an undergraduate curriculum in Health Promotion and Wellness (HPW). The program was developed and submitted to SACS as a substantive change prospectus to expand academic options to previously untapped student markets. To that end, the University is also evaluating participation in a system-wide CALL degree program offering (in Organizational Leadership or related domain) and have been negotiating with vendors to facilitate offering of an online "RN to BSN" degree completion program. Finally, stimulated by enrollment growth goals as well as the GRAD Act and a newly articulated BoR definition and policy, the University is awaiting Regents approval of the University's first "graduate certificate" (GC) in Non-Public School Administration, a program that was developed at the request of and in collaboration with regional private school headmasters. In 2011-12, the University will develop another graduate certificate program in "Historic Preservation," an interdisciplinary offering developed and supported by Architecture and History as well as related disciplines.</td></tr>
<tr><td>recruit students with increasingly stronger academic preparation, credentials and talents

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-1│: ADVANCE A PERFORMANCE-BASED FUNDING FORMULA FOR HIGHER EDUCATION THAT ALIGNS WITH THE GRAD ACT AND DRIVES CONTINUED IMPROVEMENT IN EDUCATION OUTCOMES AND MEETING THE WORKFORCE NEEDS OF THE STATE)

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-4 │ CREATE A MORE BALANCED ENROLLMENT MIX BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS)</td><td>The incoming Fall 2011 Freshman Class posted the highest average HS GPA and average ACT composite score to date. To continue this trend, the University will (1) increase visits to high schools with high achieving students; (2) continue and expand the Academic Signing events targeting scholarship recipients; (3) telephone all prospective students who have been awarded an academic scholarship but have not accepted; and (4) review all academic scholarships to assess their viability and competitiveness. The standard out-of-state scholarship was recently modified for first-time freshman to make it more competitive. Previously, recipients were only offered non-resident fee waivers. Now, prospective FTFs (first-time freshman) with a minimum 28 ACT Composite and 3.0 cumulative GPA are offered a non-resident fee waiver, $1,000 per semester for up to 8 semesters, and "room and board." 15 such scholarships are being offered beginning Fall 2011. If they are effective and demand dictates, the University will seek increased funding for this type of scholarship.

Simultaneously, the University is preparing to serve students with higher average levels of incoming academic preparation. To that end, and based on assessment results, this year the University created a new general education information literacy course to be offered to all students beginning in Fall 2011. This course replaces the approximately 25 courses that are currently offered by various departments on campus to fulfill the computer literacy requirement in the core. The Information Technology Affinity Group, a subcommittee of the General Education Committee, worked for two years to create a course that offers the information literacy and technology skills that should be developed in all university students. Incorporated in UNIV 200 are the UL Lafayette Minimum Computer Literacy Standards for Students approved by the Faculty Senate in 2005. The course is intended to give students a broad-based understanding of the computer skills and literacy required for success in their classes, in all occupations and in everyday life. Students will learn the basic skills of word processing, presentations, spreadsheet, and database applications for communication, research, and to enhance productivity. The acquisition of these skills will be useful in other courses and after graduation. Basic computer technology operations and concepts will be covered, as well as social, ethical, and human issues related to information and computer literacy. Two large computer labs and seven offices are being created in the Conference Center to house the new course. This course will be coordinated and managed through the newly created School of Computing and Informatics.</td></tr>
<tr><td colspan="2">1B | To advance our positioning as an institution of 'choice'</td></tr>
<tr><td>review and improve the process and effectiveness of awarding scholarships and financial aid
AY 2011-12 STRATEGIC PRIORITY</td><td>Financial Aid: The University has made incremental gains in the process-efficiency and effectiveness of awarding financial aid. The University is communicating more with students via email which expedites information exchange. It also began providing students access to forms through ULink which were not previously available. The integrity, reliability and robustness of the system and the information it provides to us has been enhanced due to alterations in programming. The University is also replacing</td></tr>
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(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-4 | IMPROVE POSTSECONDARY PERSISTENCE/RETENTION RATES)	whenever possible manual processes with electronic ones. The biggest challenge has been learning the potential of and customizing the system. Implementation of the Direct Loan process in just a few months was also a significant challenge this year. The University has created two new positions in Financial Aid critical to improving the application, award and disbursement processes (Financial Aid Computer Programmer and a Financial Aid Counselor). Scholarships: The Scholarship Office, with the assistance of Enrollment Services, has implemented a variety of techniques to encourage students to apply early for incoming freshman scholarships. This has allowed us to make early scholarship offers (before Christmas) to students with ACT scores of 28+. The transfer scholarship process has been preliminarily reviewed in light of an increased effort to recruit transfer students by 2012. This review is ongoing and is currently being overseen by the Transfer Task Force. Out-of-state scholarships for incoming freshman have been "enhanced", that is, offers were increased for students with ACT 28+ and a 3.0+ cumulative GPA. International scholarships are being reviewed in light of a greater demand. Finally, a new scholarship initiative has been developed for students from the Early College Academy, which consists of students from Lafayette Parish schools who will graduate with an associate degree and complete high school requirements at the same time. In 2011-12, the Scholarship Office will review all scholarship opportunities for students--incoming freshman, transfer students, out-of-state students, and international students--in preparation for the higher admissions requirements of Fall 2012. For freshman scholarships, the University anticipates working with the early priority deadline and possibly increasing the ACT minimum requirements. For transfers, the Task Force will review requirements and amounts awarded to attract more transfer students. For out-of-state scholarships, more publicity will be initiated to make students aware of the University's enhanced offers. International scholarships also will be reviewed in conjunction with the Office of International Affairs. Additional staffing in the Scholarship Office would enable the more expedient review of academic records and the making of offers in a more timely fashion. Also, keeping important financial information on each student (approximately 4,500 recipients) will demand additional labor. At the present time, the Office is staffed with one full time administrative assistant, one graduate assistant, and several student assistants. Since the University is engaged in a Campaign for Scholarships, more will be established and administered, necessitating a review of the staffing levels in the Office of Scholarships. Twice during the year, representatives from the UL Lafayette Foundation visited with the Deans Group to seek input and share information on scholarship solicitation, fund investment and distribution policies. The optimal composition of the endowed scholarship portfolio is still not determined and varies among the academic colleges. The UL Lafayette Foundation changed its scholarship fund management policy this year to add a percentage of the earnings (based on CPI) to the endowment principle, provided sufficient earnings are available to fund the distribution. Future engagement among the academic deans, the Office of Development and the Foundation is warranted to address needed improvements such as these and others.
invigorate the Honors Program	As of Spring 2011, the number of active participants in the Honors Program reached our target of 1,100 students. The University also contributed to its goal of creating and maintaining strong standards within the program by requiring all students who enter in or after Fall 2011 to complete a research project in addition to their six required Honors Courses. This brings the UL Honors Program in compliance with the requirements of the National Collegiate Honors Council. The Director began working with the Colleges of Engineering and Education to either revive or create Honors courses in those colleges by Spring 2012. And, to support more undergraduate research, the Director is working to create a committee to oversee and assist with the annual Honors Undergraduate Research Conference.
improve cleanliness, general conditions and the physical attractiveness of the campus	This continues to be a priority for the campus with numerous ongoing projects of both small and large magnitude (building renovations of OK Allen Hall, Girard Hall and some existing dorms; signage; landscaping; new construction; street repair; street scapes, etc.)
ensure environmental sustainability, safety and physical accessibility on campus	This year the University implemented the "*All Hazards* Emergency Operations Plan" (EOP) concept. Following national trends in secondary education emergency preparedness, the University is moving away from a disaster-specific planning

approach (e.g., Hurricane Preparedness Plan, Pandemic Flu Plan) toward an All Hazards EOP. This plan utilizes a standardized 4-part front end template (Preparedness, Response, Recovery, and Mitigation). Following this introduction material are 13 specific Functional Annexes that focus on response and recovery needs and resources (e.g., Mass Care and Housing, Transportation and Evacuation).

The premise of the All Hazards Plan is that, regardless of the disaster type, these objectives and resources will need to be addressed, and this approach leaves enough flexibility to adjust for any particular incident or issue. The final draft of the plan is completed, and the University is awaiting comments from an external review team. The University will initially test the EOP as a full scale exercise, and then the Environmental Health and Safety (ES&H) Director and University Police Chief will develop yearly training exercises to keep plan participants current. A successful "table top" exercise on the plan was conducted in Summer 2011, and included many external law enforcement and emergency response community partners.

The University applied for and was awarded a grant to acquire a technologically advanced mobile command unit. The University Police also partnered with community law enforcement to acquire a patrol vehicle (CUSP) and increase surveillance and police presence in local night spots bordering campus and frequented by students. In Fall 2011, UP will make available a series of workplace violence detection and prevention videos through its website. And, a new "background check" policy will be implemented and applicable to all employees on campus commencing September 1, 2011.

Recycling efforts have increased tremendously over the past year. The number of recycling containers on campus has increased by 60%. A cardboard recycling dumpster has been placed at the University Bookstore and Print Shop to capture the majority of cardboard waste on campus. All branch debris is chipped and reused as compost for tree root protection and flower beds. Mowers use mulching methods instead of removing grass clippings. All grounds workers are regularly trained on these topics.

Runoff control requirements were added to the University's standard construction specifications. All stormwater discharge points were incorporated into the University's CAD drawings. A yearly Preventative Maintenance SOP to inspect the University's entire storm water discharge system, and address any findings, has been implemented.   Some education and outreach has been conducted with grounds workers, but more is needed.

As designated by the National Weather Service (NWS), the University is seeking to become the second certified "Storm Ready University" campus in the State.   Doing so will enable the University to be more prepared for its most prevalent natural disaster – Hurricanes and Tropical Storms.   Preliminary meetings have been conducted, and the EH&S Director will continue to work with University Police and others to meet the stringent designation standards. The extensive application document, complete with the checklists, will be submitted to the NWS for consideration. As a condition of this certification, the NWS will provide educational programs specific to UL Lafayette for our students and employees.

Regarding the goal of reducing the number of recordable employee accidents on campus, the University continues to refine its Environmental Health and Safety (EH&S) Program.   Although the University is not an OSHA-mandated entity, wherever possible, it uses OSHA standards to measure the investigating, trending and mitigating of accidents. Since 2002, the University has collected statistics on accidents, and where trends exist, corrective action has been initiated. The University currently uses a simple spreadsheet to record and trend its accidents. Utilizing an official OSHA 300 log would provide additional information that could be studied more closely for patterns and trends. This effort has been planned but not yet implemented due to a lack of personnel resources. The EH&S Director would also like to develop incentive-based safety programs for the Facilities Management area and work with NIRC personnel on similar endeavors. Another planned initiative is to refine and expand Employee Safety Training Courses. The University has developed site-specific safety training courses for employees. In some cases, these courses have become obsolete (e.g., Driver Safety Course and Communicable Disease Courses) and are in need of updating.   The course content is still effective, but as employees

	re-train on the same material, the course becomes less impactful. It would be desirable to make more safety training available to faculty and staff. Courses such as Hazardous Materials Communications (HAZCOM) could be beneficial to some areas of campus.
build new residence halls and improve existing student housing	UL Lafayette will welcome student residents to its new 464-bed living/learning facility, Baker Hall, in Fall 2011. Construction is ahead of schedule on this facility as well as on the seven-story garage that will provide parking accommodations for the increased number of on-campus residents that the new halls will bring. Construction has already begun on the adjacent Taft Street residence hall that is scheduled to open by the Spring 2012 semester. Demolition of three female residence halls, Evangeline, Baker-Huger, and Bonin, has begun to make way for the addition of two more new 464-bed residence halls in the "Rose Garden" area. These four new facilities that are being constructed in the coming semesters will help us fulfill our objectives by re-invigorating on-campus housing at the University and bringing us closer to the President's goal of reaching 5,000 beds on-campus. UL Lafayette retained Anderson Strickler, LLC (ASL) to conduct a student housing market study to confirm housing demand and price sensitivity. The study consisted of interviews with university personnel, student focus groups, a peer institution analysis, an off-campus market analysis, a student survey, and demand analysis. ASL found that there is potential unmet demand for 1,524 beds of housing. The 1,524 figure does not include replacement beds that will be needed once buildings in the Rose Garden are taken offline, and it does not include increased demand if rates can be lowered. Agreement was reached with a local 4-star hotel to provide student accommodations and residential services for 150 students the 2011-12 year, beds needed until our residence hall construction project is complete.
modernize and restore historic facilities and renovate Martin Hall	Renovations, upgrades and modernizing efforts are incrementally ongoing.
engage in academic facilities planning to ensure an appropriate learning environment	Because of increasing demands for limited space, recent legislative actions, lack of a current evaluation, Board of Regents reports suggesting some excess laboratory capacity, and the funding formula which allocates resources based on square footage dedicated to learning and research, the University committed to and began the process of conducting a thorough reevaluation of the coding of all academic buildings on campus. This requires a walk-through of every facility by a team of physical plant and academic representatives. Simplified coding forms and documents were developed to enable an accurate and precise classification of each space. H. L. Griffin and Rougeou Halls are scheduled for full pilot walk-throughs in late summer. Other building reviews will follow in 2011-12. Academic Affairs is also developing a list of equipment needs priorities with an emphasis on equipment required for enhancing effective instruction. A needs assessment indicated a demand for new instructional computer labs, currently being built in the Conference Center. The Vice President for Administration and Finance was designated as the official approver for space and relocation requests. And efforts are underway to consolidate into close physical proximity whenever possible the units converging in the newly developed Schools of Computing and Informatics and Geoscience.

1C | To better manage our enrollment processes	
create a comprehensive strategic enrollment management plan (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-4 | IMPROVE POSTSECONDARY PERSISTENCE/RETENTION RATES)	Transfer student planning was a major cross-campus priority this year. A Transfer Task Force was formed in February 2011 consisting of a diverse group of administrators, faculty, and staff. One of the first accomplishments of the Task Force was to conduct an analysis of the transfer process at the University, identifying obstacles and barriers. The analysis found too many points of contact, resulting in inconsistent information or no follow up. Another problem revealed is the requirement that students submit transcripts to multiple offices. A subcommittee is addressing these issues and will make recommendations for improvement. Another accomplishment of the Transfer Task Force was to hold several meetings with our colleagues at the South Louisiana Community College (SLCC), a major feeder of transfer students. Meetings were held at several levels including one between President Savoie and members of the University Council and the SLCC Chancellor and her staff. Meetings were also held at the deans and directors levels. As a result of these gatherings, stronger bonds are being formed between UL Lafayette and SLCC, manifesting in actions such as allowing SLCC students access to resources on the UL Lafayette campus. A draft Memoranda of Understanding is being developed outlining specific areas of agreement and partnership. A Transfer Connection event was hosted in Spring 2011 on the SLCC campus. For two days representatives from the UL Lafayette offices of scholarships, enrollment services, admissions and the Registrar went to the SLCC campus to meet with students and provide onsite services. Eighty-nine SLCC students were served. Transfer Connection will be an ongoing event. The Transfer Task Force will continue meeting and will identify recommendations during 2011-12 in the areas of recruitment, admissions, retention and support services for transfer students. The University will also increase our presence and visibility on the SLCC campus, as well as on other feeder institution sites. The Transfer Coordinator will increase visits to twice monthly instead of once per month at SLCC. In 2011-12 the Academic Affairs team will begin to study student progress and success data at the college and program or major level. This analysis will be used to evaluate curriculum, ensure student major choices are aligned with their academic aptitude, and develop new proposed programs.

COLLEGE OF XYZ	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Entering Freshmen	252	253	296	301	335	327	349
Average ACT Score	21.9	22.4	23.1	23.2	22.7	23.3	23.1
1 year retention rate	76.2%	73.9%	68.6%	73.8%	77.0%	75.8%	70.8%
1 year retention rate in College of Engineering	54.4%	52.2%	46.6%	60.8%	55.8%	54.4%	51.6%
2 year retention rate	66.3%	65.6%	56.4%	67.4%	65.4%	65.7%	
2 year retention rate in College of Engineering	40.5%	42.1%	33.9%	41.2%	42.1%	37.9%	
6 year graduation rate	44.0%	41.1%					

partner with secondary and other post-secondary educational institutions (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-4 | IMPROVE POSTSECONDARY PERSISTENCE/RETENTION RATES) (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-4 | CREATE A MORE BALANCED ENROLLMENT MIX BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS)	Stimulated by the GRAD Act, threats to student population size and an increasingly cooperative relationships with SLCC, our primary feeder institution, several initiatives were planned and implemented, particularly in the area of managing transfer students. In Summer 2011, the Chancellor and two top administrators from SLCC visited with the Deans Group to explore additional mechanisms for coordination and cooperation. A number of other meetings took place this year between the two institutions. The UL Lafayette Transfer Coordinator and the Interim Director of Academic Planning and Faculty Development met with SLCC administrators to discuss joint participation in "Win-Win." The institutions subsequently worked together to develop and implement a Win-Win project in Spring 2011 in which students who attended both institutions but left with no degree are sought and encouraged to fulfill requirements for an Associates' degree from SLCC. It is expected that the first degrees earned through this program will be awarded in Fall 2012. This collaboration offers a model for the kind of collaborative tracking that should be expanded to include all students who transfer between the two institutions. The Transfer Task Force has as one of its central goals the improvement of transfer recruiting, admissions, orientation and support, and explicitly seeks to engage all members of the University community who touch the transfer process, as well as

	reaching out to neighboring institutions, to improve communication and cooperation between transfer institutions and increase student recruitment, retention and success. In 2011-12, The University will work with SLCC on the assessment and improvement of Freshman Composition skills, the creation of additional 2+2 agreements such as in digital media, and campus space/facilities sharing. As mandated by the Board of Regents, the University participated throughout the year in a state-wide initiative investigating the feasibility, cost and logistics of converting our 1,800+ courses to a standard four-digit course numbering system, which would be utilized at all institutions across the state. An estimate of the fiscal impact of the conversion is being determined and will guide implementation of the plan.
develop improved electronic communications networks with students	Driven by both the need to conserve scarce resources and the understanding that student preference for electronic communication is increasing, Enrollment Services transitioned from traditional paper correspondence and communication techniques to electronic ones. Eighty-nine percent of seniors reported in NSSE 2010 that they used electronic media to communicate about an assignment and 99% reported using e-mail to interact with an instructor. Enrollment Services and other departments (Orientation, Transfer) increased their use of Hobsons Connect EMT this year. Hobsons Connect is the CRM (Client Relationship Manager) system that UL Lafayette subscribed to beginning in 2009-10 and which went live in February 2010. In 2010-11 the University: (a) loaded ACT test records directly into product, (b) increased purchases of qualified in-state and out-of state prospective students from ACT, (c) began actively using PLAN (rising junior) names which the University receives from the Board of Regents, (d) loaded all ISIS applications and added them to the communications flow, (e) rolled out communications plans and email messages/templates developed by Noel-Levitz, (f) increased our Facebook presence by developing a new Prospective Students fan page and a Graduate School page, (g) coordinated additional email messages and campaigns for Orientation to both parents and students, and (h) began training the Transfer Coordinator on the Hobsons platform. The University will continue to work with the Transfer Coordinator to enhance the communications flow through Hobsons Connect, train the Orientation Director in more advanced use of Hobsons Connect, and increase use and awareness of Facebook fan pages. Communications and Marketing recently hired a staff member responsible for effective utilization of electronic media, and plans to work closely with that individual on developing and enhancing electronic messages, pre-enrollment text messaging, and redesigning/updating the Admissions/Enrollment Services pages of our website in a way that is more effective and consistent with our new branding strategy. The Noel-Levitz messaging and templates were useful but are now becoming dated and are not consistent with our new branding strategy; they were meant as stop-gap communications until the new branding strategy was in place.
enhance the number and success of transfer students (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-5 | INCREASE GRADUATION OF TRANSFER STUDENTS)	One of the first issues identified by the Transfer Task Force was that members themselves did not have a clear understanding of how the transfer process at UL Lafayette actually works. Since different offices are involved in the process at various points, a clear systemic understanding of the process was needed. A Task Force member with disciplinary expertise in operations management was asked to do an analysis of the transfer process. Over a period of approximately 3-4 weeks he met with staff in every office involved in the transfer process and conducted a survey of task force members to discern their thoughts about various offices serving transfer students. In Spring, he reported his findings and provided a flow map to the Task Force. The University has invested in a Customer Relationship Management software package, Hobsons, to assist us in improving the efficiency and effectiveness of our communications with prospective students. Prospective students, including transfers, have the ability to create a personal homepage which contains University information relative to their interests and intended major. Once created, the prospective student becomes part of our integrated communications stream and will receive scheduled information about the University, their major/college and other important University information relative to their interests via mail, e-mail and on their personal 'VIP' page. As part of the transition process, all new transfer students are required to attend a one-day Transfer Student Orientation program designed to assist them with understanding the University's culture, academic programs, and the transfer credit articulation process, and to familiarize them with our campus. During Orientation, students have the opportunity to meet with college deans and members of our faculty,

	meet other incoming students, learn about University resources, discuss the transfer credit articulation process, and, if needed, meet with an academic advisor in preparation of registering for classes. Transfer orientation structure and effectiveness will be assessed in 2011-12.
revamp and elevate the relevance of orientation for all students (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-4 | CREATE A MORE BALANCED ENROLLMENT MIX BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS)	Significant progress was made in continuing to revamp Orientation and make it relevant for students. In the 2010-11, the University: • Revamped the presentation of information in the Red Pages to include newly updated and redesigned messages about Academic Engagement, General Education and Core Learning Outcomes, Student Engagement, and Student Support Services. • Created the Academic Boot Camp session at Orientation. This replaced the traditional College Town Hall Meeting during Orientation and provides important information on academic policies, procedures, undergraduate degree plans, and academic terminology. • Integrated UNIV 200 testing into all New Student Orientation programs. • In conjunction with the University Police Department, developed and integrated a Campus Safety and Security session into all Orientation programs. • Began developing a better sense of class identity during Orientation through large group photos. • Developed in 2009-2010 and implemented in August 2010 the highly successful SOUL Camp (www.ulorientation.com/soul-camp), an extended Orientation experience for new students focused on Service, Outreach, Unity, and Leadership. The 2nd annual camp will take place August 11-14, 2011. 168 students are registered and over 60 students are on a waiting list. • Coordinated and developed the New Student Convocation program, to be held August 21, 2011 immediately preceding Ragin' Cajun Fan Day. This program is designed to further solidify class identity. • In conjunction with the Dean of Students, added additional optional activities to Parent Orientation, including tours of the athletic facilities, BeauSoleil House, Ernest Gaines Center, and a Parent/Student Roundtable. In 2011-12, to the University plans to: • Revamp Transfer Student Orientation, beginning by hosting a series of Transfer Talkbacks during Fall 2011 to learn about the unique needs of transfer students on our campus. • Better develop online resources for students post-orientation. • Begin developing online orientation programs for online degree-seeking students. • Develop a first-year student newsletter to go out quarterly with important information for new students as they continue the transition to the University.

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	The UL Lafayette's SACS-COC QEP began full implementation by offering UNIV 100 (Cajun Connection) in the Moody College of Business (15 sections in Fall and 2 in Spring). Additionally, elements of UNIV 100 were piloted (pilot sections numbered between one and eight) in every college during Fall 2010. Preliminary meetings were held with the Colleges of Nursing and Allied Health Professions and the Arts to discuss implementation issues. An annual faculty development program was part of the QEP and, in Spring 2011, approximately 50 faculty and staff were served by two active learning training events. In May 2011, thirty (30) faculty and staff were trained to serve as UNIV 100 faculty. These newly-trained faculty will instruct the fifty-five (55) sections offered across the three colleges in full implementation in Fall 2011. Support staff are being requested and phased in to assist in the administration of the rapidly expanding program. Training for faculty in the Colleges of Nursing and Allied Health Professions and in the College of the Arts will be provided in the 2011-12 academic year. Preliminary meetings will be held with the Colleges of Engineering and Education to prepare for the full implementation of UNIV 100 in those units in Fall 2013. The second faculty development event will be held in Spring 2012 and will be designed to enhance student learning outcome attainment through improved and innovative instruction.
	External to the QEP, a first-year living-learning community requested by President Savoie is being piloted in the Moody College of Business and housed in the new Baker Hall, representing an early, value-added addition to the First-Year Experience. Under consideration is the possibility that a faculty member can be appointed as a Learning Communities Coordinator and that a staff member can be hired to manage living-learning communities. This would allow the development of living, learning, and living-learning communities to serve our residential and commuter student populations and further enhance engagement, persistence, retention, and graduation.
	UNIV 100 represents our first university-wide course, and as such requires a partnership between a new program and existing entities, the latter of which control access to personnel and physical resources needed for the success of UNIV 100. Promoting buy-in and finding creative ways to share resources were critical and challenging tasks. As the program grows from 16 to 55 sections between Fall 2010 and Fall 2011, additional staff are needed to manage the intensifying and increasing administrative duties that will occur annually through Fall 2013. Current and future anticipated shortages in instructors must be addressed for the program to continue as a mandated course for every entering first-year student. The large number of Fall semester sections (estimated to peak at 125 sections in Fall 2013) creates an unusual staffing strain on the institution. In Summer the decision to hire full-time UNIV 100 instructors was contemplated, to mitigate unfulfilled demand for teachers for this course. Another important challenge is providing technology to students and faculty to facilitate technology-based learning. Several student learning outcomes involve technology-based teaching and learning both in and out of the classroom. Given that many classrooms are not equipped with built-in technology, and that UNIV 100 does not own its own equipment as most departments do, a unique solution must be designed to meet the need.
	An Assistant Coordinator is being requested to help manage growth and assure the continued success of the implementation process. To manage current and anticipated future instructor shortage, the University is considering hiring one or more instructors expressly for UNIV 100. The UNIV 100 Coordinator is examining which technologies best fit the needs of the course and a highly mobile faculty. It is anticipated that 20 mobile instructional technology units will be purchased for Fall 2011.

foster commitment to making a difference through community engagement	Commitment has been fostered through two primary mechanisms: (1) identifying, reporting and celebrating the ongoing activities of faculty and students who are involved in community service activities; and (2) maintaining a process for informing and connecting community partners and interested faculty, staff and students. Forty-nine percent of seniors reported in NSSE 2010 that they participated in a service-learning course. The process of documenting specific activities is accomplished through an annual survey of faculty and staff service activity that is both shared with the University community and the public at-large through annual reporting to the Louisiana Campus Compact. Maintaining and connecting University and community partners is accomplished through the maintenance of a service website and regular personal communication among the Dean of Community Service, service partners (such as the Volunteer Center of United Way), and University faculty and staff. During the upcoming year, successful program processes such as the annual service survey, website, and regular service meetings will be repeated. In addition, an increased emphasis will be directed toward the first year students taking Cajun Connection. As enrollment in that course proliferates, managing the community outreach component will present significant challenges, and decentralization of that enrichment activity to instructors may not be optimal.
bond students with others through learning communities AY 2011-12 STRATEGIC PRIORITY	In Fall 2011, the University will implement its first true living-learning community (LLC) in Baker Hall. A group of 24 to 26 incoming freshmen enrolled in the Moody College of Business will take three courses together. The University plans to assess the effectiveness of this initiative and implement more living-learning communities as our housing project continues to develop. As of the end of the 2010-11 academic year the following progress has occurred related to the implementation of the pilot LLC: (1) a target pilot group of business majors has been identified; (2) courses for students enrolled in the LLC were specified to include ECON 201, ENGL 101 and UNIV 100 Cajun Connection. Students selected to participate in the initial LLC will be enrolled in these 3 courses as a cohort, and as an incentive to enrolling in the LLC the three courses are being offered during "prime" class times; (3) "buy in" from the Dean and faculty in the Moody College of Business has been secured; (4) potential LLC activities to be conducted in the residence halls by administrators and faculty have been discussed; (5) application materials, including an online application form, have been developed; (6) housing space for the pilot LLC group members in one of the new residence dorms has been secured; (7) a Community Advisor (CA: formerly termed Residence Advisor) will be assigned by housing to the LLC pilot group and will be co-located with members of the community; (8) methods to advertise the availability of the pilot LLC to incoming freshmen have been explored and discussed with orientation staff; (9) discussions related to costs associated with offering additional LLCs were discussed; and (10) it was agreed a programming fee would not be charged in the pilot semester. It is anticipated that the following measures will address this imperative in the upcoming academic year: (1) close monitoring of the activities of the initial LLC cohort; (2) provision of faculty development on learning communities and their related activities; (3) determination of a methodology to formally evaluate outcomes related to the LLC; (4) evaluation of cohort member learning assessment data; (5) discussion of program expansion; and (6) development of learning communities outside of the living-learning concept . Universities with vibrant and thriving LC and LLC activities have a dedicated staff to accomplish the goals of the LC and LLC. This staff works with faculty, residence hall staff, current student, and prospective students and their families to develop, promote and refine LC-related offerings and activities. A website or space on the University's website devoted to LC and LLC activities where promotional and informational materials such as the online application form and description of offerings would be located is essential. Discovering and refining ways this university can systematically and methodically harness technology (such as mass text messaging) and social media to support our academic mission in this regard is imperative.

provide resources to assist students with choosing or affirming their choice of major (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-4 | CREATE A MORE BALANCED ENROLLMENT MIX BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS)	Career Services is introduced to students through the career component of the Cajun Connection first-year student seminar. Through this component, students are exposed to the variety of major choices, career planning and job search services that are available through the Department. Career Services also facilitated a Career Planning Ragin' Routine session at the inaugural SOUL Camp this year where students discovered how career exploration, campus/community involvement, and academics are all part of a successful career plan. Further, career planning and job search preparation sessions were offered in over 70 classes across campus this year, as well as Career Planning for Success with the Career Counseling Center Coordinator at all orientation sessions. In addition to student support service assistance in this regard, 82% of seniors reported in NSSE 2010 that they discussed career plans with a faculty advisor. In 2011-12, the Academic Affairs team will be working with Institutional Research and a statistician to develop a dynamic flow model to better enable us to understand and visualize the major change process.
2B | To improve the campus climate for students	
construct a student union to serve as the gateway to campus life	The design process for the Student Union is 95% complete. Construction documents should be completed by September 2011, with the bid being awarded to begin construction in March 2012. From October 2011 through Spring 2012, the various functions and services provided by personnel housed in the Union will be relocated temporarily to areas across campus. This move will be closely managed to avoid service disruption in areas such as the Cajun Card ID office, food services, the Bookstore, and the student cashier's office. The most significant challenges have been budgetary constraints and the relocation of the personnel currently housed in the Union. Student assessed fee increases or development efforts will likely be needed to support the costs of the project.
enrich the vitality of campus life through extra- and co-curricular activities and organizations	The University has worked extensively this year to enrich the vitality of campus life (partially in anticipation of our conversion from a commuter campus to a more residential community) through activities and organizations, and through many new initiatives, programs and offerings that develop and enhance student engagement. These include: (a) creating and distributing an Academic Year Planner with important engagement opportunities for students; (b) hosting the Ragin' Recognition student organization awards ceremony; (c) sponsoring a Student Government Association Week; (d) creating five new websites that are interactive and current (ulstudentlife.com for student organizations, ullafayettestudenthandbook.com for the student access to policies and rules, ulgreeklife.com, ulstudentorientation.com, and ulsga.com); (e) creating the Student Leadership Council; (f) hosting an Allies program which seeks to build a safe and inclusive campus environment for the gay, lesbian, bisexual, transgender, and questioning community; (g) hosting Leadership Week; (h) planning and implementing the successful SOUL Camp orientation program; (i) supporting the creation of 23 new student organizations for a total of 189 campus organizations; (j) hosting New Member Fusion, a program for new Greek students; (k) hosting a Night of Remembrance celebrating the lives of the students who passed away this year; (l) implementing an Event Management Systems (EMS) web-based program that allows students to register and get events approved online; (m) reconstituting the Residence Hall Association, which won an award for the best new student organization of the year; (n) hosting a concert for residential students called Swampfest; (o) coordinating the process of developing a CUSP unit (City and University Safety Program vehicle); (p) creating a 24-hour study hall in Guillory Hall; (q) hosting a basketball tournament in which streetball players challenged UL Lafayette alumni and current students; (r) sponsoring speakers on risk management, and (s) implementing social media to connect with students. The BSSE was also administered this year in Orientation to gauge the impact of these efforts. To maintain momentum, departments will be encouraged to plan events a year in advance and enter them in the Academic Year Planner, establish focus groups to determine what engagement opportunities generate the greatest student interest, and facilitate collaboration among departments on events. Communication and coordination of the numerous campus events and engagement opportunities is the

	greatest challenge, and there is no central organization of such events. There may be a need for a Center for Engagement and Leadership, an office that would coordinate new events and also communicate with departments that are already providing engagement opportunities. Functions of this area could include maintaining a master university calendar, engaging commuter students, planning residential programming, engaging parents, engaging first-generation college students, hosting a Family Weekend, recruiting Cajun Connection peer mentors, developing a guest lecture series by collaborating with lecture series already established in colleges, developing an emerging leaders program, hosting a Student Organization President roundtable, sponsoring a student leadership conference, programming to encourage students to attend athletic games, and creating an engaged learning website. Eighty-seven percent of seniors reported in NSSE 2010 that they attended an event on campus such as an exhibit, play, invited speaker, theater or sports. Thirty-one percent of seniors reported in NSSE 2010 that they received all the support they needed to thrive socially. An additional 40% indicated receiving some support.
create synergies among and optimally integrate student support and service units	The University community, including student leaders, was invited to participate in discussions about the Student Union building and renovation project. Design charrettes were open to stakeholders, and comments were solicited. The Union will house the Dean of Students, Greek Affairs, the Student Government Association, student organizations, Yearbook, Student Life and Conduct, the Post Office and several other student service areas, providing "one stop" service for our students. Student Health Services and the Counseling and Testing Center worked most of the year meeting with architects and finalizing plans for their new facility. Renovations began in the spring and the new Saucier Wellness Center located in OK Allen Hall is scheduled to open in August 2011. Plans are being made for offices that will need to relocate due to the demolition of buildings to make way the Student Union construction. The Student Government Office and Yearbook Office will relocate to the current Student Union at the end of the Summer session and the campus community will be educated about the renovation project and the temporary relocation of offices. Finalizing funding would ensure that the Student Union project stays on schedule. Another major emphasis this year was the identification of student and academic support services needed to begin offering online degree programs. A task force was formed to comprehensively study (The CENTSS Online Services Report) the unique service needs of this market (e.g.,24/7 tech support, online bookstore purchases, distance advising and add/drop capabilities), as well as our capacity and the cost-effectiveness of providing these services in-house. Negotiations with technical support vendors began in Summer 2011.
improve service to internal and external constituents AY 2011-12 STRATEGIC PRIORITY	The recruitment and training of the numerous faculty and staff engaged as Cajun Connection instructors has broadened our definition of teaching and service and has emphasized the goal of exceptional service to the University and its students. The University gave 63 Outstanding Advisor Awards, and advisor training sessions were offered on such topics as responding to distressed students, classroom behavior, FERPA, sexual harassment, financial aid and TOPS, students on probation, first-year seminar, career planning, following the math sequence, and information literacy. An online option is made available for those who can't attend face-to-face sessions. The Campus Administrative Professionals group met and held workshops twice each semester and once in the summer, with another one planned, and an Annual Administrative Professionals' Breakfast was held at the President's home in April. In May, a brunch for summer advisors was offered, with information presented for Fall orientation. These activities encourage effectiveness and dedication among staff members and helped to build a culture of exceptional service. Sixty-five percent of seniors reported in NSSE 2010 that they received all the support they needed to succeed academically. An additional thirty percent 30% indicated receiving some support.

ensure policies, rules and procedures to facilitate student engagement and campus involvement	The newly-named Department of Student Life and Conduct sponsored several sessions to educate students on policies, rules and procedures and developed a handbook for on-campus living guidelines and expectations. Several programs hosted in residence halls informed students about opportunities to become engaged on campus. Additionally, student organizations were given the opportunity to hold informational sessions in the lobbies of the halls to promote campus involvement and engagement. The University will continue to conduct presentations in classrooms and in the residence halls in the upcoming year, utilizing the video screens on the living floors to inform and educate students on policies, rules and procedures, engagement and campus involvement. The campus will also be gearing up for the increase of residential students as the new and renovated halls begin to open.
support emerging forms of appropriate electronic media to enhance student communication	Diverse and decentralized efforts in this domain included major investments in technologies needed to support distance and electronic learning, enhancements in our emergency notification protocol, and an exploration of the feasibility of mass communicating with students through text messaging. For prospective students, UL Lafayette continues to participate in VSA's College Portrait initiative, and this year responded to the Louisiana Legislature's newly enacted "House Concurrent Resolution 197" (and now HCR 69) by making electronically accessible information about the Institution's performance that was previously unreported in a public manner. The Information Technology unit addressed several related infrastructural issues. Working with a vendor-agnostic provider, the University initiated a site survey for third party cell phone coverage on campus. The University is evaluating partnerships with third party cellular service providers and cellular infrastructure providers in an effort to increase coverage on campus. The goal is to attempt to remain "provider neutral", so that Verizon, AT&T, Sprint, and T-Mobile customers have better, more comprehensive coverage on the Main campus, Athletic Complex and the University Common. During the Fall 2010 semester, UCSS began a Content Management System (CMS) pilot project (Drupal) designed to study the feasibility and capacity of the University to adopt a University-wide CMS. In addition, Communications and Marketing has hired an Associate Director for Electronic Communication. This staff member will coordinate the planning, development, implementation, and management of the new University website. UCSS working with the Office of Distance and Electronic Learning deployed a "New" Moodle LMS server in Fall 2010. In addition, a premium, hosted Moodle instance (and associated pilot) was done in the Fall to experiment with an "off-site", managed LMS. Additional enhancements include: (1) Acquired hardware for ULink upgrade. ULink is now running on a newer hardware platform, and there have been dramatic reductions in downtime and decreases in system response times for students, faculty and staff. (2) Implemented new Student E-mail System. Upon the completion of migrating faculty and staff to the new email system, UCSS began migrating all students to the new system during the Christmas holidays. Our system currently hosts approximately 26,000 accounts for students, faculty, staff, and retired employees. (3) Planned, engineered, and deployed LUS Shortcut to facilitate faster communications to LUS customers in Lafayette. Students, faculty, and administration now have the benefit of sharing a 100 Mbps peer-to-peer connection when they are transferring information between the University and their home LUS Fiber Internet service. (4) Installed four fiber paths to increase the redundancy and resiliency of the network. (5) Integrated SEI into Moodle. For the first time, the University completed the student evaluation of instruction electronically. Although there were a few implementation "glitches", the project was very successful. (6) Worked with the STEP in the design, development, and implementation of an iPhone application for students, faculty, staff, and other University constituencies. Planned to address this imperative in the upcoming 2011-12 academic year are the following actions: (1) Migration to enhanced version (version 2.x) of Moodle in Spring and/or Summer 2012. (2) Add additional collaboration functionality into email system. (3) Move forward on infrastructure component of Website redesign project. (4) Contract with third party for new cellular tower on campus to enhance and expand

	cellular services to faculty, students and staff. (5) The University will seek a partnership with LUS that leverages our "shortcut" to provide backup commodity internet bandwidth and build a "dead man's switch" to cutover when there is a LONI outage (our current ISP). (5) Work with VMWare (Zimbra Vendor) to change our licensing agreement to facilitate growth and manage the "peak-load" problems associated with recruitment, admissions, and new students. In its 2011-12 budget request, UCS included $35,000 to build a "hosting environment" for deployment of the new Content Management System. A plan is currently being evaluated to acquire additional storage capacity solutions for media, files, disaster recovery and email quota. Although a STEP grant has been submitted for the Fall cycle, if not funded, funds from the Administration will be requested. Additional financial resources are needed to facilitate the operational costs associated with alternative software licensing and redundant ISP services.
**2C	To increase the number of students graduating**	
implement an online degree audit system AY 2011-12 STRATEGIC PRIORITY (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-4 | IMPROVE POSTSECONDARY PERSISTENCE/RETENTION RATES)	The University has developed electronic degree audits for majors in the College of Nursing and Allied Health Professions. OIS is working on the interface between UAchieve (our degree audit software) and ISIS, and the University plans to upgrade the UAchieve software to the most recent version and next begin working with the Moody College of Business degree programs. The state's 2011 Master Plan for higher education specifically calls for the development of an online degree audit mechanism.
increase the graduation rates of transfer, at-risk, non-traditional and underrepresented students through the nurturing of appropriate support services and programs (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-6 | INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS)	A Retention Task Force was formed and convened in March 2011 to specifically focus on retention in four major domains: (a) enhancing student connection and engagement, (b) retaining freshmen, (c) retaining adult students, and (d) retaining sophomores. Subcommittees submitted reports in May, and the co-chairs will meet to review recommendations and submit a final report by the end of Summer 2011. Related initiatives are discussed in depth throughout this strategic plan progress report. Importantly, retention and student progress enhancement is viewed as an ongoing shared goal by both the academic and support units on campus.
grow selected undergraduate and graduate programs AY 2011-12 STRATEGIC PRIORITY (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-3 | REVIEW ACADEMIC PROGRAMS AND ELIMINATE, AS APPROPRIATE, PROGRAMS THAT ARE LOW-PERFORMING AND/OR DUPLICATIVE)	In December 2010, the Academic Affairs team completed its comprehensive review of all academic programs, basing its evaluation on multiple factors including enrollment and graduation data, employment outlook data, program cost and revenue data, value of the program to general education and other programmatic needs, and special relevance of the program to our institutional strategic plan, values, mission and brand. As a result of the review, the University moved to discontinue (7), consolidate (12), or reconfigure (2) a number of undergraduate and graduate degree programs. It is moving forward with plans to add three new doctoral programs and three new master's degree programs, as well as two new undergraduate programs. Additionally, the University has approved faculty additions that will allow it to expand enrollment in the doctoral program in Education. Faculty lines will be moved from discontinued programs to grow new degree programs in Environmental Science and Informatics. Nursing will add an online RN to BSN program with the assistance of a contractual partner that provides outsourced recruiting, course management system, and student retention programs. Declining state support has hindered rapid implementation of the plans to grow particular programs, as has the Board of Regents' moratorium on new degree programs, centers and institutes. Four to five new faculty lines, in addition to filling several existing vacant lines, will be necessary as enrollment grows in selected areas, particularly graduate enrollment in Education, Engineering, and Nursing. Additionally, travel, equipment and start-up budgets must be augmented in areas where the University wishes to grow graduate enrollment.

	The B. I. Moody III College of Business Administration was reaccredited in January. The Association to Advance Collegiate Schools of Business (AACSB International) granted the status. This year, for the first time, the University earned separate accreditation for our accounting program. This status will contribute to our ability to develop a successful Masters in Accounting program and facilitate the needs of graduates requiring 150 student credit hours to sit for the CPA exam.
involve career services early in our students' academic progression	As a component of the Cajun Connection, all students enrolled in the course were required to take the FOCUS-2 online self-guided career assessment to explore and make decisions about their career goals and major area of study. In addition to FOCUS-2, these students were introduced to a four-year career plan and were guided on the services and resources available to assist them in making decisions regarding their major and choice of career. Students not enrolled in the Cajun Connection could explore their options by taking the Choices career assessment program offered at the Career Counseling Center and/or by enrolling in the Career Decision Making Course, ACSK 140. Additional actions were also taken this year, including a complete overhaul of the Career Counseling Center's website which now includes detailed information on majors and the addition of an online chat option offered through the Academic Success Center's website where students can instant message career questions. In the upcoming year, the Career Counseling Center will continue to pursue its request to have a Careers tab placed in the ULink portal where students can easily gain access to the resources offered by the Career Counseling Center and Career Services. The Career Counseling Center is also considering the addition of the StrengthsQuest program. This tool can provide students with valuable information about who they are and can give clues to the type of work environment in which they are likely to succeed. The program would be an asset to the offerings of the Career Counseling Center and would provide a great tool for students considering a change of major. Trainings for the Cajun Connection faculty on the Career Component will continue so course instructors can guide students on the FOCUS-2 program and the process of exploring majors and careers. The Career Counseling Center and Career Services will also continue to meet with incoming students during orientation to market career planning services and resources available to assist with choosing a major. Marketing available campus career planning services to students: The logistics of having two centers (Career Counseling Center and Career Services) on campus has presented challenges this past year. In 2011-12, the feasibility of merging these two related units, with the associated replacement of a counselor in the Academic Success Center, will be pursued as a priority. Another challenge was encountered in the Fall semester with the lack of available computer labs on campus to accommodate the Cajun Connection classes while involved in the career component of the course. A few classes were not able to take the FOCUS-2 career test due to a lack of available computer labs. These students were allowed to take a career test offered in the Career Counseling Center; however, the Center's lab space is not large enough to accommodate an entire class. The Career Counseling Center will seek support to cover the costs of the StrengthsQuest program. The cost is determined by student use - approximately $12.00 per use. The Career Counseling Center and Career Services will also seek assistance and resources to jointly promote the use of campus career planning services which can assist all students with making decisions regarding their major. The role that Career Services can play in assisting students in choosing the most appropriate major early in their college experience is a unit strategic priority.
increase the number of graduates in high-demand professions (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-6 | INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS)	Engineering	Over 1,100 high school students attended and participated in Engineering and Technology Week held in April 2011. Engineering faculty visited more than 10 high schools over the course of the academic year and met with more than 30 students and parents via one-on-one meetings to encourage them to enter the ENGR field. The College of Engineering established an engineering recruiting scholarship program through the Foundation and visited with over 20 companies to ensure jobs for our graduates. It also initiated several minor programs to further enhance our appeal to potential students. The college has grown the research apprentice program to over 30 students, and completed the second year of the very successful Leadership

Development program. In the upcoming year it plans to improve the website, initiate the Systems ENGR PhD, bring in more companies to interview our students, hire a full-time outreach coordinator with private funds, draft a diversity strategic plan for the college, set up recruiting displays at other universities to grow the graduate enrollment in the college, improve recruiting publications, and grow the COOP program.

Science and Math | This year several new grants have been sought to fund both graduate and undergraduate tuition and provide stipends. For example, the NSF has re-funded our Undergraduate Biology and Mathematics Training and Research Experience program. Also, NSF has awarded our STAGE proposal, which targets minority students from across the nation to attend our graduate programs. In addition, funding support for students as part of the University's many research grants in this area have been requested and received. This will increase the number of highly qualified STEM students attending our University. The Ray P. Authement College of Sciences has also completed an intensive review of its programs to enhance graduation rates. As a result, all of its programs have reduced the number of hours required for graduation to 120. Further, a revitalized degree in Environmental Science is being introduced, as is a new degree program in Informatics. Additional students are expected to attend the College as a result of these curricular changes. Finally, planning has begun for an advertising campaign for the College.

Technology | The newly approved Moving Image Arts program will graduate one student in Spring 2011, the first semester of its implementation. Three more students are positioned to graduate in the upcoming academic year. The program has attracted between 30 and 40 new majors as of the end of Spring 2011 The Moving Image Arts program will offer sections of the Capstone component of its curriculum, ensuring that seniors approaching graduation will have the necessary course options. The program director will also write a Board of Regents Traditional Enhancement Grant to purchase more production equipment, providing seniors with what they need in order to complete their Capstone Projects and subsequently graduate. Finally, the Moving Image Arts Program is successfully pursuing a variety of internship opportunities for students--particularly seniors--as a means of improving post- graduation job prospects and encouraging the completion of their studies before entering the market. The number of new majors in Moving Image Arts far exceeds initial projections. These high numbers are a challenge to our faculty and equipment resources. The University may not be able to offer as many sections of necessary courses as the students demand. Even more problematic is that the program certainly will not have enough equipment to meet the needs of so many students, particularly as seniors begin their Capstone Projects ahead of graduation. The Moving Image Arts program would be better able to achieve this imperative if it had at least one more faculty member who could both teach introductory level courses and supervise Senior Capstone Projects. More immediately urgent, however, is the need for more equipment so that students will have the necessary resources to acquire hands-on production experience and be able to produce Senior Capstone Projects.

This year Academic Affairs engaged extensively with workforce data sources and forecasts of occupational trends and labor force supply and demand, and advanced requests for new degree offerings based on these projections. In anticipation of growing demand in specific areas, two new degree programs were proposed and are currently being considered by the University of Louisiana System Board and the Louisiana Board of Regents: (1) a Bachelor of Science in Health Services Administration (to be initiated in Fall 2012), and (2) a Ph.D. in Systems Engineering (substantive change notification submitted to SACS, to be initiated in Spring 2012). The University is also in the final stages of submitting a request for a consortial Doctorate in Nursing Practice (DNP) offering.

| reduce the average time required for undergraduate students to graduate

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-6 | INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS) | Except for Engineering and some Education programs, all curricula were reduced to 120 hours from the previously required minimum of 124. In addition, the University increased course offerings and enrollment in the Winter and Summer Intersessions, allowing students to increase their total completed credit hours per year. Roll-out of the Cajun Connection first-year seminar in two additional colleges will increase the number of students who receive direct career counseling at the outset of their college careers, which should in turn ensure that they find their most appropriate major more quickly. Additionally, the new degree in Health Services Administration, if approved by the Board of Regents, will help students in Nursing who cannot qualify for clinical courses to move directly into a related major with minimal loss of credits. Additional funding of supplemental instruction would help reduce the withdrawal and failure rate in our most challenging courses. An additional academic counselor in the Academic Success Center would also help advance this goal. |

Strategic Imperative 3 | Facilitating quality teaching and learning

enhance commitment to faculty development **AY 2011-12 STRATEGIC PRIORITY**	Institution-wide faculty development initiatives this year were concentrated in three area: (a) active learning techniques, especially necessary as the Cajun Connection first-year seminar is deployed; (b) online course design and delivery, to maintain quality programs as the University's electronic offerings rapidly expand; and (c) advisor training, in light of the recognized importance of faculty advising and expand the portfolio and delivery systems for various relevant topics. The Spring Deans/Department Heads/Directors retreat focused on Motivating Faculty in Economically Restrictive Times, as merit raises have not been allocated for the past three years. An outside HR Consultant was brought in to deliver the main content. The EEOC also came to campus to deliver a training session on various Civil Rights and other employee protection laws. And in August, 2011, a distance learning retreat was held at LITE focusing on optimizing the newly available pedagogies for engaging students. However, our 2011 "Great Colleges to Work For" survey results indicated a new to enhance our faculty development initiatives.
reinforce quality teaching and student research	Across campus there was much discussion about academic integrity and its impact on the maintenance of our institutional reputation and the value of our degrees this year. These discussions occurred at both the undergraduate and graduate levels. To gather input on faculty sentiments surrounding this issue, a survey was conducted ("Use of Technology in Teaching and Learning: Focus on Academic Integrity") with the release of findings in July 2011. Report recommendations included clarification of institutional academic integrity policies, enhanced communication about these policies and acquisition of plagiarism-prevention software. The Academic Affairs unit will act on these recommendations in August 2011. No significant progress can be reported on the expansion of our undergraduate research portfolio, with the exception of the Honors Program initiative. This area does not fall within an apparent existing domain of responsibilities for any faculty or staff.
promote faculty diversity	A gender pay equity study was undertaken this year in collaboration with the Faculty Senate. As a result of this study, recommendations were made to adjust the salaries of six faculty members (3 male and 3 female recipients) for a total expenditure of $21,000. Other market adjustments were made across campus, although merit could not be allocated this year.
engage adjunct faculty members in the life of the University	One challenge for part-time faculty has been the inter-semester disruptions in access to ULINK, Moodle and Zimbra resulting from suspension of their CLIDS/passwords (due to audit requirements for system security) and subsequent delays in gaining access due to late appointments and processing delays. To mitigate this issue, the Human Resources department has developed an early access system for adjuncts which was implemented this year. Part-time faculty were also included in the elevated pay structure provided for summer teaching faculty 2011.
motivate faculty to provide more course offerings in the summer (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-6 | INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS)	Because higher pay has been identified as a primary motivator to increase faculty participation in summer school, the Summer Pay Plan Subcommittee of the Academic Delivery Systems Task Force has worked for the past two years on addressing summer pay. While the University was not financially able to fully adopt the recommendations of that group to significantly increase faculty pay for summer and intersessions, in Spring 2011, President Savoie did approve a plan that increased pay by an amount varying from 22% to 37.5%. Compensation is based on the instructor's level of educational degree rather than rank and assumes that minimum enrollment expectations are met. Based on Summer 2010 financials, which closely parallel Summer 2009 figures, the break-even point for a 3-hour summer course is 16 students. The plan brings summer pay into line with per-course compensation currently offered for intersession and evening courses, and also applies to courses taught for extra pay by continuing faculty, courses taught by adjunct faculty, and

	courses taught during intersessions and summer sessions. The increased faculty pay plan was effective beginning Summer 2011. The subcommittee and members of the Academic Affairs team will analyze the results of the Summer 2011 session and assess whether further pay increases can be recommended for Summer 2012. The goal is to continue working toward the implementation of the Summer Pay Plan developed in 2009-10. Budget constraints prevented full implementation of the plan. While the Administration continues to be supportive, further action will be impeded until the state achieves some stability in funding for higher education.
create and fill all currently vacant endowed chairs with faculty of national prominence	Initiatives to fill vacant chairs were put on hold for the 2010-11 academic year for two major reasons. First, the Provost's office led a year-long comprehensive review of the University's academic areas and programs to determine our current productivity, capacity and priorities. Second, declining market values in the endowed accounts coupled with the possibility of significant budget cuts in 2011-12 hindered active recruitment. Currently, the University has twenty-four approved chairs; ten are filled and fourteen are vacant. In 2011-12, with information from the Program Review, the Provost's office with assistance from other Academic Affairs personnel will review vacant chairs to determine which require active searches and what, if any, strategic realignments can be made with donor/Regents approval.
3B | To enhance the classroom experience	
continue pursuing learning-oriented IT infrastructure opportunities	The technological infrastructure needed to support an increased number of electronic courses was upgraded to include: (a) new Moodle software 1.9+, (b) four new servers, and (c) a load balancer. Twenty-two faculty members piloted an outsourced version of Moodle called Joule, but faculty focus groups determined there were no instructional advantages from outsourcing the University's learning management system. The Office of Distance and Electronic Learning collaborated with the University Computing Support Services Director and received a grant to fund a Digital Content Repository. Selection of a system to manage input and output of the repository is progressing. Two web-conferencing virtual classrooms (Elluminate v Classes) were purchased and piloted in a limited number of course sections in different disciplines.

Future plans include: (1) coordinate the Moodle Advisory Task Force to inform the University's implementation of Moodle 2.0 in Fall 2012 or to consider another open source learning management system, such as Canvas; (2) launch the Digital Content Repository to house media files that have been created by faculty for their use on Moodle or in other instructional applications; (3) increase storage capacity for Moodle course files; (4) expand Elluminate pilot with investment in more virtual classrooms with larger participant capacity from 50 to 100 seats; (5) pending the President's approval, a University Instructional Technology Advisory Task Force will be formed to lead the expansion of core IT services for faculty and students.

The lack of an information technology (IT) line item in departmental budgets hindered some faculty from participating in the pilot programs or engaging in the development of hybrid and online courses. Common faculty complaints received were that they had an old computer with an outdated video card, lacked the speakers or headsets to participate in webinars and author electronic materials with voice, and had no funds for the web cams needed to use Elluminate, SKYPE and other Web 2.0 technologies. |
| create increased opportunities for active learning and community engagement | As a core component of the Cajun Connection, multiple sections of first-year students are organized into single-day service events that were specific to clearly identified community problems and partners. Students groups numbering 25-300 were involved with each single-day project. Additional activities included the implementation of a new single-day orientation service event involving up to 200 students and faculty, Project ReNEW that paired architecture students with a community partner and an additional program pairing engineering students with community partners. In the upcoming year, the First Year Seminar will involve up to 1,500 students, thus increasing four-fold the number of first-year students being introduced to community service activities. Challenges include: (1) Lack of staffing to maintain effective community contacts; (2) negotiating the variations in academic discipline definitions of community engagement; and (3) maneuvering through changing legislative and academic |

	priorities in traditional service commitment. To address the identified challenges, the University should consider formalizing its institutional commitment to service through the creation and maintenance of a full-time office; creating a mechanism for work-study opportunities in university service administration; establishing a singular, institution-wide definition of community engagement; and creating a mechanism for faculty advancement through service.
raise the profile of graduate study and create the environment and funding structure for growth **AY 2011-12 STRATEGIC PRIORITY**	New graduate programs developed included: (a) a PhD in System Engineering [awaiting BoR approval], (b) a Doctorate in Nursing Practice [awaiting System approval], and (c) a Graduate Certificate in Non-Public Schools: Administration [developed upon request by K-12 community leaders and awaiting BoR approval]. The PhD in Cognitive Science was also eliminated. The Graduate School continues to work with CBIT to improve the University's online application system, CAPTURE. Recently, programming changes for the online application regarding the upcoming dual degree MBA/MSE option were discussed. These changes will help the departments to identify interested applicants early in the application process so that they can manage these applicants efficiently. CAPTURE still needs to be developed into a fully-functioning enrollment management tool. During Fall 2010, the Graduate Dean and the Graduate School Recruitment Specialist met with all graduate coordinators to discuss how better to collaboratively recruit graduate students and to encourage programs to acknowledge and embrace President Savoie's stated desire to increase graduate enrollment. The University currently has just over 1,500 graduate students enrolled and would like that number to increase to 2,000 or more. During Spring 2011, the Graduate Dean and the Assistant Vice President for Institutional Planning and Effectiveness met with all graduate coordinators and graduate department heads to discuss specific ways to increase graduate enrollment and to discuss plans for any new program development that would expand reach and improve headcount enrollment. One theme coming out of these meetings was the expansion and development of graduate certificates. Another result of these meetings is the development and submittal Letters of Intent (LOI) for new graduate programs, particularly those interdisciplinary in nature. In the upcoming years, the Graduate Dean may need the assistance of at least one Assistant Dean, similar to those in the Colleges. Additional support for travel and per diem, as well as additional support for traditional generic recruiting activities and supplies (e.g., print advertising; on-line advertising venues) is needed. Masters programs should also be given advertising/recruitment budgets similar to those supplied to doctoral programs. The Graduate Dean should also be included in the selection and evaluation of graduate coordinators.
offer distance learning to select markets and assure high quality delivery (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-3 | INCREASE THE NUMBER OF ADULTS AGE 25 AND OLDER ENROLLED IN POSTSECONDARY EDUCATION PROGRAMS.)	The trend in terms of the number of online/hybrid courses offered continues upward. • Online Course Sections: Fall 2010 – 43; Spring 2011 – 61; Summer 2011 (Scheduled) – 70; Fall 2011 (Scheduled) – 74 • Hybrid Course Sections Fall 2010 – 10; Spring 2011 – 16; Summer 2011 (Scheduled) – 4; Fall 2011 (Scheduled) - 27 This year: (a) The University Council approved a set of policies and procedures to guide and support the development of online and hybrid courses and programs; (b) HY (Hybrid) and OL (Online) course codes were implemented in Fall 2010 to track distance and electronic courses offerings; (c) Approximately 110 faculty and graduate assistants completed one or more Moodle training modules; (d) A total of 89 faculty members participated in Quality Matters training workshops; (e) Eight (8) online courses were reviewed by Departmental and the University Electronic Course Review Committees with three gaining immediate internal ULEARN certification and five more approved pending changes to specific elements of the course design by faculty; (f) UL Lafayette piloted two Pearson Professional Online Educator courses as part of a national pilot and received recognition in a presentation at the United States Distance Learning Association Conference; (g) 35 faculty members participated in a 7 week online professional development course – Introduction to Online Learning; (h) 36 faculty members participated in a 12 week online professional development course –

	Course Design Practicum; (i) 14 faculty participated in a 9 week online professional development course – Instructor Technology Preparation; (j) UL Lafayette joined the Sloan Consortium and purchased the College Pass to give its faculty access to over 90 online workshops by national experts in online and hybrid learning; (k) Substantive change proposal to SACS was prepared, internally approved, and submitted to SACS. The University is awaiting results of their decision for the Health Promotion and Wellness program; (l) User fee implemented in Summer 2011 for hybrid and online courses with a revenue share plan in place to reinvest in University's e-learning enterprise; (m) Concept for Center for Faculty Excellence was developed and external funder solicited; (n) The Office of Distance and Electronic Learning added two full-time professional staff-- to assist with coordination of initiatives (Administrative Assistant 3) and to lead faculty professional development and course certification efforts (Instructional Designer). Plans for the upcoming year include: (a) Add new members to the Distance Learning Leadership Council and expand task forces to address key scale issues; (b) Submit and gain University Council approval of a 3 to 5 year online and hybrid degree program development strategy; (c) Increase the number of online degree programs and hybrid / online course sections available; (d) Pursue contract with Academic Partnerships, Inc., a company to assist in growing enrollment in select online degree programs; (e) Pilot additional Web 2.0 instructional tools (Lecture Capture); and (f) Introduce student preparedness strategies to increase student retention and success. Challenges faced include resistance from some departments to move high demand programs online, lack of time to focus on adult learner initiatives which are needed to grow enrollment and serve an under-served segment of the population in the University's service region, and lack of a online learning strategic plan.
increase student opportunities to customize a viable cross-disciplinary degree program **AY 2011-12 STRATEGIC PRIORITY** (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-3 | INCREASE THE NUMBER OF ADULTS AGE 25 AND OLDER ENROLLED IN POSTSECONDARY EDUCATION PROGRAMS.)	This initiative was originally included in the strategic plan to enhance curricular flexibility to meet student needs for studying developments at the intersection of disciplines. However, the comprehensive program review and extensive budgetary analysis undertaken in 2010-11 led to the recommendation to dissolve the College of General Studies in its current form and to recreate customizable degree programs in the Colleges of Liberal Arts and Sciences. The Associate Dean of the College of Liberal Arts was invited to lead a task force to examine the current structure of the College of General Studies as well as the possibilities for the development of interdisciplinary and CALL degrees. In pursuit of this charge: (a) the Chair has met with the Deans and faculty who have a relevant and vested interest in the evaluation of the current structure or the development of a new one; (b) invited members to serve on the task force to assist in the development of interdisciplinary degrees; (c) obtained data regarding the students in the College of General Studies as well as those who have sought interdisciplinary degrees to determine which departments and tracks capture the most interest; and (d) began benchmarking comparable general studies programs and interdisciplinary degree programs in peer institutions. Draft proposals of potential program outlines will be submitted by Spring 2012 for consideration.
grow and encourage internships and co-op experiences (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-7 | DEVELOP A SKILLED WORKFORCE TO SUPPORT AN EXPANDING ECONOMY)	Academic departments, internship and co-op coordinators and the Office of Career Services collaborated to grow and promote internships and co-op experiences for our students. Campus wide collaborations, along with the improved job market, led to a 35% increase in the number of internships and co-op positions posted through Career Services and a 55% increase in student enrollment in the co-op program this past year. The following initiatives were undertaken: (a) Career Services collaborated with faculty across campus to promote internship and co-op opportunities, including new opportunities in digital and social media, film/TV production, cloud computing and data mining, world studies and government to all majors; (b) Assisted with two internship fairs for students in the Moody College of Business; (c) Facilitated two Internship Information Panels where employers discussed the importance of participating in an internship with students; and (d) Partnered with the Fashion Merchandising students and faculty to offer mock interviews, resume and job search guidance and dining etiquette. Student internship participation has greatly increased in this program from last year and students have accepted internships positions this summer in locations

	outside of our region, including New York, London, Australia, Los Angeles and Dallas. This will benefit future minors in fashion merchandising in the Moody College of Business even as the major is phased out.
	Future plans include: (a) Implement a new online system for tracking/reporting placement information for all internship, co-op, clinical experience, and field experiences that can be utilized by all coordinators on campus; (b) Continue to create opportunities for collaboration among faculty and internship/co-op coordinators, employers. (c) Continue to grow internship and co-op offerings. (d) Promoting and educating students on the value of internships and co-op experiences.
	Funding for the CSO Co-op/Intern Software Annual License Fee in the amount of $1,500 annually is requested by the Office of Career Services. The CSO Co-op/Intern component will integrate within the current online database used by Career Services, students and employers for job listings, career fair/event management, resume referrals and interview scheduling. This component can be used by internship and co-op coordinators across campus to manage every aspect of placement so that the University can streamline operations and ensure student success.
	Seventy-seven percent of seniors reported in NSSE 2010 that they participated in an internship, coop or extended field experience.
**3C	To improve learning through evidence-based assessment**	
increase staffing in the office of institutional research	Staffing levels remained the same in institutional research following the addition last year of a Research Analyst. Now the unit consists of a Director, an administrative support worker and a professional staff member. Additional human resources are needed, but instead efforts this year focused on enhancing operational efficiencies, such as the acquisition of hard- and software to more fully automate the course evaluation process. The University also continues to focus on providing external professional development opportunities for staff members in IR.
proactively incorporate institutional research in university planning processes (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-2 | SERVE AS THE DEFINITIVE SOURCE OF INFORMATION ON HIGHER EDUCATION IN LOUISIANA)	In addition to normal reporting requirements, and fulfilling new data requests for GRAD Act compliance and the Program Review process, IR coordinated participation in a new survey, the Chronicle's Great Places to Work. A measure of faculty satisfaction for managerial as well as legislative reporting requirements is needed, and this survey may fulfill that gap. The most significant initiative undertaken by IR this year may have been the acquisition and implementation of Scantron products and services necessary for online administration of Student Evaluation of Instruction (SEIs). In conjunction with the Office of Academic Planning and Faculty Development and Computing Support Services, this complex undertaking resulted in the first complete administration of electronic SEIs in Spring 2011. In 2011-12, this mechanism will be used to conduct administrative evaluations, enabling enhanced data analysis and ultimately usage of this feedback. IR also coordinated a visit by Scantron representatives to present to the campus community opportunities for using this process for other surveying and assessment needs. The campus has largely been dependent on using SurveyMonkey for this purpose. But with exponential growth across campus in efforts to gain feedback from both internal and external stakeholders, additional mechanisms and protocols for surveying are being explored. GRAD Act 2.0 (2011 Louisiana Act No. 418) not only delineates autonomies but also requires additional reporting elements in "Section V" to include: (a) average time to degree completion of academic programs at all levels, (b) average cost per degree awarded by degree level, and (c) average cost per non-completer by degree program entered. Computing these data elements will require some work by IR, as they are not part of the existing programmed metric database.
implement an integrated enterprise management system	Many advances were made in this domain this year: (1) Prepared, completed and submitted the State Office of Information Technology (OIT) IT-10 form. OIT approved the document in May 2011; (2) In Fall 2010, IMN and the IT Security Office installed an

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-2 | SERVE AS THE DEFINITIVE SOURCE OF INFORMATION ON HIGHER EDUCATION IN LOUISIANA)	interim "edge" Unified Threat Management Device (firewall/IPS/IDS) to begin mitigating security risks to internal systems; (3) In Spring, the University began evaluating a long-term firewall/IPS/IDS solution utilizing the strategy for the University. The process involved evaluating key criteria such as performance, scalability, management, protection architecture, redundancy/high availability, reporting and analysis, vendor support, and the ability to provide competitive educational prices utilizing the existing state commodity contracts; (4) Completed the design and obtained funding for the ERP training laboratory in Stephens Hall (construction began in June, 2011). According to Facilities Management, the laboratory should be ready sometime in early Fall 2011; (5) Initiated Data Definition and Office of Information Systems Procedure documentation to identify, organize and make available to support personnel technical documentation will assist in the implementation of the new ERP System; (6) The Windows Technical Services group began the process of voluntary consolidation of the myriad of Active Directory instances on campus. Depending on the campus organization, the process involves either a) direct incorporation of the directory data; or b) creation of a "hosted instance" of the organization's Active Directory in the data center; (7) Tested, installed, configured and began utilizing the off-site warm backup site at ULM. This system utilizes a high-speed LONI connection to University-owned assets housed in the ULM data center. This phase of the project involved "real-time" warm backups of key mission-critical system data elements that currently reside on the IBM mainframe (ISIS/Financial Aid/HR/Payroll/Finance); (8) University Computing Support Services and Information Systems staff began evaluating hardware options/solutions for the ERP System. The process involved site visits, vendor presentations, and discussion; (9) Information Systems provided a sequence of Oracle training courses for our existing OIS DBA. Although our plan includes hiring an additional "backup" Oracle DBA when implemented, ongoing professional development is critical for existing staff; (10) Deployed ERP website that will provide the University community updates, announcements, and general information about the project. This website will become the primary internal communications tool during the implementation process; and (11) IMN began work on the network distribution core upgrade project. This project includes two distinct components: a) upgrade of core switching infrastructure; b) creation of new fiber routes to increase redundancy and resiliency. In the 2011-12, the University will continue the work necessary to complete the items on the ERP "readiness checklist". The University will initiate the ERP RFP process this summer. Upon selection of a partner, a multi-year implementation process will begin. Depending on partner recommendations and business process analysis, Finance and Human Resources/Payroll will be the first modules to start the implementation process. Student and Financial Aid will follow the next year. Preparing the University to undertake such a massive project is both a challenge and an opportunity. Commitment to the project is evident in that despite the state's budgetary restrictions, the University Administration has found the necessary resources to make the infrastructure improvements identified in the initial 2009 project readiness checklist. The greatest challenge this year has been managing and balancing the community expectations with the completion of the projects necessary for success. There will be a significant learning curve associated with new technology and system processes. One of the primary goals of this project is to redesign and reengineer the University's business processes to achieve optimal work practices that elevate quality and innovation. The University community (including the Administration) recognizes the importance of this aspect of the project and its associated challenges. In order to achieve the goal, a significant investment in rethinking process, procedure and protocol will be necessary. The institution will empower internal functional staff and faculty working with industry experts to define best practice and integrate it into the new operational workflow.

continue a coordinated assessment of institutional and student learning outcomes (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-5 | DEMONSTRATE IMPROVEMENT IN STUDENT LEARNING OUTCOMES THROUGH MEASURABLE DATA AND REPORTING THAT CAN BE SHARED PUBLICLY AND USED TO DRIVE THE DECISION-MAKING PROCESS)	In the second year of WEAVEonline deployment to track assurance of learning and assessment efforts, the University experienced its first opportunity to roll over to a new annual cycle our archival data. With regard to the entity tree, the Assessment team worked to ensure Centers and Institutes were all considered as Institutional Effectiveness units, and subdivided some conglomerate units (such as in the TRIO programs) into different profiles for reporting purposes. Specific disciplinary accrediting standards were added to WEAVEonline to augment its ability to serve the unique needs of the various academic units. The 2011-12 was opened and available for population by August 1 this year. Regarding Gen Ed assessment, the University continues to refine rubrics and expend efforts to create course-embedded assessments where standardized tests provide insufficient information for specific improvement actions. This year, course-embedded assessment results guided a complete revamping of CMCN 200, the course used as the primary mechanism by which our students to gain exposure to our oral communication learning objectives. In the upcoming year, there will be an emphasis on enhancing the process of assessment of the Gen Ed Arts learning goal. The University will also administer MAPP (now knows as the ETS® Proficiency Profile) in Spring 2012. This year the Academic Affairs team developed a new protocol for evaluating faculty workloads to ensure both an equitable distribution of teaching responsibilities and an efficient use of instructional resources. At various points leading up to a new semester, Deans were asked to justify why enrollments for specific faculty fell below the minimum level of attainment expected, and actions such as combining sections were recommended. During the Program Review process, assessment data was considered. Failure to attain articulated objectives was intentionally not considered to avoid creating a culture whereby assessment degenerates into a mechanism for promoting one's unit. Reviewers did, however, look at unit's commitment to the continuous improvement process as a measure of unit performance. They also focused on "closing the loop" activities this year for programs with learning goals.

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
 	
(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-1 | MAINTAIN AND BUILD STRENGTH IN FOUNDATIONAL SCIENCE AND TECHNOLOGY DISCIPLINES IDENTIFIED IN FIRST LOUISIANA)
	The Office of the Vice President for Research is initiating a thorough process of promoting and assessing the University's research capabilities, opportunities and progress by developing a University Research Assessment (URA-UL) protocol. This effort aims to accomplish four key objectives: (1) promote quality in research endeavors including quality products, impact, compliance, technology transfer, and integrity; (2) improve the research environment including both physical and human resources; (3) increase the research income associated with sponsored programs at the University; and (4) promote innovation in the region and contribute to the state's Blue Ocean initiative. The goal of this University Research Assessment (URA-UL) exercise is to plan, foster, focus and grow the research enterprise at UL Lafayette. The following criteria were defined to address this initiative and are awaiting final approval by the Deans Group and University Council. Discussions are needed with the Faculty Senate on these proposed guidelines, and they will require consensus by the University Research Council.
	
	    a. Proposals Submitted: A list providing the title, principal investigator, sponsor, and total funding requested by competitive proposals over a five year period.
	    b. Proposals Awarded: A list providing the project title, principal investigator, sponsor, and total funding obtained by research awards over a five year period.
	    c. Published Products: A list (and indications of quality using ISI citation index) of publications or creative works produced by faculty as a result of their association with departments, colleges, centers or institutes over five year period.
	    d. Graduate Student Support: A list of graduate and undergraduate students supported and/or graduated by the center or institute over five year period.
	    e. Graduate School Products: A list of theses and dissertations generated by research in the center or institute over five year period.
	    f. University Impact: A list of faculty, departments and colleges actively involved in the work of a center or institute over the recent five-year period.
	    g. Innovation Impact: A list of patents and licenses produced by work in departments, colleges, centers or institutes over the recent five year period.
	    h. Community/Regional Impact: A list of federal, state, or private sector partnerships formed by the college, department, center or institute over the recent five year period.
	    i. Annual Report on research infrastructure investments by college, department and institute/centers – physical space used for research, equipment, post-doc, research associate and graduate student appointments.
	    j. Amount of total, state, and federal grant dollars awarded per year.
	The coordination and approval of these criteria will involve developing a series of reviews and evaluations before adoption as guidelines by Research Office. These guidelines will be shared with Deans, Department Chairs, Center Directors, and Administration for determination of what metrics will be used to address this strategy. The development of the University Research Council, which has been approved by the University Council and is in the first stage of formation, will assist in facilitating continued discussion across academic and research units on the merits of these guidelines for university research assessment. Developing an integrated, coherent approach to incentivizing, measuring and promoting research productivity at the individual, college and university levels will require the coordinated efforts of academic and research units across campus. Faculty, research scientists and post-doctoral associates will all have to understand the value placed on scholarship and research productivity as defined for various disciplines within the University Research Assessment guidelines. Annual evaluation systems will have to reflect those values as implemented by Department Chairs, Deans, and Center Directors.

clearly define and support the attainment of aggregate productivity targets in the basic, applied and pedagogical domains of research	There was major effort this year to update the reporting metrics used for research expenditures at UL Lafayette. This effort was driven, in part, by the new reporting requirements of the NSF, but also by an internal audit by the Research Office on how research expenditures were calculated by the University. The following criteria were defined to address this initiative and are awaiting final approval by the Deans Group and University

	Council. Discussions are needed with the Faculty Senate on these proposed guidelines, and they will require consensus by the University Research Council.
	a. Annual report by the Research Office on total research income (grants, contracts, patent income, foundation investments); the goal is to reach $85M in research expenditures by 2015 and $125M by 2020;
	b. Annual review of center directors including productivity of center/institutes;
	c. Annual review of University rank in the following: NSF Research Expenditures, and Top 200 Public Research University Report (Arizona State University);
	d. Annual review of University research productivity versus the public university research group;
	e. R&D expenditures (NSF) per full-time faculty – compare with peers; reach $125,000 funding per FTE;
	f. Number of graduate students supported by external sponsor funds (contracts and grants) with a goal to double the number of graduate students supported by research funds in next five years (based on 2010 levels);
	g. Increase the number of post-doctoral assistants supported by grant dollars;
	h. Increase the number of total Research Scientists positions (post-docs, research associates, graduate research assistants, graduate interns) supported by external grant dollars;
	i. Increase the Square footage of research space on UL Lafayette campus;
	j. Increase major equipment acquisitions by formation of analytical services laboratory functions; promote MRI proposals; development of cost centers to sustain large scale equipment operations.

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 (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-2 | PROMOTE MULTIDISCIPLINARY AND MULTI-INSTITUTIONAL COLLABORATIVE RESEARCH EFFORTS)	Spring 2011 graduate enrollment was 1,502 (+4.5%) compared to 1,438 in Spring 2010. UL Lafayette has long waived the application fees for applicants to graduate school who had completed a McNair program. Starting two years ago, the University made available 20 two-year tuition and fee waivers for McNair graduates (first generation students, often minority). The Graduate School along with McNair Program designed the eligibility requirements, and currently has in place eight McNair Assistants. The Graduate School has secured nine minority graduate fellows over the past five years (receiving stipends of $25,000, with $5,000 of this supplied by the University per year for four years plus waiver of tuition and fees, a $5,000 per year for three years training and networking opportunity sponsored by the Louisiana Board of Regents and the Southern Regional Education Board, and $750 dollars annually for travel to disciplinary conferences). Efforts of this kind, along with the regular work of the Graduate School and graduate coordinators and department heads (who have been specifically charged with increasing graduate enrollment and developing new graduate programs), should increase graduate enrollment and visibility as a graduate institution. The vast majority of graduate assistantships and fellowships at UL Lafayette are funded from state allocations to the University, passed through the Graduate School to graduate programs (with doctoral programs receiving a larger per student share of the funds). Creating and supporting a reward system for faculty who are willing to obtain research and program grants that include graduate assistantships would promote growth in the graduate programs. Continuing and expanding grant writing that contains requests for graduate assistantships is important. The data reported for Research and Development Expenditures at the University of Louisiana at Lafayette in response to the FY 2009 National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges and the FY 2010 National Science Foundation Higher Education Research and Development Survey appears below in Table 1.

Table 1. Research and Development Expenditures for UL Lafayette FY 2009 and FY 2010
(Figures are reported in Thousands of Dollars)

Year	All R&D expenditures	FEDERAL Total Expenditures for Category ($ in Thousands)/Percentage of Category to Total		STATE & LOCAL GOVERNMENT Total Expenditures for Category ($ in Thousands)/Percentage of Category to Total		INDUSTRY Total Expenditures for Category ($ in Thousands)/Percentage of Category to Total		INSTITUTION FUNDS Total Expenditures for Category ($ in Thousands)/Percentage of Category to Total		ALL OTHER SOURCES Total Expenditures for Category ($ in Thousands)/Percentage of Category to Total		EXTERNAL SOURCES ONLY Total Expenditures for Category ($ in Thousands)/Percentage of Category to Total	
FY 2009	68,018	13,075	19%	13,979	21%	-	0%	24,567	36%	16,397	24%	43,451	64%
FY 2010	69,412	13,032	19%	12,718	18%	13,984	20%	28,986	42%	692	1%	40,426	58%

The following criteria were defined by the Office of Research to address this initiative and are awaiting final approval by the Deans Group and University Council. Discussions are needed with the Faculty Senate on these proposed guidelines, and they will require consensus by the University Research Council.

> a. Recruit and retain talented faculty with research capability.
> b. Increase set-up funds to develop facilities needed to conduct research and attract faculty.
> c. Track the success of research grants by faculty, departments and colleges.
> d. Create clear goals and missions of research centers and institutes with annual review of directors and five year review of center/institute activities and accomplishments (income, productivity, impacts).
> e. Develop the University Research Council (URC), managed by the office of the Vice President for Research, to assist with development and implementation of a University Research Assessment (URA-UL) exercise as described above, and continue modification and implementation of policies and procedures.
> f. Promote contributions to Endowment Assets and Annual Giving to Foundation.

The role of the Research Office needs clarity in coordination of this imperative. At present, creating the University Research Council (URC), managed by the office of the Vice President for Research, to assist with development and implementation of a University Research Assessment (URA-UL) will facilitate this coordination. The Office of Research also needs alignment with the Graduate School on joint ventures to achieve this imperative.

The Research Office is understaffed to manage and promote a $69 million research enterprise, a staffing need that relates to several offices in the pre- and post-award areas. There is lack of coordination with the Graduate School and Deans Group on how the Research Office can help promote and achieve strategic imperatives. The disjointed nature of managing the "research enterprise" from pre to post award procedures, innovation management, research integrity and compliance, graduate school research coordination, and promotion of research opportunities and results is major obstacle.

| explicitly incorporate quality as a performance dimension | The following criteria were defined by the Office of Research to address this initiative and are awaiting final approval by the Deans Group and University Council. Discussions are needed with the Faculty Senate on these proposed guidelines, and they will require consensus by the University Research Council.

a. Measure scholar publication record in peer review publications and other research metrics of quality; number of publications (research products) per year.
b. Maintain cumulative average H factor of faculty per department.
c. Account for number of times UL Lafayette is cited in literature – citations per year in ISI; maintain record per faculty, department, college and center/institute.
d. Reward faculty with promotion and merit based on research performance.
e. Promote nominations for faculty awards and increase public relations.
f. Track number of national merit scholars and other accomplished standard test performers on campus.
g. Track number of patents and copyrights; public relations on these and awards in community and regional outlets (innovation champions).
h. List accomplishments of merit in improvements/developments from research |

	to products/services in both private and government markets. i. Increase the number of doctoral students and improve on number of dissertations approved annually.
forge avenues for interdisciplinary collaboration on meaningful and influential research projects (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-1 | MAINTAIN AND BUILD STRENGTH IN FOUNDATIONAL SCIENCE AND TECHNOLOGY DISCIPLINES IDENTIFIED IN FIRST LOUISIANA)	The core strategy for forging avenues of interdisciplinary collaboration at any university is the horizontal connectivity afforded the traditional vertical academic units of organization by developing active centers and institutes. The true definition of a center is that it provides interdisciplinary opportunity within a college, and an institute builds interdisciplinary collaboration among schools and colleges. The Research Office has spent the last year promoting this approach to University Council, Deans Group,, and to Center/Institute Directors. Center and Institute directors have been advised as to the significance that interdisciplinary collaboration will bear on any research assessment. The Research Office has been very active in seeking to make significant investments to stimulate applied research, technology transfer and commercialization through the establishment of the Center for Visual and Decision Informatics (CVDI), a planned National Science Foundation (NSF) supported Industry-University Cooperative Research Center. As a center of excellence that is driven to solve industry problems through applied research, the CVDI is positioned to greatly coalesce several synergistic activities with LITE, CBIT, and CACS with industry partners to create and foster an innovative ecosystem in the State of Louisiana. Additional activities in this domain include: 1. The development of the Coastal Sustainability Studio that will link architecture, engineering and coastal science in an interdisciplinary collaborative environment. 2. Formation of a MOU with MEPOL, PTAC, SBDC, ECOL and CBIT to promote the Centers of Economic Development and foster more collaboration. And there have been planning meetings with federal partners in the University Research Park to build collaborative efforts with university research programs. 3. Continued discussion on how to more clearly implement the Computation and Visualization Enterprise or CAVE consortium as an interdisciplinary team of 15 LITE Fellows from UL Lafayette. Planned for the upcoming year is the submission of the CVDI proposal to NSF in September 2011. The University Research Council will also be charged with helping to review opportunities to promote this strategy. Greater emphasis on this strategy in the annual review of Centers and Institutes will help achieve more interdisciplinary collaboration. Also, there need to be clearer rewards to faculty and administrators (e.g. Center Directors) for implementing this strategy. Fiscal rewards may also need to be implemented to share in both the credit and the finances of joint interdisciplinary proposals. Such efforts also require administrative time and effort by key individuals, and funding for such positions is critical. Centers and Institutes need to be structured to help support those administrative duties.
ensure access to and availability of the informational and physical resources necessary for the creation of high-impact contributions in all academic disciplines	Dupré Library has adapted to the social and technological needs and demands of students and now offers research service by email, live chat, and even Skype. The Library held the grand opening of the Ernest J. Gaines Center. Candidates were interviewed for the position of Archivist/Assistant Director. The Library began lending laptops to students and provided space to the Academic Success Center in order to offer tutoring in the Library on Monday evenings. Due to the loss of funds from the Board of Regents to offset the purchase of the LOUIS Consortium online databases/services, the University had to bear the burden of the increased membership fees. In the 2011 Legislative session, funding was secured from the Louisiana Legislature for the LOUIS Consortium to continue offering the online resources and infrastructure needed to ensure access to and availability of resources. The lack of a Materials Budget prohibits the Library from purchasing books and standing orders and has led to the cancellation of many print serials. Funding to acquire the electronic and print resources needed to support instruction and research, including adequate annual inflationary increases, is needed.
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 AY 2011-12 STRATEGIC PRIORITY	The University advanced proposals to create two new "centers", Moving Image Arts (MIA) and the Comeaux Center for Traditional Music. The former obtained approval through the Board of Regents. A multi-disciplinary working group has been formed to brainstorm our University's efforts in the areas of Louisiana culture, history, and heritage to begin creating means of collaborating in research and programming. Multi-disciplinary degrees have been created in Computing and Informatics, as well as in Environmental Science. In 2011-12, the University plans to rework and revise the Comeaux Center proposal for the Board of Regents, advance the DNP and Ph.D. in Systems Engineering, energize the Center for

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-2 | PROMOTE MULTIDISCIPLINARY AND MULTI-INSTITUTIONAL COLLABORATIVE RESEARCH EFFORTS)	Louisiana Studies under a newly appointed director, and attempt to fill at least two endowed chairs that have heretofore gone unawarded. Multi-disciplinary groups of faculty have worked collaboratively in addressing the BP spill and research funding. In Summer 2011, UL Lafayette submitted 2 prime proposals to the BP Funds for higher education entitled "Gulf Research Initiative" (GRI) and participated in four other proposals. One prime was for $22.4 million over three years, and the other was for $3.2 million.
consider development efforts and a research foundation dedicated to funding viable programs of basic research	This initiative is under consideration.
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
 	
(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-2 | PROMOTE MULTIDISCIPLINARY AND MULTI-INSTITUTIONAL COLLABORATIVE RESEARCH EFFORTS)
	The following criteria were defined by the Office of Research to address this initiative and are awaiting final approval by the Deans Group and University Council. Discussions are needed with the Faculty Senate on these proposed guidelines, and they will require consensus by the University Research Council.
	
	    a. Develop clear mission and goals for research centers and institutes.
	    b. Perform center/institute review on 3-5 year basis by the University Research Council.
	    c. Perform annual review of center and institute directors by the VP of Research.
	    d. Include graduate student support on sponsored research (grants, contracts, foundation support) as metric of center/institute performance.
	    e. Evaluate the number of faculty participants across multiple departmental boundaries in proposal submissions.

ensure provision of a budget to cover essential center needs when warranted by a positive return on investment	The following criteria were defined by the Office of Research to address this initiative and are awaiting final approval by the Deans Group and University Council. Discussions are needed with the Faculty Senate on these proposed guidelines, and they will require consensus by the University Research Council.
	
	    a. Annual review of center and institute budgets and grants.
	    b. Annual review of grant submissions, awards, and reports.
	    c. Return of F&A to colleges and research centers/institutes as incentive to generating research funding and augmenting budgets.
	    d. Conduct a Return on Investment (ROI) analysis of centers/institutes by the URC.

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 **AY 2011-12 STRATEGIC PRIORITY**	The following services were provided and enhanced by the Office of International Affairs (OIA) this year: (1) Orientation of new international students to academic and community life and services; (2) Assistance with all immigration regulations to which international students and faculty are subject; (3) General counseling on academic, financial and personal matters: (4) Administration of international medical insurance policy; (5) Offering of short-term loans; (6) Third-party billing for sponsored international students; (6) Liaison services among international students and the various university administrative and departmental offices, agencies of the U.S. government, foreign governments and private organizations; (7) Recruitment of international students; (8) Administration of international student scholarships; and (9) Provision and oversight of the Intensive English Program (IEP). The OIA is requesting an additional professional staff member that can assist not only with the advising of international students and scholars, but also with the recruitment of international students. The internationalization efforts at our institution are currently very decentralized and lack a strategic focus or close alignment to many academic initiatives. In 2011-12 the University will consider the creation of a Dean of International Programs to integrate these functions and services.
increase the number of international students and exchange faculty	International student enrollment trends are as follows: Fall 2009–733, Spring 2010-673, Fall 2010-677, Spring 2011-632. The number of exchange visitors at UL Lafayette is as follows: 2009/10- 28, 2010/11- 29. Nearly 50% of our international students come from the three countries of India, Saudi Arabia and China. To meet our mission of fostering a diverse environment on our campus, The University's objective is to increase the number of international scholarships awarded to qualified international students. The University was able to award 23 international scholarships to new incoming international undergraduates in May of 2010, but was only able to award 10 in May of 2011 because the total quota of international scholarships institutionally approved was exceeded. To achieve this objective, the elimination of the Vermillion Scholarship and the offering an unlimited number of Fleur-de-Lis and Cayenne scholarships to qualified incoming international freshman and transfer students should be considered. This will enable the University to increase the number of international students on our campus and also to attract academically strong candidates. The current international scholarship budget only allows 60 scholarships to be awarded every academic year. Currently, there are 26 incoming (Fall 2011) international students that qualify for these scholarships. However, none could be offered since the quota for the academic year had been exceeded. In upcoming years, the University must strategically assess its commitment to international students and consider the optimal organizational structure and resource commitment to international initiatives.
engage international students in campus life	The following events were hosted during the 2010-11: (1) Coffee Hour--held twice a month throughout the fall and spring semester at the Office of International Affairs and the Student Union. Coffee Hour sponsors are various campus organizations and community groups, and the sessions provide opportunities for international students to interact with others; (2) International Week--this annual spring event provides an opportunity for international students to showcase their home country and cultures; and (3) Global Education--a program that provides an opportunity for international students to do presentations on their native country to various schools and community groups. This year new programming was introduced for international graduate students in conjunction with LCG's Le Centre International, the Office of the City-Parish President and the Lafayette Economic Development Authority. A Welcoming Event was hosted at City Hall for incoming students and a Congratulatory Event at LEDA for graduating students. Students were made Honorary Citizens by the City of Lafayette. The University plans to continue and improve current programs and develop stronger partnerships with University Program Council and the SGA to better engage international students. A graduate assistant will be assigned to attend UPC and SGA meetings who will serve as representative for the Office of International Affairs. Further, the Ragin' Cajun Pal Program (a buddy system that pairs international students with domestic students or local families) will be evaluated, and specific events to jumpstart this program will be developed.

expand and invest in study abroad programs to maximize student opportunities for participation	In 2010-11 Study Abroad served137 participants (32 in Costa Rica; 16 in England ; 34 in France; 15 in Guatemala; and 40 in Italy). This enrollment represented a 25% increase over the prior t year. Program enhancements this year included: • Implemented new programs in Costa Rica and Guatemala • Attempted to recruit students for a new program in West Africa and will possibly attempt in the future. French language, literature and African studies courses were offered • Awarded 18 Study Abroad scholarships totaling $14,000 • Worked very closely with the Financial Aid Office due to more student interest in Study Abroad • New academic disciplines included Anthropology, International Business, Management and the MBA program • Students registered earlier due to updated payment deadlines and refund policies • A new program in China was approved for the Summer of 2012 • A University partnership with the University of Moncton in Canada is in discussion • Participated in campus activities such as Freshman Orientation, Get on Board Day, Junior Division Advisor Training, Moody College of Business panel discussions and Career Services Fairs • Sponsored Study Abroad Fairs • Publicity in the Vermilion and the student and parent guides for Freshman Orientation • A Moodle site was created for the Study Abroad Committee to allow for discussions, postings and easier communications • Site Directors are continuously updated on the financial requirements by Administrative Services to ensure that our programs are in compliance • Faculty decisions for the Summer of 2012 were made at the last Spring 2011 committee meeting UL Lafayette will participate in discussions to create seamless coordination across System institutions for student cross-enrollment in Study Abroad. Our current level of student participation is far below national norms. At UL Lafayette, 6% of seniors reported in NSSE 2010 participation in Study Abroad versus a national average benchmark of 14%.
internationalize the curriculum in all colleges AY 2011-12 STRATEGIC PRIORITY	Although progress on this initiative slowed this year in comparison to last as a result of the mandate to reduce our academic programs to 120 student credit hours (therefore inhibiting our ability to expand the core), some concrete steps were taken. The data from the survey and focus group research--undertaken in Spring 2010 to determine the knowledge and attitudes of students towards global issues, American foreign and domestic policy and world affairs--were presented to the General Education Committee. In addition, the Rapid Action Team (RAT) discussed, created and adopted a learning objective rubric focused on global and civic competency. This "rubric" was presented to the General Education Committee for discussion. Last, the RAT incorporated new members whose departments and experience will aid the Committee in further developing appropriate models of global competency. In Summer 2011, members of the Academic Affairs team will attend an AASCU conference with strong program components dedicated to internationalizing the curriculum. There are two main activities planned for AY 2011-12. First, the Global Awareness RAT will be engaged in the creation of a template that the various colleges can use to help assess their progress towards global competency. This template will be focused on helping colleges develop a "student portfolio," which the RAT has decided is the best instrument for charting individual student progress towards global competency under several different colleges and curriculums. In addition to the template for portfolio development, the RAT will create documents providing help and guidance to colleges tasked with expanding student learning in this area. This will include some written documents outlining best practices along with a website.

develop strategic partnerships with international universities	The University engaged in partnerships with the following international universities and organizations this year: CODOFIL and MICEFA, University of Poitiers (France), Saint-Etienne (France), Pole Universitaire Leonardo de Vinci (PULV, France), University of Montreal (Canada), Universidad Autonoma de Guadalajara (Mexico), Universite de Moncton (Canada), Ryerson University (Canada), Universidad Autonoma de San Luis Potosi (Mexico) and Universidad Panamericana (Mexico). The Intensive English Program (under the direction of the Office of International Affairs) will look into the possibility of signing an agreement with ICEC, an educational placement company, to recruit students in China. The College of Engineering at UL Lafayette has written a proposal to develop a partnership with Wuhan Institute of Technology in China. Dr. Ahmed Khattab from the College of Engineering made a visit to Wuhan Institute of Technology in May 2011 to tour the campus and meet campus officials and students. The University Administration and Picard Center staff are engaged in discussions with community leaders to explore the feasibility of developing a campus-based International Studies School above the elementary level. This school would create additional international educational alignments.
sponsor intercultural events on campus	The following four events were successfully hosted, and plans to continue such events remain in place. 1. Hispanic Heritage Month events: Free film series sponsored by faculty in Spanish and Latin American Studies/ Documentary discussion of (Buena Vista Social Club)/Curator presentation and tour by Dr. Gail Gelburd on the Cuban Art exhibit/ Celebration of Hispanic and Latin food and dance/ Panel discussion and reception. 2. Lesbian, Gay, Bisexual, Transgender events: Kick off event: Coming out door for national coming out day/Guest speakers: Katelynn and JD/ Bayou Bijou screening of "Milk"/Classroom Discussion. 3. Black History Month events: 5th Annual Black History Month Kick Off Celebration and Salute to Black Films. Also that month, student, faculty and staff organizations hosted many events. 4. Women's History Month events: 4th Annual Women's Conference in honor of Women's History Month. Workshops, panelist for lunch and keynote speaker.
**5B	To ensure our students are poised to face major challenges of the 21st century**	
reinforce the importance and acceptance of diversity	In 2010, the Ernest J. Gaines Center opened in Edith Garland Dupré Library. It houses the only complete collection of the writer's scholarship in the world. Gaines, one of the most significant American authors of the 20th century, is UL Lafayette's writer-in-residence emeritus. He is most widely known for three novels, The Autobiography of Miss Jane Pittman, A Lesson Before Dying and A Gathering of Old Men.
emphasize sustainability and actions for prudently handling environmental resources **AY 2011-12 STRATEGIC PRIORITY**	Administration and student leaders recognized the need to focus efforts on developing a more sustainable and environmentally responsible campus. The following were identified as important to accomplish: (1) create an awareness of campus sustainability; (2) gauge the attitudes and understanding of the campus community toward sustainability; and (3) implement a comprehensive recycling program that accommodates the needs of UL Lafayette employees and students. To accomplish these objectives, the following actions were taken this year. Creating Awareness: (1) The President appointed a Campus Sustainability Ad Hoc Committee consisting of employees and students; (2) Created an Office of Campus Sustainability located in the BeauSoleil Solar Home; and (3) Filled a graduate intern and a student intern position to oversee the Office of Campus Sustainability. Gauging Attitudes and Understanding: (1) Held focus group meetings with stakeholders; (2) Used both paper and online surveys to gauge employee willingness to support a formal recycling program; (3) Conducted an inventory of current recycling activity across campus; (4) Participated in Earth Day activities, including tours of the BeauSoleil Solar Home; (5) Made presentations to faculty, staff and students on the

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<td>University's sustainability initiatives at a Social Action Seminar; (6) Renewed the University's Tree Campus USA status; (7) Sponsored a Spruce Up day at the BeauSoleil Solar Home; (8) Contracted with an independent web designer to create a web site for the University's sustainability efforts and the University's forming Office of Campus Sustainability; (9) Gained approval for the creation of a 20+ member university standing committee, the President's Committee on Campus Sustainability; (10) Developed a list of classes throughout the University that address sustainability or sustainable practices; and (11) Announced planned construction of the University's first LEED certified (Silver) building –the new/expanded student union.

Implementing a Comprehensive Recycling Program: (1) Based on focus group discussions and survey results, implemented a recycling pilot program (GEAUX R.E.D.) in two administrative and one academic building on campus (Martin, Foster, and Moody Halls); (2) Developed recycling zones to guide implementation; (3) Identified potential sources of funding, sponsorship and grants; (4) Implemented recycling throughout Zone 1 and continued efforts to educate and inform faculty and staff; and (5) Worked with residential housing officials to develop an implementation plan for recycling in select dormitories.

Ongoing and upcoming actions include: (1) Complete launch of sustainability website (Summer 2011/Fall 2011); (2) Select a chair and make appointments to the President's Committee on Campus Sustainability (Summer 2011); (3) Call an inaugural meeting of the President's Committee on Campus Sustainability (Fall 2011); (4) Continue to implement recycling program through identified zones (Ongoing); (5) Identify resources to further campus sustainability efforts (Ongoing); (6) Develop a list of co-curricular activities (service learning, clubs/organizations) that involve sustainability (Summer 2011/Fall 2011); (7) Develop a comprehensive Campus Sustainability Plan for the University (Ongoing/Summer 2011/Fall 2011/Spring 2012); and (8) Participate in professional development/networking workshops on sustainability practices (Summer 2011).

What is needed to continue this momentum is: (1) full support (staffing and budgetary) for the Office of Campus Sustainability; (2) assistance by faculty in the development of a Campus Sustainability Plan; and (3) assistance with grant applications by faculty and staff with experience in this area.</td>
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<td>enable students to evaluate rationally the causes of problems facing our society and our world

AY 2011-12 STRATEGIC PRIORITY</td>
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<td>socialize students to value and internalize the need to protect human rights</td>
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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	The University of Louisiana at Lafayette has developed a brand positioning strategy that will help differentiate the University from competitors. Lipman Hearne, a Chicago-based firm that specializes in marketing and communications 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, which includes broad representation from our university community and supporters. It conducted extensive research on campus and in other parts of Louisiana. Its research findings provided insight needed to develop an effective brand positioning strategy. That strategy will now be integrated into communications and marketing efforts in the University. Implementing a branding strategy of this scope typically takes three to five years.
develop brand recognition of, preference for, and loyalty to the University	For external constituencies, the University advanced this goal through the hiring of new coaches in football and basketball, through the continuing roll-out of the RCAF, and through the moderate success of the men's basketball and great success of the women's softball team. For those same constituencies, loyalty and pride have been improved through growing enrollment. Better working relationships with the city and LEDA have also improved the University's image and the way it is perceived. For internal constituencies, the academic review process was ultimately reaffirming for most programs and re-energized many. Employee Appreciation Week helped build a sense of identity and belonging. The Academic Affairs weekly newsletter was critical to building communication and understanding of ongoing activities and changes, and the roll-out of new branding initiative will be critical for future publicity. Website redesign is slated to commence in Summer 2011. Importantly, however, state-level budget concerns and the associated lack of resources and pay increases is making it difficult to maintain morale. Key faculty losses have occurred in several academic units and we are attempting to mitigate these losses within our fiscal limitations. In 2011-12, a President's Council will be formed, constituted by a diverse set of stakeholders whose purpose is to provide counsel to the chief executive officer of the institution.
publicize high-profile (signature) initiatives, research contributions and academic programs	Accomplishments on this strategic endeavor are addressed elsewhere in this update.
focus on enhancing and broadening our institutional reputation	We are in the early stages of developing relationships among the disparate faculty and centers on campus that work in the area of Louisiana culture and heritage. The Academic Affairs team has met with several of the key individuals working in these areas (traditional music, folklore, ecotourism, etc.) about the best structure to facilitate cooperative and mutually-energizing efforts among them. A meeting of these faculty will be called to develop a plan for enhancing future University efforts in the area of Louisiana Culture and Heritage, which Lipman Hearne had identified as being both a core value and a defining image for our university. In alignment with this effort, BeauSoleil avec Michael Doucet, a multi-Grammy award-winning band, was artist-in-residence at UL Lafayette for a week in March. Band members worked with student musicians on campus individually, in master classes and with ensembles. The band also worked with dance and music media students. BeauSoleil members were interviewed in the KRVS studio for future radio broadcast and for archival purposes.
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	Facility improvements/renovations continue to be a focal point of the Athletics Department. During the 2010-11 academic year, the Cox Communications Athletic Center received a complete "facelift". The renovation project included new walls, flooring, lights and decor throughout the building. Technology was also integrated into each office and meeting room. This project cost exceeded $250,000, but was completed at no cost to the University; a group of private donors working with a local contractor coordinated and paid for the entire project. The Lamson Park (softball facility) renovation is in its final stages. This project includes a new Press Box, Stadium

	Club, 3 private VIP boxes, concessions, public restrooms, covered grandstand seating, and a locker room facility. This facility will now compare favorably to other nationally ranked programs. Planning has already begun on renovation projects to include basketball, soccer/track, the weight room, and a large meeting room/auditorium. Funding is always a challenge. Bourgeois Hall is also being expanded. The Athletics Department continues to strive to develop new revenue streams. There is also a plan to employ a staff member with major capital campaign experience to lead our external operations. Another challenge is the oversight of facility projects, for which there is not adequate staff.
develop an academic center for student athletes to enhance their educational success	The University expanded the Academic Coaching Program so that more at-risk students could participate. A STEP grant provided replacement computers in the athletic Study Hall. Another room in the Conference Center was provided to the Student Athlete Academic Center to expand its operation. With the assistance of the Provost and the Faculty Athletics Representative, the SAAC will develop an action plan for 2011-12 that addresses the following initiatives: (1) assess the effectiveness of Study Hall through satisfaction surveys of student users and coaches, as well as through focus groups of both constituencies; (2) facilitate better communication with instructors of student-athletes by developing each semester a database of their courses, instructors, and instructors' most-used email addresses; and (3) develop a space utilization analysis and plan for the future.

Fifteen of the16 Ragin' Cajun athletic teams scored above the NCAA-mandated Academic Progress Rate score of 925 in 2010. The APR is based on the eligibility and retention of scholarship student-athletes. Men's golf, men's tennis, women's cross country and volleyball made perfect APR scores of 1,000. Only men's cross country narrowly missed the 925 APR target with a score of 921. By earning such high marks, UL Lafayette's teams avoided any scholarship or practice time penalties. The NCAA calculates an annual and a four-year average APR. UL Lafayette's softball team has the best multi-year APR score – 977 – in the SunBelt Conference. |
establish an endowment for athletics to increase competitiveness within the conference	With the introduction of the Scholarship Campaign, scholarships for students both in academic and athletic programs have been provided. When Development Officers are meeting with potential donors who have an interest in athletics, they discuss the merits of providing scholarships for our athletes, particularly first-generation student athletes.
**6C	To increase voluntary contributions for educational purposes**	
develop an integrative master plan for donor relations, fund raising and stewardship with the collaboration of the UL Lafayette Foundation	An area strategic plan involving Advancement, Alumni, Development, Advancement Services, Communications and Marketing, the UL Lafayette Foundation and Athletics was developed to engage alumni, donors and friends of the University. The University hosted awareness events in key cities and parishes to introduce the new Ragin Cajun Athletic Foundation (RCAF) fundraising program; the new head basketball coach, Bob Marlin; new head football coach, Mark Hudspeth; and University President, Dr. Savoie. The following cities were targeted for the event: Houston, TX; Baton Rouge, Lafayette, Crowley, Abbeville, New Iberia, and Maurice, LA . Attendance in these cities totaled over 1,600 with revenue raised directly or indirectly in excess of 1 million dollars.
determine the optimal relationship between the University and affiliated organizations such as the UL Lafayette Foundation and the Alumni Association	Extensive effort to optimize operational and staffing effectiveness in University Advancement and the UL Lafayette Foundation was undertaken this year. An outside human resource agency was used to evaluate our current staff. In so doing, personnel changes were made to better deploy our personnel talents. A new position entitled Facility Manager and Special Events Coordinator was added. This position will assist University Advancement and the Office of the President in streamlining special functions and improving the condition of the Alumni Center and special areas such as the Walk of Honor. The University is in the final interview stages of hiring a new Director of Alumni Affairs and Executive Director of the Alumni Association to facilitate outreach and future growth. The VP of University Advancement conferred with the UL Foundation Board President and explored ways in which the Foundation and Development can collaborate to improve outcomes in fundraising and donor relations. In Summer 2011 another consultant, with extensive expertise in university advancement, was retained to conduct a review of area effectiveness and opportunities for improvement. Results and recommendations are forthcoming.

elevate the role and responsibility of academic colleges in fund raising initiatives	Decentralization of development responsibilities continued this year, with the following actions taken and accomplishments achieved: (a) Each college was given the opportunity to participate in a direct mail annual giving appeal to its alumni. This was the first time that alumni were systematically asked by the dean of their own college to make an annual unrestricted contribution to help support and enhance the work of the college; (b) Each college was asked to select a representative to serve on the steering committee for the University's scholarship campaign, The Campaign for Scholarships; (c) College representatives joined community constituents (alumni and donors), representatives from the UL Lafayette Foundation Development Committee, student representatives, and staff representatives (from the President's office, Scholarship office and Development office) in quarterly meetings which focused on the campaign objective of raising $4.5 million in scholarship contributions. E-appeals will replace direct mail for the college annual giving appeals due to cost considerations and staffing efficiencies. In transitioning to e-appeals, it should be noted that solicitations will only reach alumni for whom the University's advancement team has current e-mail addresses. While there has been much progress in identifying more alumni e-mail addresses over the past couple of years, there will still not be the penetration rate with e-appeals that there would be for direct mail appeals. For the scholarship fund-raising initiative, each college will develop its own campaign to encourage faculty and staff within its college to make a gift or pledge (including payroll deduction). The emphasis will be on participation, as the University must demonstrate an internal commitment to external prospects (alumni and parents, individuals and businesses in the community, and philanthropic foundations). For the college annual giving direct mail appeals, large volume mailings of this type can be handled more efficiently and effectively by contracting with a direct mail company. The process of manually printing and collating thousands of direct mail pieces underutilizes the talents of the staff. Further, until a complete transition is made to electronic solicitation, a direct mail house can better segment a mailing such that appeals can be targeted based on factors such as previous giving and time span since leaving the campus. Regarding the college e-appeals, one challenge being encountered is not having sufficient staff in the University webmaster's office to assist in coordinating the "asks" through the University website. Currently, the Development office's website (housed by an outside vendor)is being used, and there have been technological problems converting e-appeals and associated attachments.
improve alumni relations through the creation of contemporary engagement opportunities	With the hiring of our new Alumni Director by Fall 2011, a comprehensive review of programming and outreach will be initiated immediately. A strategic plan will be developed with short-term and long-term goals.
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 AY 2011-12 STRATEGIC PRIORITY	The University engaged with economic development agencies in a comprehensive master planning process this year, contracting for the services of a local architecture firm and several other nationally-known consultants. The plan focused on the development of three distinct zones of campus: (a) main campus, (b) the research park/south campus area/university commons, and (c) the Lourdes facility, which was on the market and borders campus. Data was gathered and analyzed, and three charrettes will be conducted in Fall 2011. During the study process, the Blackham Coliseum was leased for a multi-month period for use as a movie production studio, contributing to the region's efforts to pursue economic development in the digital media industry.
develop property acquisition and disposal policies	As requests for access increased significantly, several campus units cooperated to develop a campus filming policy and fee schedules. Outside of this property management issue, no additional significant accomplishments were noted beyond the progress made last year.

Strategic Imperative 7 | Optimizing administrative effectiveness and efficiency

7A	To focus on human resource management challenges	
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	The Task Force on Faculty Evaluation and Merit is nearing the end of its work. The final component of the recommendation report is the creation of rubrics at the college and/or departmental level, a task most units have completed. The goal is to roll out the new evaluation system in January 2012. However, the lack of a consistent pool of raise money makes implementing a fair, consistent raise system almost impossible. In Summer 2011, the Academic Affairs team developed a proposal to allocate modest merit increments and market adjustments, but an Executive Order was subsequently issued prohibiting merit increases.
streamline and expedite hiring procedures for faculty	Because so few new faculty hires have been processed, little of substance has been accomplished in this regard. Our processing time for paperwork (request to fill position, request to advertise, request to interview, etc) has been improved to some extent, though challenges posed by the State's required Table of Organization(TO) has led to even more delays in hiring approvals. However, the end of the legislative session in June of 2011 suggested some potential relief from this constraint by excluding certain positions funded with external monies to be eliminated from the count. A number of key positions have been approved for advertising and search to begin in Fall 2011, so delays should be shorter than in the past.
monitor and ensure compensation at all ranks and for all contractual faculty is competitive with appropriate benchmarks	The Academic Affairs team has done a comprehensive analysis of salaries of instructional faculty, including in the analysis of factors such as discipline, rank, time in rank, and total years at UL Lafayette. Analysis was done with benchmarks provided by the CUPA annual faculty salary survey (NFSS Faculty Salary Report 2010-11) and the Oklahoma State University annual faculty salary report. This comprehensive assessment has pinpointed discrepancies based on rank and discipline. As budgetary conditions allow, market adjustments will continue to be made. This year upward adjustments to promotional increases for faculty and increases to summer pay for instruction were made.
develop a comprehensive system for the hiring, evaluation, equitable compensation and best-practices management of unclassified professional staff	A performance evaluation tool will be developed in Fall 2011 for standardizing the evaluation on unclassified professional staff. This parallels efforts for the complete revamping of the faculty evaluation system, with the modified protocol to be introduced in 2011-12.
ensure adequate administrative support staff	Stimulated by both fiscal necessity and the desire to increase operational efficiencies, a new, comprehensive workload analysis process was implemented this year that included both faculty and staff. A standard cost-benefit framework was utilized and deployed at the departmental, program and even individual levels. The Program Review process also took into account support staff levels, and resulted in a determination that the greatest administrative needs are in enrollment and student support units, as opposed to academic ones.
determine and meet classified staff needs for evaluation, development and recognition	We offered ongoing IT development programs, access to civil service training, days of recognition, and expanded training offerings (both face-to-face and online) this year. The University also retained its tuition exemption policy and benefit despite budgetary pressures.
7B	To optimally structure the organization	
examine the formal and informal administrative organization and reporting structures to ensure the appropriate level of (de)centralization	In 2011-12, the University will be searching for, at a minimum, the following administrative positions: Provost, Dean of Liberal Arts, Director of Innovation Management, Director of Alumni Affairs, and Director of Development. In Summer 2011 a Dean of the Graduate School was hired.
automate the purchasing process and post comprehensive budgets and available financial resources online	The budget development, request and approval process is completely online and fully deployed. The purchasing process has not yet been converted. The strategy for moving processes online is to determine the cost-benefit of immediate conversion by patchworking existing systems versus awaiting implementation of an enterprise system that will enable achievement of goals such as this.

foster communication among internal stakeholders	The Academic Affairs team introduced a weekly electronic newsletter this year, complemented by frequent Presidential blogs. The eNews was published regularly this year for the first time. The Office of Research has developed more frequent correspondence with the campus. And many units, such as the Child Development Center, have created Facebook pages to better enable communication with student parents. Efforts continue in the development of a master planning calendar for the campus community. Student Services has developed a protocol for notifying the community a year in advance about dates of interest to students and the community. This year Academic Affairs had more extensive and intense engagement with the Faculty Senate and its various committees than in previous years, necessitated by the University's need to involve faculty in the Program Review process, as well as in the development of campus policies dealing with program retrenchment and discontinuance. As part of this effort, faculties were asked to provide input into System policies regarding program closure and faculty layoffs. Several special faculty forums and meetings were scheduled this year to present processes to the faculty and staff of this University. In addition, in late 2010, the President and the Academic Affairs team met with the leadership and faculty of all degree programs impacted and in need of improvement as determined by the Program Review process.
create a culture emphasizing the value of exceptional service (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-5 | INCREASE GRADUATION OF TRANSFER STUDENTS)	Major emphasis this year was undertaken to enhance service to transfer students. To that end, the University collaborated extensively with South Louisiana Community College in the following ways: - The University agreed to provide semester training to SLCC faculty advisors and academic advisors to provide a smooth transfer process to SLCC students. University staff will inform SLCC staff each semester of scheduled Fall and Spring advisor trainings at UL Lafayette for faculty and staff. A listing of current online advisor trainings is available to SLCC personnel. Better trained advisors will provide the most up-to-date information to students and prevent transfer problems later in the process. - In Spring 2011, the University and SLCC agreed that the University should have a consistent presence on the SLCC Campus the first Wednesday of each month from 9:30 am – 12:30 pm to assist students with transfer issues. Beginning in April 2011, UL Lafayette's Transfer Coordinator increased her visits to SLCC and LSU-E to twice a month. - The University will publish information sheets for SLCC students with important transfer dates and registration timelines. - In Fall 2010 UL Lafayette Transfer Day on the campus of SLCC where students interested in attending the University get important information was continued. Offices represented are Admissions, Financial Aid, Scholarships and an academic college representative from the most demanded majors. SLCC students are able to apply for admissions at this event. Those who apply on that day will have the admissions application fee waived. SLCC students are able to bring their grade transcripts to this event and receive an on-the-spot evaluation. In Fall 2010, the Director of Enrollment Services at UL Lafayette in partnership with the Dean of Students at SLCC developed and implemented a new activity, the Transfer Connection. The purpose of Transfer Connection "is to increase outreach and presence of UL Lafayette on SLCC campuses; to provide on-site advising, transcript evaluation (unofficial) and admission to qualified SLCC students; and to provide information about academic programs and scholarships to SLCC students." Transfer Connection was a three-day event held in November at the SLCC main campus and on the SLCC New Iberia campus. To inform SLCC students about the Transfer Connection, a postcard was mailed to every SLCC student. Approximately, 89 students participated in the Transfer Connection. Information on the LA transfer degrees was a significant component of Transfer Connection. The UL Lafayette President, Provost, and Vice President for Enrollment Management met with the Chancellor of SLCC on February 2, 2011, to discuss various cooperative endeavors. These included the process of updating and publicizing articulation and 2+2 agreements including the Transfer Associate degrees; providing access to UL Lafayette sporting events, lectures, and cultural activities for SLCC students; and other joint ventures in the areas of administration and human resources.

	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 under the Louisiana Transfer Degree Guarantee Program. 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 14 degree tracks including Arts, Biology, Business, Chemistry, Computer Science, English, History, ITECH, Journalism, Math, Music, Physics, Psychology, and Sociology. The transfer degree advising templates were created with the assistance of the Advising Coordinators in the respective academic colleges from within the University. Successful completion of the required courses should allow for a seamless transfer of credit for all students that complete the Louisiana Transfer Degree. The University plans to increase offerings in the future. UL Lafayette also is party to the transferrable Associate of Science in Teaching, which articulates with the baccalaureate program in Elementary Education Grades 1-5.
combine local, state and federal relations into a single government relations office	This has largely been accomplished in the current environment through the efforts of the Vice President for University Advancement. The year's legislative session saw the passage of more acts related to higher education than ever before, particularly regarding accountability and enhanced transparency in reporting. Significant budget cuts, the threat of future budgetary restraints, changes in the composition and leadership of the Board of Regents, and program moratoriums all contributed to a high level of effort being expended on government "relations" this year by all levels of administration.
strategically reengineer the centralized information technology unit

(Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 3-1│: ADVANCE A PERFORMANCE-BASED FUNDING FORMULA FOR HIGHER EDUCATION THAT ALIGNS WITH THE GRAD ACT AND DRIVES CONTINUED IMPROVEMENT IN EDUCATION OUTCOMES AND MEETING THE WORKFORCE NEEDS OF THE STATE) | Operational enhancements continued with the following actions taken and accomplished: (a) implemented a new Help Desk ticket tracking system; (b) began alignment of UCSS and IMN Level 1 and Level 2 support organizations; and (c) hired new employees in the areas of Network Operations, Help Desk, Personal Computer Support (Level 2), Unix/Linux System Administration, and Security. In Spring 2011, IT (working with the UL CIO Group and Distance Learning) began discussing the development of "co-sourcing" vertical help desk functionality for specific ERP, after-hours, and support for e-learners, and several new positions were created, to be filled as funds and TO capacity become available. The "reorganization" efforts will continue during the 2011-2012 academic year. Several positions that will be filled include: (a) a third help desk agent; (b) two information technology network technicians; (c) an additional windows system administrator (entry-level); and (d) an Administrative Computing Support Specialist (OIS). In addition, as the implementation of the new ERP approaches, the following support positions will be filled: (a) additional Oracle DBA; (b) Unix System Administrator; and (c) Project Management Officer. The Help Desk and Network Support (TT#) level 1 functions will begin merging in Spring 2012 and all level 1 support calls will be handled by the Help Desk. In addition to Network Operations, the CIO has proposed to move the IMN administrative operation "back to Stephens Hall" and move the business function (services group, Video/Audio support, Operators) into the space currently occupied by IMN Administration. As the necessary physical changes are made to Stephens in Phase II (move help desk to first floor, create space for network operations, move OIS operators into the viewing booth in machine room), it would be beneficial to reapportion the space on the Broussard side of the first floor for IMN administration. |

Strategic Imperative 8 | Fostering economic and community development

increase access to and awarding of external funds for research and other learning activities (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-4 | DEVELOP AND PERIODICALLY UPDATE CAMPUS-BASED PLANS FOR SCIENCE AND TECHNOLOGY RESEARCH) (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-5 | ASSESS AND ENCOURAGE THE ARTICULATION OF STATEWIDE PRIORITIES FOR INVESTMENT WITH CAMPUS RESEARCH PRIORITIES AND ACTIVITIES) (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-6 | ENHANCE COMMUNICATION, INTERACTIVITY, AND EFFECTIVENESS THROUGH STATEWIDE DATA COLLECTION CONSISTENT WITH PROPRIETARY PROTECTIONS)	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. For FY 2009-2010, a total of 217 proposals were submitted to external agencies requesting a total of $74,875,712. 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. For FY 2009-2010, a total of 16 proposals were submitted to industry/ corporate sponsors requesting a total of $1,352,622. This represents 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%. 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. During 2010-11, OSRP: 1. distributed a total of 24 issues (twice per month) of Funding Notice. Each included several opportunities in Arts and Humanities; Education, Social Science and Service; and Science Technology Engineering and Mathematics. Funding Notice advertised more than 2,000 different funding opportunities. 2. 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"; and (8) "How to Write a Winning NSF CAREER Proposal." 3. published and distributed one issue of Research Focus in Fall 2010, and one is planned for Summer 2011. Each issue contained information related to proposal development, agency insights and compliance considerations. The Office of Research plans in 2011-12 to distribute a newly developed annual report in May, and design a "research dashboard" that will be posted on the website to provide instantaneous updated information on progress in research productivity.
foster activities of internal stakeholders that have the potential for enterprising ventures (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-3 | SUSTAIN AND ADVANCE RESEARCH COMMERCIALIZATION AND TRANSLATIONAL ACTIVITIES THAT PROMOTE ECONOMIC DEVELOPMENT IN LOUISIANA)	UL Lafayette facilitated in June 2011 an EPSCoR Conference in the domain of digital media and software development, a key Blue Ocean industry. The intent of the event was to bring together over 80 statewide academic and business leaders interested in this market to create collaboration opportunities. UL Lafayette's closest economic development ally is the Lafayette Economic Development Authority (LEDA). In fact, LEDA's L3 Strategic Plan was specifically considered and incorporated into UL Lafayette's 2009-2014 Strategic Plan. LEDA's mission is to provide assistance to local companies in their growth, market development and workforce development efforts; to recruit additional companies considering locating in this area; and to assist in the development of new companies in order to diversify the economy within Lafayette Parish. Faculty and staff at UL Lafayette have daily contact with LEDA, and UL Lafayette and LEDA collaborate on several projects including a very successful Biofuels initiative. UL Lafayette is also a partner in LEDA's newly formed Opportunity Machine (OM) Business Incubator and

	Accelerator housed at LITE and recently expanded to a second location in downtown Lafayette (opening in Summer 2011 and called the Switch). The OM's goal is to energize the Lafayette technology ecosystem for the benefit of the local community. For this reason, the OM wants to see as many local technology ventures succeed as possible. Each successful business gives back to the community by creating new jobs, diversifying the local economy and generating a technologically diverse workforce. As this effect compounds, a growth spiral emerges that attracts bigger businesses, better projects and greater profits while expanding sources of capital. OM's residents are engaged in several research projects with CAVE Fellows and other UL Lafayette researchers. UL Lafayette is also working with LCG's Le Centre International to attract international businesses to locate in the newly formed incubators. Louisiana Immersive Technologies Enterprise (LITE)'s 3D Render Farm will be a HD solution that will support Lafayette and Louisiana's focus on supporting the creation of digital media jobs by giving students and video producers the ability to speed up their rendering of HD video. The same infrastructure will be able to be used for 3D rendering, virtualized server capacity and other applications as needed. LITE and UL Lafayette's CAVE Consortium are also key partners in this project. The CAVE (the Computation and Visualization Enterprise) consortium, formed this year, 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. This year the Vice President for Research, the Assistant Vice President for Institutional Planning and effectiveness and the Deans of Engineering and the Sciences were intensely involved in LITE's operational and planning, playing key roles in leadership, succession planning, CEO selection, staffing, budgeting and policy development. LITE is at a critical stage in its natural maturation process, and UL Lafayette is committed to supporting its success.
incentivize the invention and commercialization of intellectual property **AY 2011-12 STRATEGIC PRIORITY** (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 2-3 | SUSTAIN AND ADVANCE RESEARCH COMMERCIALIZATION AND TRANSLATIONAL ACTIVITIES THAT PROMOTE ECONOMIC DEVELOPMENT IN LOUISIANA)	The Research Office has requested and received approval to develop the Office of Innovation Management. The Director for Innovation Management will:(1) advance and implement Intellectual Property (IP) goals and technology commercialization strategies for the University;(2) chair the University's Intellectual Property Committee;(3) manage intellectual property activities of the University (University review of inventions, patent development, filing, follow-through, and prosecution), and do so in conformance with University, state and federal policies, rules and regulations;(4) assist in the development and implementation of institutional policies relating to licensing of IP and agreements with private sector companies;(5) develop marketing strategies and solutions for University IP; (6) provide workshops and training for University faculty in the areas of economic development and technology transfer; (7) explore the development of relationships with private sector corporations; (8) work with state and local officials to assure University inventions, patents, copyrights and capabilities are fully considered in economic development initiatives and plans; and (9) keep local, regional, state and federal economic development officials aware of University capabilities, patents, and other intellectual property. The position will be advertised and filled in 2011-12. In 2011-2012 the University will reorganize and revitalize the Intellectual Property Committee. The Intellectual Property Committee will function as an advisory unit with the following responsibilities: (a) advise the Office of Innovation Management, Vice President for Research, the President, and UL Lafayette on institutional intellectual property policies, the implementation of policies, and the status and conduct of the institution's technology transfer efforts; (b) advocate to internal stakeholders for the institution's technology transfer and innovation management efforts; and (c) assist UL Lafayette in the conduct of the technology transfer program by performing the following duties: evaluate invention reports from University personnel, and recommend whether the University should accept the invention and attempt to obtain

	proper protection; conduct a preliminary assessment of viability, and make a recommendation to: (1) forward the proposal to an advisory entity to determine patentability and/or marketability; and/or (2) take other actions as deemed necessary; recommend the equity stake of the University and of the inventor(s) within the limits specified by policy; and (3) recommend how the intellectual property of UL Lafayette should more appropriately be assigned. The Research Office is currently understaffed to provide necessary guidance on intellectual property issues. The Intellectual Property Committee has not functioned during the last year. In addition, there is some compartmentalization of the intellectual property process that needs to be coordinated. The development of the Office of Innovation Management and reorganization of the Intellectual Property Committee will help with some of these challenges. By the end of Summer 2011, the System will be updating its 2007 Intellectual Property and Shared Royalties Policy to reflect emerging issues such as electronic learning property and digital media works. UL Lafayette provided input into that policy and will develop in the upcoming year its institutional documents to be consistent with them. As a component of the University Master Planning process, FourthEconomy consulting firm will benchmark existing University policy to that of peer institutions.
encourage interdisciplinary initiatives that preserve our regional culture AY 2011-12 STRATEGIC PRIORITY	Several events intersected to create significant possibilities this year in this domain, including the imminent hiring of a new Director for the Center for Louisiana Studies, our branding initiative, our pursuit of a BoR Center for Traditional Music, elimination of many foreign language programs at institutions across the state, the receipt of a large endowment in History, the opportunity to advance GRAD Act Centers of Excellence, closer cross-campus ties with LCG's Le Centre International and UL Lafayette participating in projects derived from BP funds dedicated to cultural tourism. Currently, the majority of the University's regional culture programming is organized, coordinated and hosted by the University's interdisciplinary Center for Cultural and Eco-Tourism (CCET), which has continued with its assigned task to "encourage interdisciplinary initiatives that preserve our regional culture" through various projects, most notably the popular free monthly series at Vermilionville named "In Your Own Backyard". This series highlights a different topic each month, and speakers are drawn from diverse areas and experiences; for example, the recent topic of Life on a Sugar Cane Plantation included a 4th-generation sugar cane farmer and biologist from LSU's AgCenter as well as a woman who was of the last generation to grow up on Oaklawn, one of the longest-running sugar cane residential farms. We continue to move to a stable digital format our collections within the Archives of Cajun and Creole Folklore and do so primarily with student personnel, further investing in the preservation of our culture by training the next generation of the workforce in this important and sometimes tedious work. The Bayou Teche Paddle Trail is a project co-managed by CCET, Acadiana Resource Conservation and Development and the TECHE Project. CCET is working with the local and parish governments in the four parishes traversed by the Bayou Teche in order to develop a consistent and cohesive paddle trail focused on: (a) small business development; (b) improved water quality; and (c) low-impact non-motorized recreation. CCET has received assistance through the National Park Services' Rivers Trails Conservation program and are currently developing a management plan for the project. CCET staff meets monthly with our steering committee, comprised of parish appointees, the Chitimacha Tribe and interested locals. CCET is continuing to produce CDs drawn from archival material. The music series allows the University to highlight lesser known musicians, songs and techniques. "Encore," a new student-hosted KRVS radio show features only archival recordings and is reaching a broad audience through its online access and podcast downloads.

	The CCET annual auction featuring Louisiana artists and packages of services, attractions and memberships enables bidders to better enjoy and learn about Louisiana history and culture. The concert benefit in June brings together young musicians and seasoned bands, all of whom have benefited in some way from the archival holdings. The evening is broadcast on KRVS, reaching an international audience.
	This year's fieldwork goals were challenged by the freeze on non-essential travel, but CCET was able to make a few trips to visit speakers before their appearance at the monthly Backyard Series. A team of three, including a graduate student and a partner from KRVS, visited with several older women in St. Landry Parish who practice the a capella juré tradition, a method of singing using only the voice and the body to make music.
	Over the past year CCET has solidified and expanded its partnerships with the three local festivals. CCET is the official host of Festival International de Louisiane's Soirées du Cinéma film series for four years and are looking forward to continuing it next year. The CCET staff coordinates the recording of all stage performances at Festivals Acadiens et Créoles and houses those recordings in its archive; it is also coordinating with festival organizers on a series of music releases of those recordings. The newest local festival, Blackpot Festival and Cookoff, and CCET have just established a partnership for administrative assistance and support in the planning phase of the festival, as well as assistance in preparation and audio engineering for the annual CD featuring the previous year's performances.
	CCET intends to further disseminate archival holdings through continuation of the Backyard Series, for which it has secured funds through September 2011, as well as expand our music offerings through a recent grant award from Lafayette Convention and Visitors Commission. The large Liberty Theater video collection is nearing completion (all 865 tapes are digitized, and in the final stages of cataloging) and will be accessible here in CCET's offices and at the remote viewing station established two years ago in Eunice at the Cajun French Music Association Hall of Fame.
	Other actions to encourage interdisciplinary initiatives include collaboration with the Modern Languages Department and Alliance Française to launch a monthly free French film series for the community, sponsored Cajun Jams at local music venues, and increased fieldwork and oral history interviews. The Bayou Teche Paddle Trail is scheduled to be launched at the annual Tour du Teche race at the beginning of October. The upcoming Grand Revéil Acadien (GRA), a gathering of Acadians worldwide, has made great use of the French-speaking staff and organizational support at CCET. The management plan for the Atchafalaya National Heritage Area is undergoing approval now and will be in the implementation phase this fall, and the Lafayette Parish Commissioner, the assistant CCET director, will be heavily involved.
	CCET's primary challenges are funding and manpower. Additionally, the Center has functioned without a director since June 2010 (a new Director was selected in June 2011), which has rendered the unit unable to fully participate in worthy projects throughout the state. In the ten years of CCET's existence, the Center has relied upon external dollars, raised through grant opportunities, fundraising and donations. If it is to sustain its current level of activity and realize the goals listed above, additional resource investments will need to be considered, to include an administrative support staff member and another researcher, funded undergraduate assistants through the student work-study program, and funding for contract personnel. Sustained and augmented funding will enable CCET staff to focus more on achieving programming goals and spend less effort on funding and development activities.
engage in outreach to enhance regional citizens' physical health and well-being	The Department of Nursing is involved in many projects that engage the community, both as part of required clinical student experiences as well as community service

projects including but not limited to: Community As Client, a health education interventional program targeted to small towns across Acadians; Wellness Wednesdays, a health promotion clinic offered to UL Lafayette faculty and staff; Homeless Connect; and Resource Center for Young Parents-to-be. The Dietetics Program is involved in projects/events that relate to citizens' health issues such as the American Heart Association Fund Raiser and Healthy US School Challenge Grant through Team Nutrition with the State Department of Louisiana. The Department of Kinesiology is involved with health-related projects such as Fall Prevention Study, Louisiana Fall Prevention Coalition, Miles Perret Cancer Services, and various service projects with Faulk Elementary School to enhance the healthy living curricula integration within the school and fitness training. The Department of Health Information Management is not actually involved in regional citizens' direct health interventions but patient care is often derived from adequate documentation, research, and quality improvement activities and as such, HIM students assist area physicians and healthcare facilities like Lafayette Community Free Clinic, area physicians' offices, and alternate healthcare facilities.

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 AY 2011-12 STRATEGIC PRIORITY	UL Lafayette is collaborating with the city of Lafayette, LEDA and Architects Southwest to develop a master plan for the University Research Park that would include mixed-use structures such as a service hotel, indoor concert venue and performance hall, student/faculty housing, supportive retail and dining, and recreational facilities. This master plan will also define the partnership of the UL Lafayette research enterprise with innovation and technology development. The master planning process has motivated discussions between the Research Office and the American Association of University Research Parks, and a site visit to the Centennial Research Park at North Carolina State University in April 2011. In addition, the Community Design Workshop in the School of Architecture spent the Spring semester designing four different scenarios for both the University Research Park and the Lourdes facility. The master planning process will continue to involve: 1. Further discussions with American Association of University Research Parks. 2. Other site visits to university research parks. 3. Participation with community stakeholders through charrettes and other forums concerning the development of the research park. 4. Developing a clear image and vision of the University Research Park with presentations to community organizations such as the Greater Lafayette Chamber of Commerce and the Lafayette Consolidated Government. 5. Publication of the Community Design drawings for public review. The Director of the University Research Park retired in 2010. This position may need to be filled to continue to assist in the development of a master planning process and to manage the opportunities of and tenants in the developing research park.
strategically cultivate tenants based on consideration of synergistic collaborations and economic sustainability	This goal is in progress, with achievement contingent upon the development, acceptance and implementation of a master plan. Current research park tenants (LITE, USGS and LEDA) are playing key roles in this process.
carefully segment and locate prospective tenants in each of the University's research intensive sites and locations	This goal is in progress, with achievement contingent upon the development, acceptance and implementation of a master plan. However, the new facility for the interdisciplinary Picard Center for Child Development and Lifelong Learning and an adjacent laboratory "nursery school" will be completed and ready for occupancy in Fall 2011. UL representatives met on several occasions with the leadership of the LSUHSC Medical School to collaborate in establishing an expansion of the LSUHSC Medical School to a campus in Lafayette. Plans call for UL to provide instructional support (10 to 12 faculty members teaching up to half time for the Medical School), student support services, and facilities. The Lafayette campus of the LSUHSC Medical School is

	expected to enroll its first students in classes beginning July 2013.The medical School will be located in the Research Park.
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	Efforts this year were focused more on collaboration with rather than the creation of economic (and cultural) development entities. In additional to ongoing and strengthening relationships with economic development agencies in the region, this year saw the creation of some new and evolved partnerships. • The Vice President for Research has, since his initial arrival on campus in Summer 2010, extensively engaged the economic development community by emphasizing that basic research and commercialization/economic development are two ends of the same continuum, and are both necessary for the creation of an innovation ecosystem. He has been invited to present at major economic development events across the region and state. • The University became more heavily engaged with the Upper Lafayette Economic Development group, with the President, other administrators and faculty presenting at their various meetings. This group is dedicated to strengthening an area of town known to be least developed economically. • The University supported the creation of the 16-parish Southwest Alliance of International Trade, and lend faculty and administrative support to its various projects and programs.
continue and make known our emphasis on partnering with regional not-for-profit enterprises	Accomplishment is evidenced by the increasing number of formal partnerships with community agencies and efforts at collecting and reporting that involvement through regular public presentations, media reports, and through the Univerity's annual service survey. One specific, new and notable example was the University's extensive engagement with FiberCorps, a nonprofit whose members represent the Lafayette Consolidated Government, The Community Foundation of Acadiana, LEDA, the Greater Lafayette Chamber of Commerce, LITE and UL Lafayette. FiberCorps exists to: (a) support local and recruit outside innovators by helping them implement demonstration projects that leverage fiber; (b) create centers of gravity in Lafayette for foundational technologies to generate the intellectual capital needed for long-term economic growth; (c) evangelize the benefits of fiber and encourage greater utilization within the community to enable a robust marketplace of consumers and investors; and (d) transform Lafayette into a test bed for next generation applications and services.
collaborate with pre-collegiate institutions to provide educational opportunities for underserved populations AY 2011-12 STRATEGIC PRIORITY (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-1 | THROUGH COLLABORATION WITH B.E.S.E., GRADUATE MORE STUDENTS FROM HIGH SCHOOL READY FOR COLLEGE OR CAREER)	The University is working more closely with the Lafayette Parish School Board in preparation for the heightened Fall 2012 admission standards. It is in discussions with the main feeder private schools and several community colleges (SLCC, LSUE, Delgado, BRCC). It makes regular high school visits with recruitment staff to keep counselors and students current on admissions standards, scholarships and financial aid availability. Posters were displayed in local high schools on the Fall 2012 Admissions Standards. An ACT Preparation Program for high school students needing assistance in achieving a higher ACT score was established. The University is working closely with the Lafayette Parish GEAR UP program, targeting middle school and high school students to better prepare them for college. It also participates in workshops for parents and high school and middle school teachers and administrators, and has presented at workshops on preparing for college. The University is now discussing strategies to address the math challenges it is seeing in our incoming freshman. It is developing a plan to provide professional development and training for teachers at the elementary education level. It is proposing a scholarship for 5 to 10 teachers identified as needing assistance in introducing rigor in the math curriculum and offer them the opportunity receive the training and professional development needed in a master's program. Growth in our "Dual Enrollment" program was also a major emphasis this year. The underlying principle of the University's High School Dual Enrollment program is to enroll only students who are projected to be qualified to attend UL Lafayette as first-time freshmen. In 2010-11 the University increased the total number of schools, students, and courses in the program, growing by 43% compared to 2008-09 and

expanding course offerings to 5 high school campuses. Approximately 68% of UL Lafayette's Dual Enrollment students enroll as full-time degree-seeking students upon completion of high school. While some participants are graduating from high school with just three college credit hours, some have completed as many as 20 credit hours. Closely monitored student feedback from surveys is positive, as is feedback from professors teaching dual-enrolled students. In the future, students completing the program will participate in an exit briefing to assess their future plans, as well as their holistic view of the program. Based on the success of the program in the regional public schools, the University is also working with several private parochial and independent schools to incorporate this program in their high schools.

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 in August 2009. The agreement was renewed for the 2010-11 academic year. In 2010-11 the University created new dual enrollment partnerships with Notre Dame High, West St. Mary High, Carencro High, and Vermilion Catholic High School to offer several courses on their campuses. And the University is providing free tuition to teachers at Notre Dame and Vermilion Catholic, and will offer an independent study courses and free tuition for the Fall 2011 semester for the history teacher at Notre Dame High. In an effort to strengthen our existing partnerships and create new opportunities, UL Lafayette currently offers free graduate tuition to local high school teachers in order for them to enroll in graduate courses to become SACS certified and allow the University to train and hire them as instructors in the local high schools. Two local teachers are currently pursuing graduate credit to become certified, and the University is seeking additional candidates. The University also offers continuing graduate education to local teachers through over $100,000 in annual scholarships to assist them in obtaining graduate degrees in Education and Educational Leadership. The University offered support to Erath High by giving a stipend to help offset their textbook costs.

The University does not currently charge a public school system for students wanting to take a second course as long as the first course was supported by Board of Regents funds. Assessment suggests dual-enrollment students experience positive progress and success rates, with a 33% four-year graduation rate (2007 cohort), significantly exceeding the campus-wide rate of 12%. In 2011-12, the University plans to offer 15 dual-enrollment classes in regional high schools.

8D	To enhance the vibrancy of the State of Louisiana
collaborate with economic development entities to mitigate exporting of state educated college graduates (Aligned with the "Master Plan for Public Postsecondary Education In Louisiana: 2011" OBJECTIVE 1-7 | DEVELOP A SKILLED WORKFORCE TO SUPPORT AN EXPANDING ECONOMY)	UL Lafayette faculty and administrators played a major role in Acadiana's presentation of its "Blue Ocean" regional assets during the LED visit to the area in January 2011. Organized by Acadiana Economic Development, the University's participation was representative of its ongoing and regular interactions and collaborations with economic development organizations and the local technical school and community college. An example is Lafayette Economic Development Authority's (LEDA) engagement in and support of the December 2010 approved degree program in Moving Image Arts, a program that will develop critically-demanded labor force in the digital media industry, a key Blue Ocean sector. Enrollment in this program has already far exceeded our projections. LEDA and UL Lafayette are further collaborating on the development of studio space, incubation opportunities for digital media start-ups, and support for pre-collegiate training programs in gaming. The University also worked extensively with an international nonprofit in the gaming workforce development domain. The University is working with the Louisiana Workforce Commission (LWC) in developing a Louisiana Workforce Supply and Demand Simulation tool to help improve the State's ability to develop a well-qualified workforce that is aligned with the state's economic development priorities. This simulation tool incorporates the Louisiana Industry and Occupational Employment Projections Process, along with a new Louisiana Workforce Supply Forecasting Model, into a simulation environment.

	A major accomplishment this year was the collaboration between Cleco Power and UL Lafayette's College of Engineering to construct the Cleco Alternative Energy Center at the Industrial Park in Crowley, La. This center will be used to study and develop alternative energy technologies using renewable energy sources which benefit the environment. Cleco Power will build the facility with the help of a $1 million stimulus grant from the Louisiana Department of Natural Resources' Empower Louisiana Renewable Energy Grant Program. The state created the grant program with money received from the U.S. Department of Energy. Once complete, Cleco Power will maintain the facility, and UL Lafayette will operate and staff it. This facility will open new doors for students and faculty to explore alternatives in energy and product development, while strengthening the University's relationship with its community partners. UL Lafayette will research a range of alternative energy technologies at the facility; however, their first project will involve a pilot-scale biomass gasifier that they are hoping to one day market when the biomass gasifier prototype is complete. A biomass gasifier converts biomass materials such as woodchips, rice chaff, bagasse (sugar cane byproduct), manure and certain grasses into synthesis gas or syngas. The syngas can be used as a fuel to generate electricity or converted into important liquid fuels and chemicals. Gasification technology is not new but has evolved during the last decade due to additional research. Gasifiers extract energy from many different types of organic materials, including biomass, coal and petroleum coke. Cleco Power and UL Lafayette are working with NorthStar Resources of Jasper, Texas, to commercialize the biomass gasifier.