University of Louisiana at Lafayette
Strategic Planning Report: 2015 – 2020
November 10, 2015

Strategic Planning Steering Committee

Dr. Melinda Oberleitner, Associate Dean, College of Nursing and Allied Health Professions & Professor, Department of Nursing (Co-Chair)
Dr. Vanessa Hill, Associate Professor and Head, Department of Management, B.I. Moody III College of Business Administration (Co-Chair)
Dr. Aeve Abington-Pitre, Assistant Professor, College of Education
Mr. Dane Adams, President, Student Government Association
Mr. Andrew Benoit, Assistant Vice President, Enrollment Management & Director, Undergraduate Admissions and Recruitment
Ms. Rae Brodnax, Development Officer
Mr. Gordon Brooks, Dean, College of the Arts
Dr. Jack Damico, Assistant VP of Research
Ms. Emily Deal, Head of Distance Learning and Online Services, Dupré Library
Mr. Scott Farmer, Athletic Director
Mr. Eugene Fields, Chief Information Officer
Ms. Jane Heels, Graduate Student Representative
Mr. Ruben Henderson, Assistant Director, Marketing & Leadership, Office of Student Engagement and Leadership
Dr. Helen Hurst, Associate Professor and Director, Graduate Programs, College of Nursing and Allied Health Professions
Ms. Heidie Lindsey, Associate Dean of Students & Director of Student Engagement and Leadership
Dr. Susan Mopper, Professor of Biology and Director, Center for Ecology and Environmental Technology
Mr. Tom Pears, Director, Auxiliary Operations
Dr. Catherine Roche-Wallace, Assistant Professor, College of the Arts
Dr. Geoffrey Stewart, Associate Professor, B.I. Moody III College of Business Administration
Dr. Charles Taylor, Assistant Professor, College of Engineering
Dr. John Troutman, Associate Professor, College of Liberal Arts
Mr. Xiang Xiyue, Graduate Student Representative

Executive Summary

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

After reflection on the mission and vision of the University, the committee conducted a SWOT analysis that explored our progress toward realizing the strategic goals identified in the 2009 – 2014 Strategic Plan, by inviting subject matter experts to provide updates on advancements achieved within that timeframe in their respective areas. The committee then used this information to conduct a second SWOT analysis to identify areas of strength and weakness, as well as opportunities for growth and factors that threaten the viability of the University's continued improvement.

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

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

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

Subsequent sections of this report identify weaknesses and threats in each area and propose initiatives to address these issues. These initiatives are prioritized in a timeline for completion. The report offers key performance indicators and protocol recommendations for assessing progress. The committee acknowledges the funding challenges associated with achieving some of the targets set for the key performance indicators given the fact that the University of Louisiana at Lafayette has historically lagged well behind its peers in terms of total funding (state funding plus tuition and fees) per student. We recommend that our relative position in total funding be included in annual performance reports on the accomplishment of the strategic plan to provide context for the achievement of key performance indicators. The committee notes that while our Strategic Vision is to be included in the top 25% of our peers institutions, the key performance indicators focus on achieving peer averages in a variety of categories, and we believe that to be a reasonable approach within an appropriate funding model. Finally, the report concludes with suggestions for improving and streamlining the strategic planning process going forward.

Mission Statement and Values

The committee reflected on the current mission statement and concluded that it provides a good foundation and represents an accurate expression and documentation of our history. However, the committee proposes a revision to the statement that reflects the University's evolution from a regional institution and its recent emergence as a national presence that aspires to achieve the Carnegie Classification of "Research University/Very High Research Activity." The committee therefore proposes the following update to the mission and values statements:

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

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

Equity: striving for fair treatment and justice

Integrity: demonstrating character, honesty, and trustworthiness

Intellectual Curiosity: pursuing knowledge and appreciating its inherent value

Creativity: transcending established ideas

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

Transparency: practicing open communication and sharing information

Respect: demonstrating empathy and esteem for others

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

Pluralism: believing in the inherent worth of diverse cultures and perspectives

Sustainability: making decisions and allocating resources to meet the needs of the present, while preserving resources for the future

Strategic Vision Statement

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

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

We identify our peer group for this vision statement as public universities in the category of "Research University/High Research Activity," as defined by the Carnegie Classification. Furthermore, appropriate performance measures in the categories of student achievement, faculty resources, and productivity in research, scholarship, and creative activities are delineated in the rationale sections that accompany each strategic imperative.

Introduction of Strategic Imperatives

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

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

The following sections describe the strategic imperatives by area (Faculty, Students, Research, and Governance), as well as key performance indicators for each one. The parts of the report that follow this section provide a detailed explanation of each initiative and a suggested timeline for completion.

<div align="center">

Strategic Imperatives (SI) related to *<u>Faculty</u>*:

</div>

Create a stimulating academic environment supported by the latest innovations in technology and informed by best practices, in which faculty members can realize their full potential as educators and scholars.

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

SI 1: Significantly upgrade academic facilities related to instruction in order to meet or exceed the quality of those at peer institutions.

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

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

- ***KPI 7:*** *Reduce the full-time undergraduate student to faculty ratio for students taking traditional curricula to the current comparison peer average of 15:1 and ensure that the staffing for distance learning meets or exceeds the peer average for instruction.*
- ***KPI 8:*** *Expand the recruitment and retention of new tenured and tenure-track faculty.*
- ***KPI 9:*** *Ensure diversity and equity in faculty appointments with the aid of the Office for Campus Diversity.*

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

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

SI 4: Provide professional development

- ***KPI 11:*** *Establish a campus center to train faculty in new pedagogical and instructional techniques and technologies that support both traditional and distance delivery of curricula.*
- ***KPI 12:*** *Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.*

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

Strategic Imperatives related to *Students*:

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

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

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

- **KPI 1:** *Implement and sustain student support to retain and graduate students.*
- **KPI 2:** *Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university's image nationally and internationally, in both distance and traditional degree programs.*
- **KPI 3:** *Maximize opportunities for student enrollment and progression in traditional and distance education curricula, including strengthening transfer partnerships with community colleges.*
- **KPI 4:** *Improve student success through engagement in high impact practices.*
- **KPI 5***: Expand and enhance incentives for graduate students' enrollment.*

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

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

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

- **KPI 9:** *Expand support for graduate programs; develop new doctoral programs in areas of graduate excellence and new graduate programs in areas of undergraduate excellence.*
- **KPI 10:** *Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.*
- **KPI 11:** *Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.*

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

- ***KPI 12:*** *Double the proportion of alumni giving to the University.*

Strategic Imperatives related to <u>*Research*</u>:

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

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

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

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

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

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

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

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

Strategic Imperatives related to *Governance*:

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

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

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

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

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

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

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

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

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

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

Detailed Discussion of Strategic Imperatives and Key Performance Indicators

1. Faculty

Co-Chairs: John Troutman & Michael McClure
Task force committee members: Emily Deal, Aeve Abington- Pitre, Karyn Sutton; Joshua Vaughan, Lisa Broussard, and Curtis Matherne

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

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

Synopsis of Proposed Initiatives and Key Performance Indicators

Significantly upgrade academic facilities related to instruction to meet or exceed facilities in peer institutions.	• Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities. • Increase spending for instruction and academic support to correct significant deficits in these areas and strive to reach our comparison peer averages for instructional and academic support. • Equip 90% of all classrooms with minimal technology package: internet access, laptop/computer workstation, LCD projector, screen and sound system. • Allocate sufficient funds to increase library expenditures for provision of research and information resources to meet or exceed the average of our comparative peer institutions. • Determine the minimum supply budget required by each department. • Meet the comparative peer average for maintenance, space allocation, ADA standards, and adjacency to faculty offices for instructional spaces.
Expand faculty staffing to meet or exceed peer standards for student to faculty ratios, course offerings, and faculty diversity.	• Reduce the full-time undergraduate student to faculty ratio for students taking traditional curricula to the current comparison peer average of 15:1, and ensure that the staffing for distance learning meets or exceeds the peer average for instruction. • Ensure diversity and equity in faculty appointments with the aid of the Office for Campus Diversity.
Offer competitive faculty salaries to recruit and retain the best faculty.	• Offer salaries competitive with those offered by our comparative peer institutions.
Provide professional development.	• Establish a campus center to train faculty in new pedagogical and instructional technologies that support both traditional and distance delivery of curricula. • Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback based on their instruction. • Provide faculty support including but not limited to computing technology, relocation, travel, start-up budgets, and GA/TA assistance that is competitive with institutions in our peer group.

Proposed Timeline to benchmark progress
(Years are fiscal rather than chronological)

2016

- Develop master plan to evaluate and prioritize upgrades to academic facilities.
- Set spending for instruction at a minimum of 60% of peer average.
- Equip 60% of our classrooms with minimal technology package.
- Increase library spending to at least 40% of peer average.
- Assign a task force to conduct internal study of appropriate department budgets.
- Assign a task force to conduct study of instructional spaces.
- Restore 20% of frozen faculty lines.
- Assign a task force to conduct audit on equity and diversity of faculty.
- Adjust faculty salaries to at least 80% of peer average.
- Assign a task force to develop plan for campus instruction center.
- Conduct a study to determine peer average for direct support.

2017

- Set spending for instruction at a minimum of 75% of peer average.
- Equip 75% of our classrooms with minimal technology package.
- Increase library spending to 50% of peer average.
- Complete study of appropriate department budgets , and report results with recommendations to Provost.
- Submit recommendations for instructional space to the Provost, leading to a prioritized list of academic facility improvements.
- Restore 40% of frozen faculty lines.
- Complete audit on equity and diversity of faculty, and report results with recommendations to the Provost.
- Adjust faculty salaries to 85% of peer average.
- Complete plans for campus instruction center and send out bids for construction.
- Submit recommendations for indirect faculty support to Provost.

2018

- Set spending for instruction at a minimum of 90% of peer average.
- Equip 80% of our classrooms with minimal technology package.
- Increase library spending to 70% of peer average.
- Implement recommendations for department budgets, instructional spaces, and indirect support.
- Implement action on recommendations from the audit on equity and diversity.
- Adjust faculty salaries to 90% of peer average.
- Begin construction for campus instruction center.
- Modify department budgets according to recommendations for indirect support.

2019

- Set spending for instruction to meet or exceed the peer average.
- Equip 90% of our classrooms with minimal technology package.
- Increase library spending to 80 - 90% of peer average.
- Conduct evaluation of actions implemented for modifying department budgets, instructional spaces, and indirect support.
- Ensure that faculty salaries meet or exceed peer average.
- Continue construction on campus instruction center.

Detailed Discussion of Initiatives: Faculty

Purpose: *Create a stimulating academic environment supported by the latest innovations in technology and informed by best practices, in which faculty members can realize their full potential as educators and scholars*

SI 1: Significantly upgrade academic facilities related to instruction in order to meet or exceed the quality of those at peer institutions.

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

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

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

Rationale:
• Comparison Peer Data Set: According to 2014 IPEDS data, the core expenses figure per FTE enrollment for instruction at UL Lafayette is $4,963. The average for our comparison peers is $8,742. The average for our aspirational peers is $8,546.[1] UL Lafayette currently maintains the **lowest** instructional expenditures/Total FTE among all of our comparison peer institutions.
• Comparison Peer Data Set: According to 2014 IPEDS data, the core expenses per FTE enrollment for academic support at UL Lafayette are $1,166. The average for our comparison peers is $2,245. The average for our aspirational peers is $2,246.[2]

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

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

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

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

The chart below demonstrates the gross deficits in our library budget in comparison with our comparative peer institutions, and identifies a failure to provide adequate research and information resources to our undergraduates, graduate students, and faculty. Attached charts indicate how far behind we lag in library resource support in comparison not only with our comparative peer institutions, but with our state peers as well. We fear that failure to prioritize library resources significantly in the 2015-2020 strategic plan will create **catastrophic and irreparable conditions** at UL Lafayette for our students and faculty.

Table 1: Library Expenditures: 2012

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

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

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

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

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

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

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

- **KPI 7:** *Reduce the full-time undergraduate student to faculty ratio for students taking traditional curricula to the current comparison peer average of 15:1, and ensure that the staffing for distance learning meets or exceeds the peer average for instruction.*

Rationale: Our students enrolled in traditional face-to-face courses experience higher student to faculty ratios than students enrolled at comparison peer institutions. Out of 132 universities in our report, only four had higher student to faculty ratios than UL Lafayette, and only two had higher ratios at Carnegie RH or RVH universities. Furthermore, according to 2012 IPEDS, the student to faculty ratio at UL Lafayette is 22 to 1. This is the **highest** ratio among our peer institutions. The next highest ratio among our peers/comparison schools is 19 to 1. The average of our comparison peer schools is 15.4 to 1. The average of our aspirational schools is 14.14 to 1. As a result, we propose to work toward a student to faculty ratio of 15 to 1 for students enrolled in traditional curricula. For students enrolled in distance education courses, we propose that student to faculty ratios be established in these courses that meet or exceed the peer average for instruction in distance education courses.

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

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

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

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

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

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

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

Rationale: Offering competitive salaries ensures high faculty standards, morale, student success, and research productivity.

SI 4: Provide professional development

> ***KPI 11:*** *Establish a campus center to train faculty in new pedagogical and instructional techniques and technologies that support both traditional and distance delivery of curricula.*

Rationale: The creation of a campus center to train faculty would facilitate ongoing innovation in faculty pedagogy, which would contribute to enhancing the academic experience of our students. Investment in enhancing faculty development in instruction contributes to improving student engagement.

- ***KPI 12:*** *Provide faculty support including but not limited to computing technology, relocation, travel funding, start-up budgets, and GA/TA assistance that is competitive with institutions in our peer group.*

Rationale: Support for faculty would help attract and retain high quality faculty.

Additional documentation to support these initiatives is included in Appendix B.

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

2 A functional expense category that includes expenses of activities and services that support the institution's primary missions of instruction, research, and public service. It includes the retention, preservation, and display of educational materials (for example, libraries, museums, and galleries); organized activities that provide support services to the academic functions of the institution (such as a demonstration school associated with a College of Education or veterinary and dental clinics if their primary purpose is to support the instructional program); media such as audiovisual services; academic administration (including academic Deans but not department chairpersons); and formally organized and separately budgeted academic personnel development and course and curriculum development expenses. Also included are information technology expenses related to academic support activities; if an institution does not separately budget and expense information technology resources, the costs associated with the three primary programs will be applied to this function and the remainder to institutional support. Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.

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

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

2. Students

Co-Chairs: Helen Hurst and Andy Benoit
Task force committee members: Gordon Brooks; Emily Deal; Mary Farmer-Kaiser; Jenny Faust; Ruben Henderson, Heidie Lindsey, Dane Adams, Jane Heels

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

- Recruitment
- Retention
- Graduation Performance
- Alumni Support

Synopsis of proposed Initiatives and Key Performance Indicators

Recruit, retain, and graduate outstanding students.	• Implement and sustain student support to retain and graduate students. • Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the University's image nationally and internationally, in both distance and traditional degree programs. • Maximize opportunities for student enrollment and progression in traditional and distance education curricula. • Improve student success through engagement in high impact practices. • Expand and enhance incentives for graduate students' enrollment.
Enhance student engagement in co-curricular activities through a vigorous, energetic, and culturally diverse university community.	• Develop and institute a defined plan/model for co-curricular activity at UL Lafayette. • Implement a co-curricular transcript for all students. • Obtain Carnegie Foundation's Classification for Community Engagement recognition.
Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.	• Expand support for graduate programs; develop new doctoral programs in areas of graduate excellence and new graduate programs in areas of undergraduate excellence. • Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships. • Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.
Expand and strengthen UL Lafayette's relationships with alumni and the community locally, nationally, and globally in direct support of student achievement.	• Double the proportion of alumni giving to the University.

Detailed Discussion of Strategic Initiatives: Students

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

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

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

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

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

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

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

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

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

In order to accomplish this initiative, the task force recommends that the University fully integrate the ERP/CRM program. We should also strengthen the prestige of our academic brand by adhering to admissions deadlines. Data on matriculation and graduation indicate a strong correlation between stating intent to attend and success in college. Students who state their intent to attend the University at or before the deadline are more likely to graduate.

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

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

Rationale: As enrollment grows at UL Lafayette, demand for gateway courses creates a bottleneck for student progression. The University must find additional methods of providing enrollment opportunities for students. While hiring additional faculty and renovating academic facilities will help alleviate these issues, the development of additional enrollment opportunities during the summer should be pursued. Enrollment management must be thoughtfully engaged to ensure that summer offerings support student learning, are an affordable option, and engage our best faculty.

The growth of enrollments of students in community colleges provides an opportunity to build on the partnerships that currently exists with those community colleges to serve students who may not be ready to enter the University or find a community college to be a better fit for their initial higher education experience. Students who complete an associate of arts or associate of science degree often succeed at a very high rate at the university level, and the University has a tremendous opportunity to increase our service to the State of Louisiana through transfer admissions.

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

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

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

 Rationale: Student research, internships, industry engagement, study abroad, and mentoring are shown to enhance student engagement, which in turn is proven to support matriculation and graduation. Participation in these activities can be improved by a concerted effort to foster collaboration between units

on interdisciplinary projects. Interdisciplinary collaborations can be encouraged by creating research networks within the university.

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

For example, faculty participation in study abroad may be increased if faculty could focus on developing the class and would not be charged with recruiting students for the classes as well. Recruiting to make minimum enrollment for study abroad is counterproductive. The responsibility for recruiting diverts faculty attention away from developing an engaging class to the logistics of recruiting students to meet the minimum class size requirements. In addition, it is often demoralizing to spend a significant amount of time planning a course, only to be told less than a month ahead of time that it will be cancelled.

Faculty are expected to engage in research and scholarship. This is a time-consuming effort, and for many teaching faculty, summer is the only stretch of uninterrupted time that can be solely devoted to research and scholarly activities. Increasing the level of graduate/teaching assistance as well as exploring creative scheduling options may provide the support needed to enable faculty to teach in the summer without adversely affecting research productivity. The administration can demonstrate the importance of these summer enrichment opportunities by compensating instructors well and providing necessary logistical and administrative support to encourage involvement.

Additional investment in Career Services personnel who specialize in recruiting companies to supply internships to students in the Liberal Arts, as well as in the STEM and professional disciplines would increase the participation of students in internships.

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

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

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

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

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

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

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

Rationale: Including credit earned for co-curricular activities on a student's transcript demonstrates the importance placed on these activities. A co-curricular transcript adds an element of accountability and provides additional incentives for full participation.

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

Rationale: The Carnegie Foundation's Classification for Community Engagement is an elective classification that is evidence-based documentation of a university's commitment to collaborating with the larger community for the "mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." The UL Lafayette Office of Community Service provides extensive opportunities for students, faculty, and staff to participate in community partnerships, leadership, service, and citizenship activities. Receipt of this designation would validate the efforts of countless students, faculty, and staff in contributing to the public good while enriching curricula, scholarship, research, and creative activity. Currently, only four universities in Louisiana (and none in the University of Louisiana System) are recipients of the Carnegie Foundation's Classification for Community Engagement: LSU, Loyola University, Our Lady of the Lake College, and Tulane University.

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

Rationale: Activities such as student engagement in mentored research and innovative and creative endeavors are considered high impact practices, which enrich the educational experience and can have life-changing effects for a student. These types of practices typically consist of meaningful and extensive interactions with faculty in and outside of the classroom, are challenging, and demand considerable time and effort from the student.

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

Rationale: There is an important interrelationship between research and graduate education. Graduate students – particularly doctoral students – are frequently essential collaborators who stimulate and inspire academic faculty to research. At the doctoral level, many students are talented and creative researchers who often conduct excellent research themselves. Additionally, graduate enrollment and the awarding of doctoral degrees are important metrics in evaluating universities for various classifications (e.g., Carnegie, AAU). At UL Lafayette, we have a low percentage of enrolled graduate students when our total student enrollment is considered (9%), and this reflects negatively on us when compared with both our peer

universities and our aspirational comparison group. As indicated by the Dean of the Graduate School, Dr. Mary Farmer-Kaiser, our 9% enrollment in Fall 2014 compared unfavorably with all of our comparison peers, including Louisiana Tech University, Bowling Green State University, University of Southern Mississippi, and others. Furthermore, we have fewer graduate programs (27 Master's Degree programs and 10 Doctoral Degree programs) than all of our peer comparisons, including Louisiana Tech University and the University of New Orleans. If we are to move toward a higher tier of universities, we must increase the size and number of our graduate programs, and our graduation rates. This is especially true in doctoral education. As a University, we have committed to moving toward the "Research University with Very High Research Activity" classification. For this purpose, we must award 100 doctoral degrees per year. We are currently at half that level (49-51). UL Lafayette must increase the number of Master's Degree programs and Doctoral Degree programs if we are to rise in prestige and rankings. Early start programs for excellent undergraduates and 4+1 programs can help to increase numbers in current programs, but the most effective solution involves creating and supporting more graduate programs.

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

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

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

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

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

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

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

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

- ***KPI 12:*** *Double the proportion of alumni giving to the University.*

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

In addition, this effort provides an opportunity to reach out to our alumni to develop relationships that go beyond appealing for donations. How do we provide opportunities for alumni to continue lifelong learning? How do we facilitate relationships between alumni and current students? Engaging alumni as partners through mentoring, research, and acting as ambassadors for the University makes their common experience as UL students salient, and may establish a bond between previous and current generations of students.

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

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

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

2016

- Reach an undergraduate 6 year graduation rate of 50%.
- Increase doctoral student enrollment by 20%.
- Increase the number of awarded doctorates by 5.
- Reach a pass rate for UNIV 100 of 70%.
- Ensure that 40% of UNIV 100 instructors are permanent faculty.
- Increase percentage yield of international applications: 40% UG; 5% GR.
- Evaluate current doctoral student stipends
- Conduct research to evaluate scholarship/stipends for Masters students at peer institutions.
- Identify task force to investigate criteria for Carnegie Foundation's classification for Community Engagement recognition.
- Convene a committee to develop a culture change initiative that would increase student awareness and appreciation for high impact engagement activities (such as collaborating on research with faculty).
- Increase the number of alumni contributions by 10%

2017

- Reach an undergraduate 6 year graduation rate of 51%.
- Reach a first to second year retention rate of 80%.
- Reach a pass rate for UNIV 100 of 80%.
- Increase the percentage yield of out-of-state applications: 20% UG; 40% GR.
- Increase percentage yield of international applications: 45% UG 15% GR.
- Ensure that doctoral student stipends are at 80% of peer institutional average.
- Increase the number of awarded doctorates by 7.
- Esatblish co-curricular activity plan.
- Propose two new Doctoral Programs.
- Apply for Carnegie Foundation's classification for Community Engagement.
- Increase the number of alumni contributions by 10%

2018

- Reach an undergraduate 6 year graduation rate of 53%.
- Reach a pass rate for UNIV 100 of 90%.
- Ensure that 50% of UNIV 100 instructors are permanent faculty.
- Increase the percentage yield of out-of state applications: 35% UG; 45% GR.
- Increase percentage yield of intenational applications: 60% UG; 35% GR.
- Ensure that graduate enrollment represents 15% of total student enrollment.
- Increase the number of awarded doctorates by 10.
- Ensure that doctoral student stipends are at 90% of peer institutional average.
- Identify task force to explore opportunities for research involvement for all students.
- Increase the number of alumni contributions by 10%

2019

- Reach an undergraduate 6 year graduation rate of 55%.
- Reach a first to second year graduation rate is 82%.
- Reach a pass rate for UNIV 100 of 96%.
- Ensure that 60 % of UNIV 100 instructors are permanent faculty.
- Increase the yield of out-out-state applications: 70% UG; 50% GR.
- Increase percentage yield of international applications: 65% UG; 35% GR.
- Ensure that doctoral student stipends meet the average of our peer institutions.
- Increase the number of awarded doctorates by 15
- Implement co-curricular transcript.
- Increase the number of alumni contributions by 10%

3. Research

Co-chairs: Jack Damico & Charles Taylor
Task force members: Mary Farmer –Kaiser, James Dent, Bill Ferguson, Craig Forsyth, W. Geoff Gjertson, Karl Hasenstein, Jennifer Lemoine, Mary Neiheisel, Saeed Salehi, Pavel Samsonov, Doug Williams

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

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

Synopsis of Proposed Initiatives and Key Performance Indicators

Enhance supporting infrastruture for the conduct of research and innovation.

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

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

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

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

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

26

Detailed Discussion of Strategic Initiatives: Research

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

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

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

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

The task force suggests that all necessary departmental and university procedures for grant-related activities (both pre-award and post-award) be streamlined and standardized in such a way that these procedures and their implementation are customer-service oriented and easily accessible to all interested researchers. During both the research task force meetings and the focus groups' conversations, there were discussions regarding a lack of understanding of appropriate university procedures for submitting research proposals. Numerous complaints were lodged regarding accessibility difficulties, problematic interpretation of grant management procedures, over-aggressive implementation of federal and state grant agency guidelines due to risk-aversion, and inconsistent implementation of stated policies and procedures. These discussions focused on both pre-award and post-award activities, and were exacerbated by the administrative separation of these two functional areas, whose processes should be customer-centric instead of being broken down (or perceived by many as *broken*) along administrative chains of command.

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

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

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

Finally, the task force strongly encourages that consideration be placed on incentives to increase faculty and staff engagement in research and innovation, including placing a priority on extramural funding, industry engagement, intellectual property, and patents, as legitimate and sufficient metrics on tenure, promotion, and workload documents.

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

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

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

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

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

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

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

Higher education R&D expenditures, ranked by FY 2012 R&D expenditures: FYs 2006–12

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

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

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

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

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

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

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

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

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

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

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

Given that our University has only had a re-vamped Office of Innovation Management for approximately 24 months, as compared to the 20 years during which AUTM peer-universities have been surveyed (GRAD Act Annual Report FY 2014-2015), and given that we have had a full-time Director of the Office of Innovation Management for less than one year, this should not be surprising. Training and mentoring activities can assist in closing the knowledge gap at UL Lafayette and should result in increased numbers of

new invention disclosures, new licenses and options, and even increased spin off and/or start-up companies based upon the commercialization of such products.

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

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

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

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

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

We need to be creative in the management of our endowments. One example of how such endowments could greatly influence research involves the manner in which we currently provide funds to the faculty members who hold endowed professorships. We currently have approximately 250 Distinguished Professorships at UL Lafayette (though the Foundation) that typically designate approximately 4.3% – 4.7% of the principal in each Endowed Professor account per year, for spending by the designated Endowed Professor. This often results in an amount that ranges from $4,500 to 6,000 per year, in each of these 250 accounts. However, only $3,000 are used in any year (designated as a supplement to salary). The other funds generated ($\approx$ $1,500 to $3,000) are not provided to the designated professors, but are left within the designated endowment account. At a time when there are few travel funds for the research faculty to attend conferences in their disciplines, simply changing the policy and allowing the designated Endowed Professors to use all the monies left over in their accounts after the salary supplements have been dispensed would result in approximately 61% of our research faculty immediately being provided $1,500 or more for travel each year.

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

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

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

As stated previously, funding agencies are currently favoring collaborative proposals that involve multiple disciplines and even multiple universities. Consequently, a preference for collaboration between different disciplines and between academic faculty researchers and Center/Institute-based researchers should be facilitated. The following are current examples of initiatives created by the OVPR that can be expanded: 1) establish greater collaborations between the New Iberia Research Center and several relevant academic departments on the main campus. This includes appointing a Research Officer for NIRC from the OVPR; 2) hire directors for the research centers and institutes (e.g., Picard, NIRC, IRI, ICEE) who have academic as well as research credentials, and provide tenure lines within selected academic departments, and 3) establish "Communities of Interest" so that researchers from different disciplines who are interested in similar research issues can get together in order to establish various levels of collaborations based on common interests, beyond disciplinary borders. Additionally, in order to break down academic and disciplinary "silos" wherein researchers only interact with similarly trained individuals, providing a series of joint faculty appointments between departments and between academic units and research centers would help facilitate a culture of collaboration.

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

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

In addition, policies for return of indirect funds, as well as accounting and attribution of grant funds (within the design of the new ERP system) to multiple units, in the event of multi-disciplinary proposals, should be examined and expanded to incentivize collaborations. We should not have a system of winners

and losers within collaborations – our policies and accounting systems need to be revamped to incentivize the equitable behaviors we are seeking on our campus.

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

2016
- Conduct mentoring workshops (2 in Spring).
- Form three communities of interest.
- Increase research proposals for external funding by 5% over previous year.
- Increase non-STEM research proposals for external funding by 10% over previous year.
- Increase funding for research, development, and other sponsored programs by 10 % over the previous year.
- Increase intellectual property licenses by 5.
- Increase business start-ups by 2.
- Increase travel monies by $20,000.
- Complete study of infrastructural changes in OVPR.

2017
- Move Research Expenditures to the top 25% of our NSF HERD Comparison Group.
- Conduct mentoring workshops (2 in Fall/2 in Spring)
- Form three new communities of interest.
- Increase research proposals for external funding by 10% over previous year.
- Increase non-STEM research proposals for external funding by 10% over previous year.
- Increase funding for research, development, and other sponsored programs by 10 % over the previous year.
- Increase intellectual property licenses by 5.
- Increase business start-ups by 3.
- Increase travel monies by $50,000.
- Complete infrastrucutral changes to steamline pre-award process.

2018
- Move Research Expenditures to the top 10% of our NSF HERD Comparison Group.
- Conduct mentoring workshops (2 in Fall)
- Form three new communities of interest.
- Increase research proposals for external funding by 15%.
- Increase non-STEM research proposals for external funding by 10%.
- Increase funding for research, development, and other sponsored programs by 12% over the previous year.
- Increase business start-ups by 2.
- Increase travel monies by $20,000.
- IComplete infrastructural changes to streamline post-award process.

2019
- Move research Expenditures to the top of our NSF HERD Comparison Group
- Form three new communities of interest.
- Increase research proposals for external funding by 20%.
- Increase non-STEM research proposals for external funding by 10%.
- FIncrease fnding for research, development, and other sponsored programs by 12% over the previous year.
- Increase business start-ups by 3.
- Ensure that each Academic College has a research Institute.

4. Governance

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

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

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

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

Synopsis of Proposed Initiatives and Key Performance Indicators

Establish a shared governance model that facilitates trust, teamwork, and cross-functional collaboration, and that aligns all stakeholders with the Vision and Mission.	• Establish an elected representative body of governance for each of the primary constituent groups on campus: faculty, students, classified staff, and unclassified staff. • Establish a University Senate with representatives from each of the above governance bodies., which will support broad participation in the determination of University initiatives and resource allocations. • Connect each stakeholder to the primary and support activities that drive University performance toward achieving the Vision. • Provide each stakeholder with a clearly articulated authority structure and method of performance evaluation, with both tied to the Vision and Mission. • Align all UL Lafayette committees' mission, membership, and reporting with the governance model.
Provide each level of governance with data analytics capabilities that create a collaborative culture and increases the university's overall impact.	• Build enterprise-wide data analytics capabilities in ways that provide a wide array of performance metrics that are transparent, based on ourVision and Mission, and broadly embraced.
Develop the Human Resources function in support of the Mission and Vision.	• Establish an HR System that will manage all stages of the employment relationship to provide a community of employees focusing on achieving the Mission and Vision of the University.
Establish a process for continuous academic and nonacademic professional development	• Cultivate professional development programming that has a measurable impact on improving pedagogical innovation, managerial effectiveness, and essential job skills in support of the effective operation and governance of the University.

Detailed Discussion of Strategic Initiative: Governance

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

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

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

Shared governance will only work if the senior executive team demonstrates its commitment to the structure. Without such commitment and advocacy, shared governance is a rhetorical exercise rather than an operating procedure. Senior management demonstrates commitment to shared governance through financial investment

(commitment to competitive employee compensation, training, ERP, and infrastructure), leadership investment (transparency, open communication, proactive engagement across stakeholder groups), active participation, and contribution of expertise, knowledge and skills.

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

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

The task force recommends that the university reconsider the current governance structure. A revised governance structure should include all stakeholders: Staff, Students, Administration, Faculty, and External Stakeholders. It is recommended that the structure of the Faculty Senate be revised. For example, the total number of Senators for the Faculty Senate could be established first, then each college would be allocated Senate seats based on its proportion of full-time faculty compared to the total number of full-time faculty employed by the university. Each college Senate seat would then be filled by faculty vote within the college. In addition, the Classified Staff and the Unclassified Professional Staff should have similar organizations with elected representatives. Each stakeholder group should have representation on a single council that will operationalize and monitor the governance of the University. The University of Kansas provides an example of such a structure. Its organizational chart is provided in the appendix of this report. The task force recommends that this revised structure be put in place by the end of 2017.

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

Rationale: The task force recommends the University Senate establish performance metrics and time lines for stakeholder reporting. The council should also establish metrics for organizational alignment with university deliverables to improve cross-functional coordination, responsiveness, decision-making capability, and community engagement. This body should also establish metrics for organizational culture and stakeholder satisfaction in terms of trust, equity, engagement, morale, innovation, and service quality. Finally, the University Council should convene a University Budget Advisory Committee charged with reviewing and making recommendations for budget appropriations.

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

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

Value Chain: a brief explanation. A value chain is a strategic tool originally developed for businesses in the private sector. In the context of industry, a value chain includes all of the activities in which a business engages, from the conception of a product or service to its delivery. The value chain is then analyzed to identify areas or activities that can be eliminated, improved, or expanded with further investment of resources or time. There are two types of activities in the generic industry value chain model: primary activities and support activities. Primary activities represent the core activities directly related to the creation and distribution of the product or service. Support activities contribute to the success of the primary activities. The term "value" refers to the contribution that each activity provides to the end product or service. The activities that contribute the most to the product or service should be prioritized. Resources should be allocated to those parts of the chain that contribute the most value, so that they can operate at maximum efficiency. This is done so that the business can maximize profit margin/value and maintain a competitive advantage. In recent years, efforts have been made to adapt the generic value chain model for business to Higher Education.[1] The result is the figure represented below[2]:
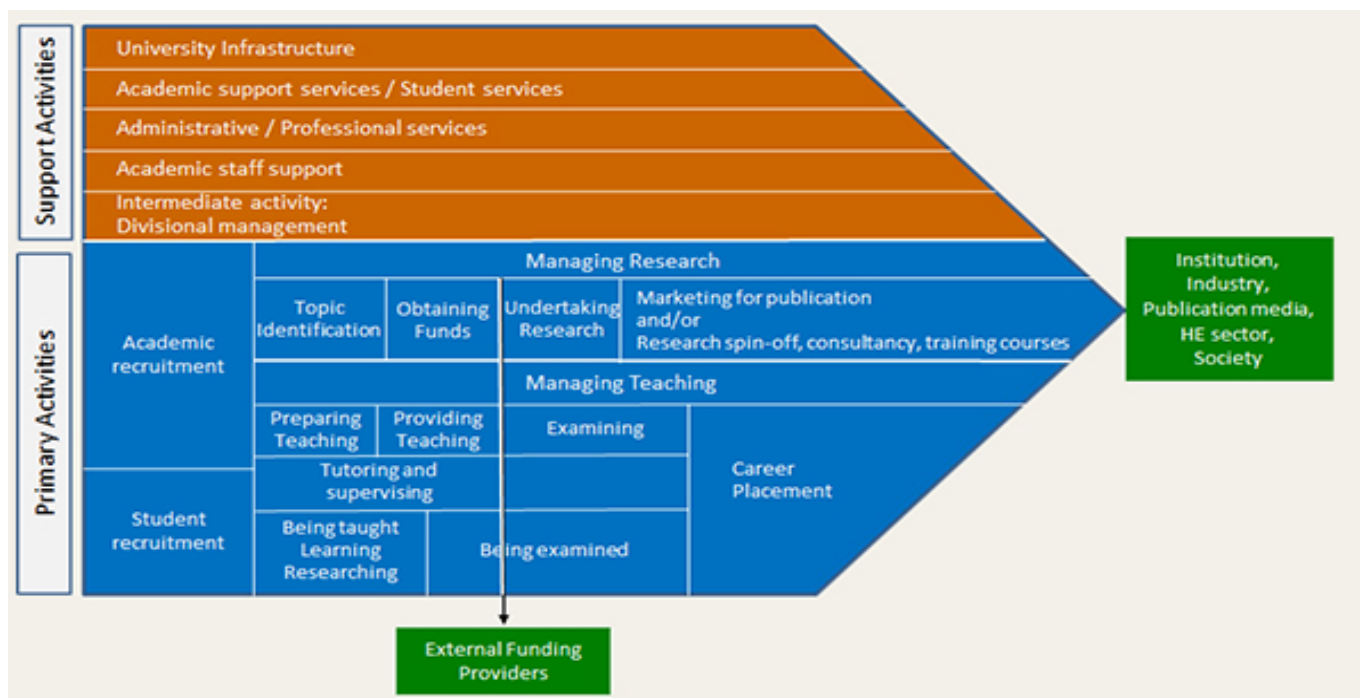
The green sectors labeled *External Funding Providers* and *Institution, Industry, Publication media, HE sector, Society* represent a University's "value added" or profit margin. The figure proposes a generic value chain model for colleges and universities. Each of the components of primary and secondary activities are explained in more detail in Hutaibat's article.

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

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

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

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

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

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

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

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

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

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

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

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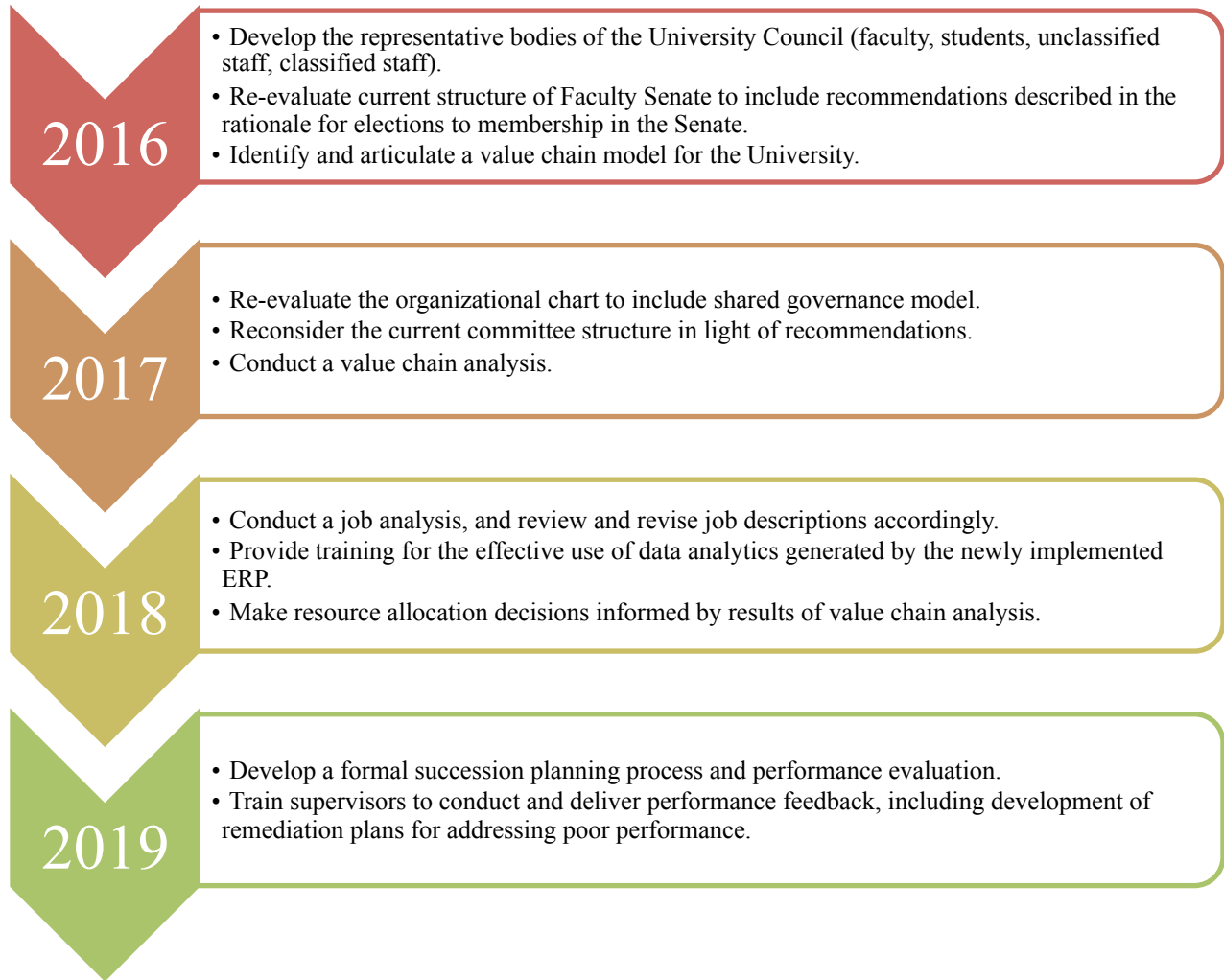
current performance evaluation procedures need to be modified to include protocols for documentation, remediation, and training. Employees that act in a supervisory capacity need to be empowered to provide resources to align existing talent with strategic priorities of the University. Employees that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

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

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

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

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

2016
- Develop the representative bodies of the University Council (faculty, students, unclassified staff, classified staff).
- Re-evaluate current structure of Faculty Senate to include recommendations described in the rationale for elections to membership in the Senate.
- Identify and articulate a value chain model for the University.

2017
- Re-evaluate the organizational chart to include shared governance model.
- Reconsider the current committee structure in light of recommendations.
- Conduct a value chain analysis.

2018
- Conduct a job analysis, and review and revise job descriptions accordingly.
- Provide training for the effective use of data analytics generated by the newly implemented ERP.
- Make resource allocation decisions informed by results of value chain analysis.

2019
- Develop a formal succession planning process and performance evaluation.
- Train supervisors to conduct and deliver performance feedback, including development of remediation plans for addressing poor performance.

[1] Groves, R.E.V., Pendlebury, M.W. & Stiles D.R . (1997). A critical appreciation of the uses for strategic management thinking, systems and techniques in British Universities. *Financial Accountability & Management,* Vol.13 No. 4 pp. 293 – 312. & Von Alberti, L. (2003) *The Value Chain in Higher Education* , Unpublished Master Dissertation, University of Southampton, UK.
[2] This model was derived by Khaled Abed Hutaibat (2011). Value chain for strategic management accounting in higher education. *International Journal of Business and Management* Vol. 6 No. 11 pp. 206 – 218.

Suggested Protocol for Convening Next Strategic Planning Steering Committee

In order to provide a smooth transition to the next strategic planning effort, we offer up the following protocol to guide the establishment of the committee, development of the plan, and implementation of the outcome.

Time	Activity	Person(s) Responsible
Fall 2018	Select Committee Co-Chairs	Provost
Fall 2018	Develop Timeline of Committee Activities	Co-chairs and Provost
Fall 2018	Select Committee Members	Co-Chairs and Provost
Fall 2018	Adjust Committee Members' Fall 2019 Teaching Schedules if Needed	Deans and Department Heads of Committee Members
Spring 2019	Convene Committee Charge to Committee by Provost Review and Revise Mission, Vision, Values as needed	Co-Chairs Provost Committee
Spring 2019	Determine Progress Towards Meeting 2015-2020 Strategic Goals and Imperatives	Committee
Spring 2019	Conduct SWOT Analyses Meet with Constituencies Such as Faculty Senate, University Council, Student Government Senate, etc.	Committee Co-Chairs
Spring 2019	Determine Task Force Foci and Composition	Committee and Co-Chairs
Fall 2019	Task Forces Convene	Committee
Spring 2020	Task Forces Present Work to Full Committee	Committee
Spring 2020	Co-chairs Finalize Report	Co-Chairs
Fall 2020	Strategic Plan Implemented • September 2020: facilitate focus groups to review and modify plan. • October 2020: Identify focus groups responsible for plan implementation.	Provost & Co-Chairs