

## About the Plan...

The University of New Orleans is dedicated to providing the New Orleans area with a first class research university. This strategic plan lays out the road map for the University to accomplish that goal. The harsh realities of the local, state, and national economies will not deter us. But we must recognize those realities in our planning process. The UNO Strategic Plan 2011-2014 guides the University in achieving the academic excellence outlined while adjusting to the economic realities of the time. Although it may be more difficult to achieve, The University of New Orleans remains committed to our mission of supporting the social, economic, and cultural development of the New Orleans area. This plan was developed by a committee composed of faculty, staff, students and community leaders.

University of New Orleans  
Strategic Plan: 2011 – 2014

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## Executive Summary

The University of New Orleans Strategic Plan 2011-2014 builds upon the previous strategic plan, continuing to strive towards academic excellence under the current downturn in the financial environment of the State of Louisiana. The Plan continues to define The University of New Orleans as:

- A major research university with Southern Regional Education Board (SREB) Four-Year 1 status
- A university with selected academic Programs of Distinction and Research Centers of Excellence that are nationally recognized
- A university of 8,000 to 10,000 undergraduate students who enter with an average ACT score of at least 23 and 3,000 to 5,000 highly qualified graduate students
- A university with at least 17% of its student population from other states and at least 8% of its student population from other countries
- A university that supports the New Orleans community through faculty and student participation
- A university that is one of America's Top 200 Research Universities
- A university that engages students in research/scholarship, artistic endeavors and promotes student involvement in university events

The Plan lays out the specific steps that the University will take to achieve this vision.

**Academic Programs.** New faculty lines will be allocated to departments according to the Academic Programs Plan. Besides supporting the university in general, this academic plan will propel the university to SREB 'Four-Year 1' status, and will support UNO's nationally recognized Programs of Distinction and Centers of Excellence. To help achieve these same goals, the university will enhance its fund-raising efforts through the UNO Foundation.

### **Targeted Marketing of Out-of-State and International Students.**

UNO will target marketing and research efforts to increase both the out-of-state and international student populations to at least 25% of the total enrollment by 2014, thus maintaining the position of the university as the most diverse in the state. The increase in international student population will be achieved by improving the coordination of international programs and by expanding programs and degrees in international studies.

**Other Student Recruiting Measures.** The university will intensify its emphasis on recruiting top, local students. In addition to targeted strategies, recruitment will be enhanced through improvements in facilities and campus life. The target is to increase the entering ACT score to at least 23 and increase undergraduate enrollment to 10,000 by 2014. The university will increase its efforts to attract National Merit Scholars.

**Student Retention.** One significant measure to improve student retention will be to emphasize faculty-student mentoring. Another will be to reaffirm the SACS Quality Enhancement Plan (QEP), which will improve the persistence rate of freshmen. Also, the university will develop an

early alert program, tutor laboratory and Student Success Center. Improving the ACT score of entering students will also help to improve the graduation rates. The overall goal in retention will be to match or exceed the graduation rate of our peer institutions.

**Faculty.** The Faculty section of the plan identifies actions to help recruit and retain a high-quality and diverse faculty and to promote faculty development by fostering an environment that promotes excellence in classroom teaching, scholarly productivity, shared governance, and encourages the faculty to engage in meaningful service to their profession, the university and to the community. The plan also identifies new actions to help build connections between faculty and students.

**Staff.** UNO recognizes the critical role that staff play in helping the university to achieve the goals outlined in this plan. Adequate staffing in crucial areas with a commitment to training and improved customer service is essential to university success. The plan also calls for greater staff involvement in the institutional effectiveness of the campus.

**Community Service and Outreach.** The university encourages faculty involvement in community outreach efforts. This will be aided by developing a segmented approach to community relations featuring specific fundraising goals for each unit and strategies to accomplish those goals. Included in these strategies are actions to ensure that the “UNO story” is communicated to the public. Finally, the community section of the plan defines specific actions to ensure that the university will deliver targeted non-credit programs and events that are highly valued by external stakeholders in the community, including involvement of classroom projects in community engagement as a component of service learning.

**Research.** The university is on the verge of becoming one of America’s Top 200 Research Universities. The plan identifies a series of actions which will carry the institution into this group of research institutions and lays the groundwork for achieving Top 100 status.

Full details of the steps outlined above and other plans can be found in the central section, “The Strategic Plan: Goals, Objectives and Actions.” Another major section outlines the university’s Programs of Distinction and Centers of Excellence. An introduction contains overviews of the university’s vision and mission, a description of the strategic planning process itself—a process which engaged the whole campus community—and brief descriptions of how the university goes about measuring its success. Appendices provide further useful information on student numbers, persistence, graduation rates, etc.

## **Background**

### **The Strategic Planning Process**

The University of New Orleans Strategic Plan for 2011-2014 is a comprehensive and realistic plan to advance its educational mission. The university has adopted more stringent admission requirements in an economic climate where state support for higher education is declining and a new formula for funding higher education could be implemented.

The 2008-2011 Strategic Planning Committee first met on December 18, 2008, and received the following charge from the Chancellor:

*The 2008-2011 Strategic Planning Committee is charged with updating the 2007 – 2010 University Strategic Plan. The Committee should prepare the 2011 – 2014 plan. The Committee should analyze the entire 2007 – 2010 plan and recommend changes in the plan as appropriate. In particular, the Committee should focus on the proposed Formula for Higher Education Funding currently under development by the Louisiana Board of Regents, changes in the external environment that may change the focus of the 2007 – 2010 plan, and the increased emphasis on student recruitment and retention.*

Since that mandate, the university has sustained further financial cutbacks. The goal of the strategic planning process is to positively position the university and guide it as it transitions into a more streamlined and stronger institution. Through intense examination and self-study, this Strategic Plan identifies a unified approach to match existing resources and past studies with stated goals, objectives, and realistic action steps. The plan builds upon the previous strategic plan; keeping those objectives that continue to be central to meeting the educational mission of the university while adding new objectives that address current economic realities. In particular, measureable objectives for research and technology transfer are included and community outreach emphasizes a segmented approach to community relations with an eye towards increased fundraising, both of these are avenues for increasing self-support that counterbalance decreasing state support.

### **Committee Organization**

Committee membership included two faculty members, two staff, two vice chancellors, and two students, and two deans, two members of the external community with one from the Alumni Association and one from the UNO Foundation. The Chancellor and Provost served as ex-officio members.

After receiving the charge from the Chancellor the committee identified the major themes for the new strategic plan. The primary decisions were to distribute Technology and Facilities throughout the action items of appropriate components of the strategic plan and to add an explicit section for Research. Based upon the major themes of Academic Programs, Students, Faculty, Staff, Community and Research, subcommittees were formed, drawing members from various standing committees and task forces as well as key administrators, senior staff, and graduate and undergraduate students. The purpose of these subcommittees was to define

objectives, identify measurements, and craft action plans that were reasonable for a three-year period. Membership of all committees and subcommittees can be found in Appendix B.

### **Measurements of University Success**

The University of New Orleans is a major Louisiana research university. Categorized as a Southern Regional Educational Board (SREB) Four-Year 2 institution, as a Carnegie Doctoral/Research Intensive University-High Research, and as a Commission on Colleges - Southern Association of Colleges and Schools Level VI institution, UNO offers students a broad range of academic programs, nearly one-quarter of which are at the master's and doctoral level. Extracurricular activities; an extensive program of intercollegiate and intramural sports; and frequent exhibits and programs in music, drama, ballet, and the fine arts enhance student life at UNO. Culturally, socially, economically, and intellectually, The University of New Orleans is one of the major assets of the City of New Orleans and the State of Louisiana. This strategic plan outlines actions to be taken over the next several years to achieve the university's goals. The facts and figures presented throughout this document were used by the committee to ensure that our progress could be accurately assessed.

### **Statewide Designation**

In January, 2010 the Louisiana Board of Regents directed each of the universities to review and update their Role, Scope and Mission Statement. As part of that directive the Board of Regents defined three classifications for institutions; flagship, statewide and regional. The University of New Orleans, the University of Louisiana at Lafayette and Louisiana Tech University are designated as statewide universities. With a designation as a statewide university, UNO is allowed to seek additional doctoral programs that are necessary for the university to meet its mission.

### **SREB Four-Year 1**

The Southern Regional Education Board is a nonprofit organization that works with policy makers in 16 southern states to improve pre-K through postsecondary education. Among four-year schools the SREB defines six categories or ranks. Currently, UNO is an SREB Four-Year 2 institution. To maintain SREB Four-Year 2 status a school must award at least 30 doctoral degrees yearly distributed among at least 5 Classification of Instructional Programs (CIP) categories (2-digit classification). This Strategic Plan defines a long-term goal of becoming an SREB Four-Year 1 institution. This goal will not be achieved by 2014, but this plan lays the foundation for achieving this goal. The State of Louisiana needs at least two top-tier public research universities because the city of New Orleans will not thrive culturally, socially, economically, nor intellectually without a major urban research university of the highest standard. To become an SREB Four-Year 1 institution, the University must award at least 100 doctoral degrees yearly that are distributed among at least 10 CIP categories (2-digit classification) with no more than 50% in any one category. Institutions change categories when they meet the criterion for another category for three consecutive years. Before Katrina, UNO averaged about 75 doctoral degrees in seven CIP categories (by 2-digit classification). Two of those doctoral programs have out-of date CIP codes, and the university could move toward

SREB Four-Year 1 status by reclassifying these two doctoral CIP codes, adding at least one additional doctoral program with a non-duplicating CIP code. Then by increasing the number of doctoral degrees granted to the required level UNO could achieve this status. This Strategic Plan suggests adding three additional doctoral programs for two reasons: (1) some of the additional programs will have duplicate CIP codes but have the potential to produce significant numbers of additional doctoral students; and (2) the additional programs may be necessary to ensure that the university meets the criteria for three consecutive years. Based upon the previous strategic plan, the University has submitted three letters of intent for new doctoral programs; Materials Science, Medicinal Chemistry and Interamerican Studies. The letters of intent for the Medicinal Chemistry and Materials Science Ph. D. programs were approved and full proposals for these programs are with the Board of Regents.

### **Ethnic Diversity Index**

This index addresses the racial diversity of the student body as well as that of the faculty. The Racial Diversity Index is reported annually by *U. S. News and World Report* in its rankings of universities.

### **Peer Institutions**

In the 2007-2010 Strategic Plan and through its Urban Agenda, UNO identified a set of peer institutions and a set of aspirational peer universities. In 2009 the State of Louisiana began crafting a new Master Plan for Higher Education. In developing the plan the Louisiana Board of Regents identified a set of peer institutions for each campus. Those peers are: Florida Atlantic University, Jackson State University, Mississippi State University, North Carolina A&T University, Texas Woman's University, the University of Alabama at Birmingham, the University of Louisiana at Lafayette, the University of Louisville, the University of Memphis, and The University of Texas at Arlington.

### **The New Louisiana Formula for Funding Post-secondary Education**

In developing the 2007-2010 plan the Strategic Planning Committee considered the formula funding method which is used by the Louisiana Board of Regents as a tool for allocating state appropriations to each of the colleges and universities in the state. During the 2008-2009 year the Louisiana Board of Regents developed a new formula for funding higher education. The proposed formula has four primary components: core, research, workforce development, and completers. The core component provides a calculation of general fund distribution based upon student credit hours (SCH) assigned by CIP code, academic level of course and SREB category of the school. The base SCH values are applied to a cost matrix which relates the value of a lower level undergraduate liberal arts student credit hour to the respective student credit hour values of other disciplines by level of student. The cost matrix reflects the increased cost to educate upper-level undergraduates, Masters, Doctoral and Special Professional students relative to lower-level undergraduate students. In addition, the cost matrix provides additional general fund dollars to schools at higher SREB categories. The research component provides incentives for research institutions to expand their externally generated Federal research activity by providing a 50% formula match for every dollar of federally generated research funding, averaged over the most recent three-year period. The workforce development

component provides an incentive for schools to expand programs which have been identified as addressing specific workforce demand needs. The completers component provides incentives for institutions to increase the production of students based upon overall number of completers, minority-student degree completion, Pell-grant completers, adult (over 25) degree completers, number of completers in STEM and SMART programs, teacher certificates, 2-year Louisiana Technical College completers, and 4-year MS/PhD/Professional/Special degree completers. The changes represented in the new formula are considered in the development of this strategic plan.

### **Measurements of Student Abilities and Student Success**

In addition to setting an overall enrollment target, this plan sets aggressive objectives for raising the mean ACT score of first-time, full-time freshmen. The minimum admissions standards are set by the LA Board of Regents. Currently requirements are an ACT score of 23 or a high school cumulative GPA of 2.5 or greater or a class rank in the top 25%. The ACT target specified in this plan is not an admissions requirement. Instead, it is a measure of success of our marketing and recruiting efforts. Raising the entering freshman ACT score will also improve our graduation rate. Finally, it is important to note that while our first-year persistence rate of 64% is close to that of our peer institutions (69%); our 6-year graduation rate of 25% is significantly below that of our peers (39.4%). Clearly, the university must address the graduation rate by several means, but especially by recruiting better-prepared students, identifying at risk students, developing an early intervention program, improving student life, and increasing faculty/student interactions.

### **LA GRAD Act**

On June 30, 2010 Governor Bobby Jindal signed the LA GRAD Act (Louisiana Granting Resources and Autonomy for Diplomas Act) – into law. The LA GRAD Act enacts performance expectations and incentives at colleges and universities in order to increase student performance, to better meet state and regional needs and improve institutions' overall competitiveness, effectiveness, and efficiency. With the GRAD Act UNO entered into a six-year performance agreement with the Board of Regents and agreed to meet specified performance targets aligned with our role, scope, and mission. By meeting established performance targets, the university will be eligible to receive limited tuition and operational flexibility subject to the approval of our management board. For UNO the performance metrics are divided into five components: Student Success, Articulation and Transfer, Workforce and Economic Development, Institutional Efficiency and Accountability, and Headcount of Students, Faculty and Staff. Beginning with the 2011-2014 Plan the strategic goals and measureable objectives of the university are connected to the LA GRAD Act.

### **Goal Champion**

In this plan, each goal has a Goal Champion. Throughout the coming years the Goal Champion will meet with the Strategic Planning Committee to measure and review progress towards achieving the objectives of that goal.

## **Vision For a Higher Standard in Higher Learning**

The University of New Orleans has the vision to be a great Louisiana research university. We will attract diverse and talented students through an accomplished, diverse and energetic faculty, a wide range of excellent programs, state-of-the-art facilities, and engagement with the larger community.

A great university has great academic degree programs. The university is committed to strong programs in fields that support our urban mission, that celebrate and exploit the unique advantages of our location in one of the most historic, culturally enriched, and interesting cities in the country, and support our goal to be an urban research university of national stature. Our programs will attract students from all over the region, the nation, and the world.

A great university has great students. Our students currently rival any in the country in work ethic and dedication to learning. The university affirms that it will graduate not only well-educated students to function successfully within a diverse, multicultural, and global society.

A great university has faculty of national and international stature. The university already has one of the best faculties of any university of our type in the United States, but we will focus on attracting new faculty in strategic academic areas and actively support efforts of the faculty in teaching, research, and service.

A great university has a dedicated support staff. The university will recruit staff with exemplary skills, retain qualified staff through an ongoing system of performance evaluation and rewards, and encourage staff productivity through effective support systems.

A great university is engaged with its community. By enhancing programs of academic excellence, we will better contribute to the economic, social, and cultural development of the Greater New Orleans community and beyond.

A great university has great facilities. The quality of our campus will be consistent with our status and support a complete learning, living community.

A great university has innovative applications of technology. The university provides students, staff and faculty with state of the art technology, supports research through university-class computational resources, and ensures that IT resources are always available.

## **Mission of The University of New Orleans**

The University of New Orleans (UNO) is a major statewide research university. UNO supports the development of the educational, economic, and social well-being of the culturally rich New Orleans metropolitan area, the State of Louisiana, the nation, and the global community. Located in an international city, the university provides educational and workforce development opportunities to a highly diverse student population through its research and curricula, and through its Programs of Distinction and Centers of Excellence. The university's technological and cultural alliances connect the institution, its faculty, and its students to the community through joint projects with public schools, governments, foundations, businesses, and civic groups, enriching opportunities for learning and community growth.

UNO seeks to maintain a balance of undergraduate and professional programs and views Master's and Doctoral programs as integral to the university's purpose. The university offers baccalaureate and master's degrees in Arts, Sciences, Humanities, and Social Sciences, in addition to its professional schools in Business, Education, and Engineering. The university's strategic plan identifies Programs of Distinction, and to achieve its goals, the university has established several Research Centers of Excellence. Doctoral programs focus on fields of study in which UNO has the ability to achieve national competitiveness, respond to specific state or regional needs, or support the research, scholarly, or artistic mission of the university. Further, the university's strategic collaborations with business and industry help drive the economic development of the State of Louisiana in areas such as Nanotechnology; Cybersecurity/Information Assurance; Film; Advanced Manufacturing; Coastal Restoration; Hotel, Restaurant, and Tourism Administration; and Medicinal Chemistry.

UNO is currently categorized as an SREB Four-Year 2 institution, as a Carnegie Doctoral, High Research University, and as a COC/SACS Level VI institution. UNO is located in Region I of the State of Louisiana. Programs in the College of Engineering and Department of Computer Science are accredited by the Accreditation Board for Engineering and Technology (ABET). The Department of Computer Science is also designated as a National Center for Information Assurance in Teaching and Research. The College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB-International). The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The programs in Fine Arts are accredited by the National Association of Schools of Art and Design. The Department of Film, Theater, and Communication Arts is accredited by the National Association of Schools of Theatre.

## Programs of Distinction

The university defined a set of academic “Programs of Distinction” spanning the five colleges which satisfy the following criteria:

- Nationally/internationally recognition or of unique local importance
- Several faculty in a common area working toward a common goal
- Provide unique opportunities for research/scholarly/artistic achievement
- Faculty are recognized locally or nationally
- Produce graduates who become nationally or internationally recognized
- High demand by students for the program or for graduates from the program
- Attract students on a regional/national basis
- Strong interactions with industry, business and/or organizations

### College of Business Administration

#### ❖ *The Lester E. Kabacoff School of Hotel, Restaurant, and Tourism Administration*

The School of HRT offers Bachelor of Science and Master of Science degrees that prepare graduates for management positions in the hospitality and tourism industry. The Master’s degree in Hospitality and Tourism is the only one of its kind in Louisiana. In its six year history, this program has placed 100% of its graduates in the industry. The School is endowed by the Kabacoff family and the Hilton Hotels Foundation and has an Advisory Board made up of outstanding leaders from the hospitality and tourism industry. The School has a Hospitality Research Center and works in collaboration with the Division of Business and Economic Research in the College of Business Administration.

#### ❖ *The Department of Accounting*

The Department of Accounting consistently ranks as one of the top programs in the South in the percentage of first-time passage rates on the CPA exam, and is well recognized by recruiters as having high-quality undergraduate and graduate accounting programs. The Department maintains a separate AACSB accreditation, one of a relative few accounting departments worldwide to maintain this level of excellence. The department offers the only Master of Science in Taxation program in Louisiana.

### College of Education & Human Development

#### ❖ *Teacher Education and Counselor Education*

UNO’s College of Education and Human Development has long been a leader in educating top-flight teachers and counselors. The Counselor Education Program is the only doctoral program in counselor education in the state of Louisiana, and it achieved national prominence in the last decade with a number of awards, including the Robert Frank Outstanding Program Award. The college offers innovative, practical programs such as Teach Greater New Orleans (TGNO) and Counselor Education that have direct positive impacts on our community.

## College of Engineering

### ❖ *The School of Naval Architecture & Marine Engineering (NAME)*

UNO is one of a select few universities to offer a Bachelor of Science degree in Naval Architecture and Marine Engineering, and this undergraduate program is one of the best in the country. NAME also has one of the fastest-growing graduate programs in this field in the United States. Besides studying with distinguished faculty, students benefit from access to nearby shipping industries. Graduates are in high demand and find positions in a wide variety of marine enterprises such as ship and yacht building, engineering and design consulting, software development, and offshore companies.

## College of Liberal Arts

### ❖ *Arts Administration (MADD)*

One of the most highly respected programs in Arts Administration in the U.S. and based in New Orleans, a city alive with arts and artists, MAAD prepares students for careers in the management side of the performing and visual arts. The only program of its kind in the southern United States, MAAD features a faculty of experienced professionals. Internships and practicums give on-the-job training to students transitioning from the classroom to the workplace. The long list of jobs and internship sites includes not only most local arts organizations, but also many others, such as the Metropolitan Opera, the National Gallery of Art, and the Joffrey Ballet of Chicago.

### ❖ *Creative Writing (CWW)*

An interdisciplinary graduate program in fiction writing, nonfiction writing, poetry writing, play writing and screen writing, the CWW curriculum culminates in a creative thesis and leads to the M.F.A. CWW partners annually with The Tennessee Williams/New Orleans Literary Festival and sponsors public reading series. Students produce highly acclaimed work, having received such honors as the National Student Playwright Award from the American College Theatre Festival, the American Book Award, and the Associated Writing Program's Intro awards in short fiction, poetry, and non-fiction. Graduates have placed their work with major publishing houses, have been featured in the book-of-the-month series on NBC's *Today show*, and are widely published in literary journals and other publications nationwide.

### ❖ *Film Arts*

UNO houses one of the top film production programs in the country, having close affiliations with the prestigious American Film Institute and the UNO Film Studios. Besides studying with the distinguished faculty of the department, UNO students have the opportunity to work on major motion pictures and to learn from industry insiders. Given its unique position and established connections to the burgeoning film industry in New Orleans, the Film Arts Program is helping to solidify the city's and the university's role in the development of Hollywood South.

### ❖ *Fine Arts*

The MFA program in Fine Arts has sustained its reputation as one of the leading graduate programs in studio art in Louisiana and the Gulf South over time. Its long list of impressive graduates have garnered national and international recognition as working artists and have found additional success as academics, teachers and community organizers both locally and across the country. The numerous exhibitions at its UNO Lakefront Gallery and at its UNO-St. Claude Gallery, located in New Orleans' newest arts district, along with its affiliation with the UNO-Ogden Museum of Southern Art, the focal point of New Orleans "Julia Street" arts district, make Fine Arts at UNO a vital institution in New Orleans' contemporary arts scene.

### ❖ *Jazz*

Guided for many years by legendary pianist and educator Ellis Marsalis and now led by recording artist and educator Ed Petersen, the Jazz Studies program at The University of New Orleans attracts students from around the world to study jazz in the city where it was born. Members of the faculty have performed with the most important jazz artists of all time, have received numerous prestigious awards, and have played on many Grammy-nominated recordings. Students receive highly personalized training and gain additional experience and in all aspects of Jazz through UNO's newly formed New Orleans Jazz Institute. UNO alumni are now making their own musical history. Some of the most important people in contemporary jazz, Nicholas Payton, Irvin Mayfield, Brian Blade, John Ellis, and many others attended UNO.

### ❖ *Theatre Arts*

The nationally recognized Theatre Arts Program at UNO offers the B.A. and M.F.A. degrees and affords its students experience in all aspects of the professional theatrical experience. It has produced two national student playwriting award winners, four national Irene Ryan Actors, three national student directors, a national critic's institute winner, and two national productions at the Kennedy Center for American College Theatre Festivals, as well as numerous local awards. Graduates work in regional theatre and on Broadway, and they created four professional theatre companies in the greater New Orleans area. The Theatre Arts Program is fully accredited by the National Association of Schools of Theatre.

### ❖ *The School of Urban Planning and Regional Studies (SUPRS)*

UNO's School of Urban Planning and Regional Studies (SUPRS) faculty and students engage with and directly participate in research and service central to the recovery and restoration of the greater New Orleans area. SUPRS offers undergraduate and graduate degrees in Anthropology and Urban Studies, as well as the **Master of Urban and Regional Planning (MURP)**, the only accredited urban planning program within the states of Louisiana, Mississippi, and Arkansas. SUPRS guides students to meet the challenge of simultaneously preserving cultural traditions and building workable twenty-first century communities. The academic programs are supported by the Center for Urban and Public Affairs and the UNO Transportation Center, both of which offer additional research opportunities to students.

## College of Sciences

### ❖ **Chemistry**

The Department of Chemistry at The University of New Orleans is a leading department in the State of Louisiana. The accomplishments of the department are demonstrated through high levels of state and federal funding, excellent publication rates, and continued education of Ph.D. graduates. In 2000, the Department earned recognition through the Louisiana Board of Regents' Departmental Excellence Faculty Excellence (DEFE) program. The Department was one of 17 chosen for this award statewide, and was the only chemistry department to receive this distinction. Based on 2009 data from the National Science Foundation's *Survey of Research Expenditures*, the department ranked 59<sup>th</sup> in the country in terms of federal research expenditures. The Department's faculty, graduate students, and undergraduate students are also actively involved in ongoing outreach programs that provide research experiences for undergraduate students, high school students, and high school teachers; of which about half were from minority groups and about half were female.

### ❖ **Interdisciplinary Ph.D. in Engineering and Applied Sciences**

Approved by the Louisiana Board of Regents in 1995, the UNO PhD Program in Engineering and Applied Science is an integrative, interdisciplinary program involving faculty from four departments in the College of Engineering and four departments in the College of Sciences. There are 14 participating Institutes, Centers, and named Research Groups and Laboratories. This program is particularly suited to the emerging trends in the scientific and engineering communities, and is intended to develop the necessary research, analytical, and design skills to qualify graduates for high-level scientific and engineering positions in research, industry and government. The Program has now produced 79 Ph.D. graduates. Participating faculty include Fellows of Professional Societies, a UNO Distinguished Professor, UNO University Research Professors, Endowed Chairs, and Endowed Professors.

## Centers of Excellence

This document defines "Centers of Excellence" at The University of New Orleans. These institutes and centers satisfy the following criteria:

- Nationally or internationally recognized
- Offer something extra – more than a major or a department
- Multiple individuals working together toward a common goal
- Inter- or multi-disciplinary approach to research/scholarly/artistic achievement
- Meet the criteria for excellence as measured by the disciplines in the center
- A consistent record of extramural funding
- Meet the criteria for recognition as a center/institute by the Louisiana Board of Regents

## COLLEGE OF ENGINEERING

### ❖ **Energy Conversion and Conservation Center (ECCC)**

The mission of the Energy Conversion and Conservation Center is to perform research which promotes conservation and efficiency in energy usage with environmentally friendly and sustainable methods. The center includes three laboratories: the Aerothermal Laboratory, the Energy Conversion Laboratory, and the Energy Conservation Laboratory. Two wind tunnels are available for aerothermal research, along with sophisticated instrumentation systems used to measure air flow rates and temperature.

### ❖ **National Center for Advanced Manufacturing-Louisiana Partnership (NCAM-LP)**

NCAM was initiated in March of 1999 through a Memorandum of Understanding with the State of Louisiana, UNO, The UNO Research and Technology Foundation, Inc. and the National Aeronautics and Space Administration George C. Marshall Space Flight Center. NCAM is located at the NASA Michoud Assembly Facility in New Orleans East. The mission of NCAM is to assure world class manufacturing capabilities enabling space transportation systems; create federal, state, university and industry manufacturing partnerships; effect a cultural change in manufacturing to an intelligent-collaborative environment; enhance educational development for manufacturing; and strengthen U.S. competitiveness in aerospace commercial markets. NCAM's unique manufacturing capabilities are focused in the areas of friction stir welding, composite material manufacturing using advanced fiber placement, robotically generated non-destructive evaluation, and high speed machining of metallic and composite parts. In addition to its manufacturing focus, NCAM has developed a modeling and simulation capability based partially on state of the art Light Detection and Ranging data measuring systems.

### ❖ **Schlieder Urban Environmental Systems Center (SUESC)**

This Center was established to address the environmental needs of urban areas. The Center was joined in a cooperative agreement by the U.S. Environmental Protection Agency for the development of research, education, and outreach programs using an integrated multi-media waste management approach. Specifically, the environmental interactions between air, water, and land as they relate to preventive and corrective measures are employed to eliminate sources of pollution. The Center's mission includes scientific and technical research activities in support of the following areas: Municipal Solid Waste Management; Water Quality; and Urban Air Quality. Outreach activities designed to promote community involvement and education, and policy and technology transfer are key elements of the Center's programs.

## COLLEGE OF LIBERAL ARTS

### ❖ ***Center for Hazards Assessment, Response and Technology (CHART)***

An applied social science hazards research center with an emphasis on coastal issues, CHART undertakes applied social science research to understand ways in which Louisiana communities and the coastal region respond to the natural, technological, and environmental risks to which

the state is vulnerable, assists in the development of best practices for reducing risks and helps implement these practices to achieve community sustainability. CHART also focuses on the reverse dynamic--the impacts of community activity--social / political /economic--on the ecosystems within the coastal and southeast regions of the state. Founded in 2001 and comprised of a multidisciplinary group of faculty, staff, and graduate researchers from sociology, political science, public administration, planning, urban studies, engineering and geography, CHART's current projects address repeated flood loss, disaster mitigation planning, resiliency assessment, scientist/community collaboration on ecosystem health and hurricane evacuation of vulnerable populations.

❖ ***The Robert E. Nims Center for Entertainment Arts***

The Robert E Nims Center is a commercial motion picture production complex and offers professional/academic support to the UNO's Department of Film, Theatre and Communication Arts. Such major Hollywood features as "The Runaway Jury," "Ray," "Déjà vu," "All the King's Men" and "The Curious Case of Benjamin Button" were shot at the Nims. Its StudioPlex also offers professional "real world" film industry internship opportunities and specialized workshops to UNO's undergraduate and graduate film production students. The Nims Center includes four sound stages, Avid and Final Cut Pro editing suites, ADR recording studios, HD / Dolby screening room and a professional motion picture processing laboratory operated by Cineworks Digital Studios of Louisiana. The combined resources of UNO's film production curriculum along with Nims Center's professional internship and a film-related business start-up program have been instrumental in launching the careers for many UNO film production graduates.

## **COLLEGE OF SCIENCES**

❖ ***Advanced Materials Research Institute (AMRI)***

The Advanced Materials Research Institute is a multidisciplinary materials science research institute in the College of Sciences. This institute is directed by a Boyd Professor and has several research professors that conduct research through the Institute. The focus of our nanomaterials research and education programs is twofold: (1) the development of new materials which are crucial for information technology applications including telecommunications, ultra-high density data storage, and information sensitive sensors and devices; and (2) the training and education of future materials scientists with expertise in nanomaterials and nanotechnology. Our educational programs include a very successful Outreach Summer Research Program for undergraduates, high school students, and high school teachers. Our collaborative efforts include joint research programs with several academic institutions, industrial laboratories and government agencies.

❖ ***Pontchartrain Institute for Environmental Sciences (PIES)***

The Pontchartrain Institute for Environmental Sciences (PIES) is a partnership of scientists and educators combining rigorous scientific analysis with education outreach and planning in order to develop practical solutions to the environmental challenges found in the Pontchartrain Basin,

in other areas in Louisiana and in similar ecosystems elsewhere in the world. The Institute is comprised of five research labs and a Coastal Wetland Education Program that offers area schools the opportunity to explore our fascinating wetland culture. PIES is closely associated with the Department of Earth and Environmental Sciences (EES) at UNO which offers concentrations in geology, coastal science and restoration, and environmental science and policy at the B.S., M.S., and Ph.D. levels. EES was ranked 61<sup>st</sup> among national environmental science departments nationwide in federal research according to the 2009 NSF Research Expenditure Survey.

❖ ***Greater New Orleans Center for Information Assurance (GNOCIA)***

Information Assurance research in our Department of Computer Science is conducted in Networking, Security, and Systems Administration Laboratory in its Greater New Orleans Center for Information Assurance. Current research is focused primarily on developing next-generation digital forensics tools and technologies, and network security. These include an architecture for cluster-based digital forensics investigation which leverages commodity computer clusters (e.g. Beowulf clusters) to rapidly perform large-scale investigations, and the fastest available file-carving application, named Scalpel. The Department has been classified by the National Security Agency as a National Center for Data Assurance-Research and National Center for Data Assurance – Education.

# The Strategic Plan: Goals, Objectives and Actions

## *Academic Programs*

Goal 1: As a major Louisiana Research University of National Stature, the highest priority of The University of New Orleans will continue to be offering quality undergraduate and graduate education through

- undergraduate and graduate programs of distinction in all academic colleges
- strong professional programs
- interdisciplinary and community-based learning
- nationally-ranked doctoral programs in a variety of disciplines
- a significant role in the economic and technological development of New Orleans, Louisiana, and the nation
- vibrant programs in international studies
- an innovative Honors Program

Goal Champion: Vice Chancellor for Academic Affairs

*Objective 1.1: Develop, sustain and promote nationally recognized academic programs aligned with the economic, environmental, and cultural qualities of the Greater New Orleans area and state.*

Action 1.1.1: Develop and disseminate vision statements for each academic unit.

Action 1.1.2: Review all undergraduate programs that are not accredited on a ten-year cycle.

Action 1.1.3: Develop new baccalaureate and 2 + 2 programs as appropriate.

Action 1.1.4: Review general degree and college requirements in order to meet the mandates of the state, insure academic currency, and accomplish the overall mission of the University.

Action 1.1.5: Develop criteria for review and modification for Programs of Distinction and Centers of Excellence.

Action 1.1.6: Identify and promote additional programs of note in recruitment materials, press releases, and university publications.

Action 1.1.7: Employ various delivery systems for academic programs to meet student demand, expand enrollments, and maintain pedagogical currency.

Action 1.1.8: Expand undergraduate opportunities through enhanced internship and service programs.

Action 1.1.9: Develop a course schedule that promotes academic integrity, variety in course delivery, robust campus activity, and direct faculty-student interaction.

Key-Performance Indicators: In-house and external assessments using national ranking model; number of new undergraduate programs

Champion: Provost or designee

*Objective 1.2: Develop, sustain and promote nationally recognized doctoral programs commensurate with highly qualified research faculty that serve the increasing needs of students and continues UNO's trajectory toward SREB Four Year I status.*

- Action 1.2.1: Work with our management board and the Board of Regents to change the Classification of Instructional Programs (CIP) codes of two existing doctoral programs (Applied Bio-Psychology and Urban Studies) to align with new National Center for Education Statistics CIP codes for these programs.
- Action 1.2.2: Work with our management board and Board of Regents to add three doctoral programs in the areas defined by the Academic Programs plan.
- Action 1.2.3: Increase the pool of highly qualified graduate students in doctoral programs by increasing graduate assistant stipends to competitive levels and creating other incentives, and increasing external support of graduate stipends.
- Action 1.2.4: Budget start-up funds for new faculty.
- Action 1.2.5: Review all doctoral programs on a five-year cycle that are not accredited by an external agency.

Key-Performance Indicators: Number of doctoral programs; number of doctoral degrees granted, Faculty Productivity Index of doctoral programs

Champion: Vice Chancellor for Research and Dean of Graduate School; Provost

*Objective 1.3: Develop, sustain and promote other graduate initiatives*

- Action 1.3.1: Develop new masters level programs appropriate to the mission of the University.
- Action 1.3.2: Increase masters stipends to nationally competitive levels.
- Action 1.3.3: Whenever possible, doctoral students will receive a master's degree after successful completion of the required number of hours within their graduate program.
- Action 1.3.4: Provide post-Baccalaureate certificate programs.

Key-Performance Indicator: Number of students enrolled in and that complete each master's program

Champion: Vice Chancellor for Research and Dean of Graduate School; Provost

*Objective 1.4: Provide necessary resources to support academic programs*

- Action 1.4.1 Evaluate each department on the basis of formula funding matrix.
- Action 1.4.2 Evaluate budgets for departments and academic support units to align resources with needs and priorities.
- Action 1.4.3: Assess the staff support base for each academic unit to insure unit efficiency and intra-university communication.
- Action 1.4.4: Charge the UNO Foundation, UNO Alumni Association and University advancement to secure additional external support for academic programs, including the library.

Action 1.4.5: Strengthen the role of discipline-specific clubs and societies as well as national honors' societies on campus in every college to help provide tutoring services.

Action 1.4.6: Develop and implement an undergraduate and graduate retention plan for each academic unit.

Key-Performance Indicator: In-house assessment of internal and external program support

Champion: Provost or designee

*Objective 1.5: Expand and provide necessary resources to support international programs*

Action 1.5.1: Increase efforts to recruit international students

Action 1.5.2: Coordinate academic, degree-granting partnerships between foreign universities and UNO academic departments.

Action 1.5.3: Strengthen connections between academic units and the Office of International Students and Scholars (OISS).

Action 1.5.4: Assess the staff support and space needs of OISS to increase unit efficiency and meet its growing needs.

Action 1.5.5: Work with the Office of Student Affairs to provide services for international students that will improve their quality of life.

Key-Performance Indicators: Number of contacts with foreign universities, number of programs and degrees, student satisfaction surveys

Champion: Senior Associate Vice Chancellor of Academic Affairs

*Objective 1.6: Establish an Honors College.*

Action 1.6.1: Academic Affairs and the Honors Program Director will develop curricular and other foundations for an Honors College.

Action 1.6.2: Develop fund-raising efforts for Honors College.

Action 1.6.3: Dedicate part of scholarship package for recruitment of honors students.

Action 1.6.4: Designate contiguous residential space for honors students.

Action 1.6.5: Provide more internships, service, and research opportunities for honors students.

Action 1.6.6: Build more international learning experiences into the Honors College.

Action 1.6.7: Pair librarians with honors students as research consultants for thesis preparation.

Action 1.6.8: Pair mentor professors with selected senior honors students to allow them to gain experience in teaching a course in their major area, an example being Senior-Year Teaching Partnerships.

Key-Performance Indicators: Establishment of Honors College

Champion: Honors Program Director

*Objective 1.7: Maintain an organizational structure that enhances efficient interactions between academic and administrative units and with the community.*

Action 1.7.1: Support the growth of noncredit programs and services as an extension of the university's urban mission in the community.

Action 1.7.2: Reassert UNO's prominence as the leading provider of academic excellence and services to the communities served.

Action 1.7.3: Disseminate information on, seek external funding for, and increase coordination between academic/research centers and institutes and the constituencies they serve.

Key-Performance Indicator: Number of students enrolled, number of interdisciplinary projects and community partnerships; organizational charts.

Champion: Provost or designee

# Students

Goal 2: As a major Louisiana Research University of National Stature and recognizing that students are the core of the institution, The University of New Orleans

- Recruits and graduates students from the metropolitan region, state, nation and world
- Is the first choice of local students seeking a higher education
- Ensures well-being and academic success of all students
- Retains academically-qualified students
- Involves students in the local, national and international community
- Advises and prepares students
- Graduates well-prepared students
- Provides an academically enriching campus facilities
- Cultivates student pride
- Encourages faculty-student interaction

Goal Champion: Vice Chancellor for Student Affairs

*Objective 2.1: The University will recruit more students from the New Orleans metro region, state, nation, and world to enroll at least 10,000 undergraduate students and retain students with rates equal to exceeding our State Master Plan peer group by 2014 by creating an Enrollment Management Committee including representation from all stakeholders responsible for recruitment, retention, and graduation.*

Action 2.1.1: Expand marketing and recruiting efforts to increase the student population from other areas of the state and out-of-state.

Action 2.1.2: Expand marketing and recruiting efforts to increase the international student population.

Action 2.1.3: Expand marketing and recruiting efforts to increase minority enrollment.

Action 2.1.4: Expand support systems for international students.

Action 2.1.5: Develop a new portfolio of recruitment tools.

Action 2.1.6: Fund recruitment and marketing efforts to match peer universities as a percentage of total revenue and/or on a per student basis.

Action 2.1.7: Maintain the efforts to revise the University's website in order to reach prospects and increase and expand web and e-recruitment communication.

Action 2.1.8: Develop new funding sources to implement a targeted international recruitment strategy.

Action 2.1.9: Identify and implement best practices for internal and external communications between the University and its potential students.

Key-Performance Indicator(s): Enrollment Headcount, Persistence Rate, Graduation Rate.

Champion: Chair, Enrollment Management Committee

Objective 2.2: The University will matriculate at least 5% more students each year from the Greater New Orleans Region, including the Northshore.

Action 2.2.1: Expand Transfer Recruitment.

Action 2.2.2: Expand Freshman Recruitment.

Action 2.2.3: Prepare a revised scholarship plan for graduate and undergraduate admissions to allow UNO to award scholarships to the most qualified students.

Action 2.2.4: Re-establish Active Recruitment for Adult Students.

Action 2.2.5: Develop and Expand Outreach and Educational programs that encourage Concurrent and Dual Enrollment Programs for high school students.

Action 2.2.6: Utilize Alumni in Recruitment Process.

Action 2.2.7: Target Recruitment of Returning Veterans and transfer students

Action 2.2.8: Increase the enrollment of adults age 25 and older.

Key-Performance Indicator(s): Enrollment Headcount from Greater New Orleans Region and the Northshore.

Champion: Director, Admissions

*Objective 2.3: The University will increase students' persistence and success rates to at least our State Master Plan peer group average by 2014 by accelerating integration for all students on the campus, in the community, and beyond.*

Action 2.3.1: Coordinate all university efforts to improve student persistence and success.

Action 2.3.2: Expand and fund on-campus employment opportunities for students.

Action 2.3.3: Enhance Intramural Sports.

Action 2.3.4: Continue the Late Night Study Hall and Breakfast.

Action 2.3.5: Establish the Wisdom and Wellness Wednesday programs.

Action 2.3.6: Establish a more robust counseling program.

Action 2.3.7: Establish an event series in the Student Park Amphitheater programmed by rotating campus departments.

Action 2.3.8: Coordinate activities for Community Engagement/Experiential Learning as a resource linking the campus to service opportunities.

Action 2.3.9: Enhance meal plan options.

Action 2.3.10: Increase food service hours, especially evening and weekend hours.

Action 2.3.11: Evaluate and redesign the staff training program to prioritize customer service.

Action 2.3.12: Enhance the Library SG DVD Movie Collection.

Action 2.3.13: Increase services offered to student organizations.

Action 2.3.14: Increase the number of UNO students who participate in study abroad, international internships, and service learning.

Action 2.3.15: Continue speaker's series.

Action 2.3.16: Return the Cove to service.

Action 2.3.17: Seek outside funding for student events.

Action 2.3.18: Identify and implement best practices for internal and external communications between the University and current students.

Key-Performance Indicator(s): Persistence Rate; Student Satisfaction Survey; NSSE (ACL) COMMPROJ (Participated in a community-based project (e.g. service learning) as part of a regular course); NSSE FACOTHER (SFI)

(Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.); NSSE ATDART07 (Attended an art exhibit, play, dance, music, theatre or other performance); NSSE ENVEVENT= Attending campus events and activities (special speakers, cultural performance, athletics events, etc.)

Champion: Dean, Student Affairs

*Objective 2.4: The University will increase students' persistence and success rates by strengthening the foundations for academic success as measured by the 1st to 2nd and 1st to 3rd year persistence/retention rates. Both rates will increase by at least 1% per year.*

Action 2.4.1: Strengthen programs for incoming freshmen.

Action 2.4.2: Implement a summer provisional program for incoming freshmen who are at risk.

Action 2.4.3: Continue ongoing improvement of course content in existing UNIV courses and development of new UNIV courses.

Action 2.4.4: Establish parameters to identify, track and counsel at-risk students.

Action 2.4.5: Continue to enhance basic English composition courses: ENGL 1156, 1157, and 1158.

Action 2.4.6: Continue to enhance and provide additional student support to Math1115 and other freshman mathematics courses.

Action 2.4.7: Continue to enhance tutoring options for students.

Action 2.4.8: Increase student usage of the Learning Resource Center.

Action 2.4.9: Strengthen Honors Program/College.

Key-Performance Indicator(s): Persistence Rate.

Champion: Chair, Enrollment Management Committee

*Objective 2.5: The University will increase students' persistence and success rates to at least our State Master Plan peer group average by 2014 by promoting faculty mentoring and professional advising. Student rating of academic advising will increase yearly.*

Action 2.5.1: Provide professional development for advisors and counselors.

Action 2.5.2: The University will encourage membership in professional advising organizations.

Action 2.5.3: Develop tools to measure quality and effectiveness of the advising program.

Action 2.5.4: Expand "Ask Lafitte" as a hub for student inquiries.

Action 2.5.5: Institute new and reinforce mandatory advising for specified cohorts.

Action 2.5.6: Advise all students who change majors.

Action 2.5.7: Improve on and expand faculty use of the early alert mechanism for reporting student absences and at-risk behaviors.

Action 2.5.8: Create a procedure to intervene with students who fail to register early.

Action 2.5.9: Enhance and expand career advising.

Key-Performance Indicator(s): Persistence Rate; NSSE: ADVISE (Overall, how would you evaluate the quality of academic advising you have received at your institution?)

Champion: Chair, Advisors Council; Chair, Enrollment Management Committee

*Objective 2.6: The six-year Regent's graduation rate will be equal to our Master Plan peer group.*

- Action 2.6.1: Adopt a university-wide policy on faculty mentoring, and an appropriate evaluation system that fosters a culture of faculty/student interaction.
- Action 2.6.2: Identify student needs for access to on-campus facilities, such as computer labs, study areas and campus dining, and establish hours of operation that match student demand with availability.
- Action 2.6.3: Establish mandatory advising for all students placed or continuing on academic probation.
- Action 2.6.4: Provide counselors and students with electronic tools necessary to generate automated advising reports and progress toward degree through the use of PeopleSoft Academic Advising and Degree Audit software modules.

Key-Performance Indicator(s): Graduation Rate.

Champion: Chair, Enrollment Management Committee

*Objective 2.7: Recruit, retain and decrease time-to-degree so as to grant at least 100 doctorates and increase masters' completers annually.*

- Action 2.7.1: Strategically support and grow existing graduate programs through active recruitment program.
- Action 2.7.2: Identify and initiate additional new graduate programs that will not only build upon institutional strengths but are also characteristic of nationally recognized research institutions.
- Action 2.7.3: Develop institutional practices that would allow high achieving undergraduate students to enter University graduate programs.
- Action 2.7.4: Increase the number of full-time scholarships to support graduate fellowships.
- Action 2.7.5: Fund the 3:1 Program at a 2:1 level.
- Action 2.7.6: Encourage PIs to include graduate students and tuition as cost-share items when cost-sharing is required on proposals.
- Action 2.7.7: Increase participation in externally funded graduate student awards and scholarships, including the Board of Regents Graduate Fellows program.
- Action 2.7.8: Develop best practices and methods to more closely integrate graduate education with funded research programs.
- Action 2.7.9: Develop thesis and non-thesis options enabling students to earn masters' degree while working towards the doctorate.
- Action 2.7.10: Create tracks for streaming undergraduates into masters programs.
- Action 2.7.11: Establish undergraduate research summer opportunities in more degree programs.

- Action 2.7.12: Develop graduate degree programs fully utilizing current delivery methods.
- Action 2.7.13: Increase internship and co-op possibilities for graduate students.
- Action 2.7.14: Create graduate student mentorship programs.
- Action 2.7.15: Increase graduate student stipends to competitive levels.
- Action 2.7.16: Initiate a university-level bridge-funding program to provide support funds for graduate students to complete their thesis/dissertation project.
- Action 2.7.17: Work with programs to change curricular impediments to PhD completion.
- Action 2.7.18: Develop procedures for assisting students with job placement and track student job placement after graduation.

Key-Performance Indicator(s): Number of master's and doctoral degrees granted

Champion: Dean, Graduate School

*Objective 2.8: The University will evaluate, develop, upgrade and maintain campus facilities using a dynamic campus Master Plan designed to enhance campus life and provide a physical environment conducive to learning and that will advance student recruitment and retention efforts.*

- Action 2.8.1: Evaluate the current status of campus facilities and provide an annual "State of the Campus" report.
- Action 2.8.2: Increase number of students living on campus by planning for implementation of affinity housing.
- Action 2.8.3: Develop and implement plans to restore the UNO Beach and pier area incorporating a walkover from campus.
- Action 2.8.4: Redesign classrooms and install instructional technology competitive with our peer institutions.
- Action 2.8.5: Provide a new Fine Arts building.
- Action 2.8.6: Rebuild the Facility Services building.
- Action 2.8.7: Work with the Army Corps of Engineers to relocate the Lakeshore Drive entrance and provide a safer, more attractive vehicle entrance to campus.
- Action 2.8.8: Resume planning for construction of a new Student Union.
- Action 2.8.9: Plan for recovery of Lafitte Village.
- Action 2.8.10: Update and renovate Student Park Amphitheater with tiered seating, outdoor sound and lighting.
- Action 2.8.11: Expand dining options, locations and service hours to meet the needs of commuter and on-campus students

Key-Performance Indicator(s): Master Plan; NSSE SCE (Supportive Campus Environment), Facilities Survey

Champion: Vice Chancellor for Campus Services

*Objective 2.9: The University will create and enhance campus activities and programs to cultivate school pride as evidenced by an increase in student attendance at campus events and activities.*

- Action 2.9.1: Create more and enhance existing gathering places for students, faculty, and administrators to have public ceremonies and private events.
- Action 2.9.2: Set aside areas for special purposes that will establish and enrich traditions.

- Action 2.9.3: Create sites dedicated to founders and others who have made noteworthy contributions to the University.
- Action 2.9.4: Collaborate with artists and art institutions to showcase art at various points on campus.
- Action 2.9.5: Illuminate front of the University Center with blue lights during specific times such as Welcome Week, Homecoming, etc.
- Action 2.9.6: Allocate space within the University Center to meet the needs of student organizations in regards to meetings, work space, and special events
- Action 2.9.7: Upgrade, develop and maintain campus facilities on campus to meet the needs of the UNO community

Key-Performance Indicator(s): NSSE ENVEVENT (Attending campus events and activities [special speakers, cultural performances, athletic events, etc.]); NSSE COCURR01= [Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)]

*Champion: Chair, Enrollment Management Committee*

# Faculty

Goal 3: Recognizing that a university of national stature has faculty with national and international stature, The University of New Orleans will

- recruit faculty with the potential to build the stature of the institution
- retain a faculty with national and international reputation through fair assessment, competitive compensation, and rewards
- provide faculty with the tools needed to be effective classroom teachers
- make faculty research and other creative endeavors a priority in the advancement of the academic quality of the university
- encourage faculty investment in the institutional, professional, and local communities through professionally appropriate service
- foster collegiality and institutional responsibility among faculty members
- encourage faculty productivity through effective support systems
- promote faculty participation in interdisciplinary, national, and international activities

Goal Champion: Vice Chancellor for Academic Affairs

*Objective 3.1: The University will recruit a high-quality, diverse faculty.*

Action 3.1.1: Recruit high quality faculty whose collective talent will contribute optimally to the scholarly productivity of their department, college, and institution as a whole.

Action 3.1.2: Establish and maintain recruitment budgets for academic colleges and the Library specifically dedicated to recruiting high quality faculty.

Action 3.1.3: Recruit a more diverse faculty.

Action 3.1.4: Develop relationships with high quality K-12 educational institutions to aid in attracting and retaining quality faculty who have school-aged children.

Action 3.1.5: As a hiring incentive, provide opportunities for summer support for new faculty to help develop research/scholarly programs.

Action 3.1.6: Hire non-tenure track faculty based on departmental criteria which reflect the unique contributions these faculty offer.

Action 3.1.7: Recruit to maintain discipline specific accreditation standards.

Key-Performance Indicator(s): Faculty diversity; Accreditation of program.

Champion: Provost or designee

*Objective 3.2: The University will increase retention of faculty.*

Action 3.2.1: Establish a University-wide task force to develop a policy on faculty workload tied to performance criteria for retention and merit pay raises.

Action 3.2.2: Compensate faculty on par with master plan peer institutions within each discipline.

Action 3.2.3: Ensure equitable compensation within the university by addressing and resolving issues of compression and salary equity in academic employment.

- Action 3.2.4: At the department level, establish clear criteria for the hiring and retention of Instructors and Adjuncts, and communicate these criteria to new hires.
- Action 3.2.5: Develop orientation, mentoring, and diversity programs for new faculty to ensure that all new faculty, tenure and non-tenure track alike, will a) understand their specific role within the context of their academic program and the institution as a whole, and, b) be knowledgeable of institutional and departmental policies and procedures that impact their work.
- Action 3.2.6: Develop an appropriate formula and budgeting procedure based on peer and aspirational institutional data to fund faculty development and instructional support.
- Action 3.2.7: Encourage and publicize opportunities for building collegial relationships among UNO faculty and with faculty at other institutions.

Key-Performance Indicator(s): Faculty Retention Rate; Faculty Promotion/Tenure Rate; Faculty salary comparison; Faculty workload.

Champion: Provost or designee

*Objective 3.3: The University will foster an environment that promotes excellence in classroom teaching.*

- Action 3.3.1: At the department level, establish criteria for excellence in class room teaching that supplement student evaluations.
- Action 3.3.2: Recognize and reward teaching excellence.
- Action 3.3.3: At the department level, with the approval of the College Dean, determines the number of full-time, non-tenure-track (retained) Instructors required for the continuity of excellent undergraduate programs.
- Action 3.3.4: Provide adequate instructional supplies and up-to-date instructional technology and computing equipment which allow faculty to provide a learning environment consistent with advanced technological expertise of the twenty-first-century college students domestically and abroad.
- Action 3.3.5: Provide opportunities and resources for faculty teaching development, e. g. in-house programs, use of library resources, instructional technology tools and distance education.
- Action 3.3.6: Encourage faculty-student discourse outside the classroom, e.g. research collaboration, support of student organizations, office hours, internet accessibility.

Key-Performance Indicator(s): Teaching evaluations based upon a variety of assessment tools appropriate to the discipline- - e.g., student evaluations, peer evaluations, teaching portfolios, departmental level exit surveys for students, Faculty Activity Report.

Champion: Dean

*Objective 3.4: Faculty will build connections with students because connections are key to the quality of the overall learning environment.*

- Action 3.4.1: Be accessible to students in both face-to-face and electronic media.
- Action 3.4.2: Mentor students in their academic and career goals.
- Action 3.4.3: Participate meaningfully in departmental and programmatic efforts to engage both undergraduate and graduate students in academic pursuits beyond the classroom.
- Action 3.4.4: Contribute meaningfully to the advising needs of academic programs and departments.

Key-Performance Indicator(s): Faculty Activity Report; NSSE: ADVISE [Overall, how would you evaluate the quality of academic advising you have received at your institution?]; NSSE FACOTHER=[Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)].

Champion: Chair

*Objective 3.5: Faculty, in cooperation with administrators, will foster a campus environment that encourages research/scholarly productivity.*

- Action 3.5.1: Establish a graduate student population consistent with our peer institutions to engage with faculty in research and to participate with faculty in other scholarly activities.
- Action 3.5.2: Obtain external funding opportunities, as appropriate for each discipline's scholarly research/creativity, and outreach productivity of faculty commensurate with the goal of becoming SREB4-1.
- Action 3.5.3: Implement a competitive in-house grants program through the Office of Research.
- Action 3.5.4: Encourage and support all tenured faculty who teach graduate courses to achieve productivity levels that warrant "full" membership status on the graduate faculty.
- Action 3.5.5: Recognize patent disclosures and licenses as a part of the suitable criteria for graduate faculty membership.
- Action 3.5.6: Encourage and support colleagues, where appropriate, to engage in translational research that could result in licensing and commercial opportunities.
- Action 3.5.7: Link university expertise to industry problem solving to stimulate the growth of research and technology development and to foster innovation, commercialization, and economic competitiveness.
- Action 3.5.8: Engage in entrepreneurial opportunities for developing intellectual property and building strong relationships with companies.
- Action 3.5.9: Ensure equitable access to sabbatical leave for all faculty.
- Action 3.5.10: Engage in international scholarly activities and programs.
- Action 3.5.11: Maintain active scholarly agendas.

Key-Performance Indicator(s): Percentage of eligible faculty that are full members of graduate faculty; Departmental/College awards and honors; Departmental Institutional Effectiveness Report.

Champions: Vice Chancellor for Research and Dean of the Graduate School

*Objective 3.6: Faculty will play a significant role in shared governance of the institution.*

Action 3.6.1: Participate in institutional decision making through committee service at the department, college, and university level.

Action 3.6.2: Encourage productive working relationships with administrators to achieve effective institutional governance.

Action 3.6.3: Engage non-tenure track and part-time faculty in decisions relating to academic programs.

Action 3.6.4: Participate in development of policies involving allocation of resources.

Key-Performance Indicator(s): Attendance Rate at Senate Meetings; Standing with external assessment bodies concerned with shared governance.

Champion: Senate Chair and Provost

*Objective 3.7: Faculty will engage in meaningful service to their profession, to the university (including its colleges and departments), and to the community.*

Action 3.7.1: Involve undergraduate and graduate students in community-based learning.

Action 3.7.2: Apply their professional expertise to international, regional, and community problem-solving, e.g. post-disaster recovery and revitalization.

Action 3.7.3: Serve on advisory boards or commissions, and/or as officers and committee members of professional organizations.

Action 3.7.4: Contribute to the advancement of knowledge in their field, e.g. refereeing of manuscripts and proposals, jurying activities, editorial activities.

Action 3.7.5: Support student organizations through sponsorship, advisement, and other meaningful participation.

Action 3.7.6: Engage in self-development activities that enhance service effectiveness.

Action 3.7.7: Support and mentor colleagues, including non-tenure track faculty, and students.

Action 3.7.8: Participate in the recruiting of students and faculty.

Key-Performance Indicator(s): Faculty Activity Report; Departmental Institutional Effectiveness Report; NSSE INTERN04=[Practicum, internship, field experience, co-op experience, or clinical assignment]; NSSE (ACL) COMMPROJ (Participated in a community-based project (e.g. service learning) as part of a regular course); NSSE FACOTHER (SFI) (Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.).

Champion: Dean

# Staff

## Goal 4: Recognizing that a university of national stature needs a dedicated support staff, The University of New Orleans

- engages staff in university planning
- ensures staff productivity through effective support systems
- maintains a staff committed to customer service
- recruits staff with exemplary skills
- retains qualified staff through an ongoing system of performance evaluation and rewards

Goal Champion: Chair, Staff Council

### *Objective 4.1: Engage staff in university planning and institutional effectiveness (IE)*

Action 4.1.1: Gather staff input before beginning the strategic planning cycle.

Action 4.1.2: Communicate results of strategic planning to staff.

Action 4.1.3: Communicate role of IE to staff.

Key-Performance Indicator(s): IE Plans

Champion: Provost or designee

### *Objective 4.2: Ensure staff productivity through effective support systems*

Action 4.2.1: Involve staff in process improvement efforts.

Action 4.2.2 Assess staff technology needs and recommend upgrades.

Key-Performance Indicator(s): Percent of staff with appropriate technology.

Champion: Chair, STPIG

### *Objective 4.3: Faculty and Students will rate staff customer service highly.*

Action 4.3.1: Include Customer Service as a measurable assessment in all institutional Effectiveness Plans for units providing service to faculty and students as well as to other units.

Action 4.3.2: Assess usefulness of a campus-wide instrument to solicit evaluations of customer service.

Key-Performance Indicator(s): Customer Service Survey.

Champion: Director, HRM

*Objective 4.4: Staff the university at a level to effectively support its mission.*

Action 4.4.1: Departments and colleges use relevant comparison data in IE reports.

Action 4.4.2: Use relevant comparison data comparing of student/staff ratios and staff salaries to peer institutions by unit/ department and fill university positions where need is greatest.

Action 4.4.3: Review and develop hiring priorities using a comparison of student/staff ratios and staff compensation of peer groups

Key-Performance Indicator(s): Staff/Student ratio.

Champion: Budget Committee

*Objective 4.5: Classified staff will undergo annual performance planning and review (PPR)*

Action 4.5.1: Supervisors will complete mandatory PPR training to ensure that no classified staff will receive a 'satisfactory by default' rating (currently 1.21%).

Action 4.5.2: Ensure HRM works with State Civil Service so that future classified employee merit increase will specify a range of increases tied to performance evaluations.

Key-Performance Indicator(s): Percent of staff receiving 'satisfactory by default' rating.

Champion: Director, Human Resource Management

*Objective 4.6: Retain non-classified staff through a merit-based salary/ compensation program tied to annual performance evaluations.*

Action 4.6.1: Implement an instrument for non-classified review.

Action 4.6.2: Develop a policy for annual non-classified reviews.

Action 4.6.3: Develop a procedure to ensure that non-classified salaries are consistent by job title and responsibilities campus-wide.

Key-Performance Indicator(s): Percent of non-classified staff reviewed annually; Non-classified staff salary comparison.

Champion: Director, Human Resource Management

*Objective 4.7: Manage faculty and staff training effectively.*

Action 4.7.1: Develop a clearinghouse for training that will be publicized to faculty and staff.

Action 4.7.2: Increase availability of training through online, state run (on-site and off-site), and in-house classes.

Action 4.7.3: Faculty and staff will complete sexual harassment, diversity sensitivity, violence in the workplace, and safety training.

Action 4.7.4: All staff will complete at least one appropriate class each year in the Comprehensive Public Training Program (CPTP), University Computing and Communications (UCC) or other relevant professional development.

Action 4.7.5: Track faculty and staff training and make information available to performance evaluation system.

Action 4.7.6: Evaluate training program in annual IE cycle

Action 4.7.7: Evaluate Rewards program in annual IE cycle

Key-Performance Indicator(s): Percent of faculty and staff trained.

Champion: Training & Development Manager

# Community

Goal 5: As a major Louisiana Research University of National Stature, The University of New Orleans recognizes involvement in the communities of our stakeholders is necessary to be an effective urban research university and will:

- Encourage involvement by all parts of the University in the community and outreach efforts
- Increase the value of relationships with the University to our relevant stakeholder groups and insure that value is delivered
- Insure the “UNO story” is available to the public
- Determine specific fundraising goals for each unit and strategies to accomplish those goals
- Deliver targeted non-credit programs and events that are highly valued by external stakeholders in the community

Goal Champion – Vice Chancellor for External Affairs

*Objective 5.1: All units of the university will have a University community relations component in their Institutional Effectiveness Plans.*

Action 5.1.1: All units will craft a community relations plan specific to their relevant stakeholders, and will evaluate and update that plan on a yearly basis.

Action 5.1.2: Unit leaders will report at the end of each FY their community relations accomplishments for that year.

Action 5.1.3: Each unit will have a portion of its budget dedicated to community relations activities. This budget will vary by unit, as determined by the unit community relations plan.

Key-Performance Indicator(s): IE Plans

Champion: Vice Chancellor for Community Affairs

*Objective 5.2: Increase the value of relationships with the University to our relevant stakeholder groups by developing and implementing successful strategies in University activities that demonstrate measurable year-over-year increases in key performance indicators for Development activities.*

Action 5.2.1: Develop and implement a successful strategy for increasing Alumni involvement that results in measurable year-over-year increases in the number of alumni volunteering to help the University, giving per alumni each year, and University advocacy by alumni each year.

Action 5.2.2: Develop and implement a successful strategy for increasing involvement of Business and Non-Profit Organizations that results in measurable year-over-year increases in the number of businesses recruiting students at UNO; the number of Business and Non-Profit leaders serving on committees, boards, and advisory groups

within the University; and donations by Business and Non-Profit leaders and organizations to the University.

Action 5.2.3: Develop and implement a successful strategy for increasing the involvement of governmental representatives that results in measurable year-over-year increases in the number of visits by, and awareness of, the value added by the University to the communities served by these governmental organizations and officials; the amount of public funds made available to and legislation favorable to the University; and advocacy of the University's legislative agenda by external governmental agencies and leaders.

Action 5.2.4: Develop and implement a successful strategy for increasing the involvement of the general public that results in increased awareness of the University and its value to the community through as demonstrated by measurable year-over-year increases in the number and duration of contacts with local and regional media, including face-to-face visits and distribution of promotional packages.

Action 5.2.5: Establish a Board of Visitors for each academic college within the University.

Action 5.2.6: Develop and implement annual surveys of stakeholder satisfaction and other feedback mechanisms to ensure that the University is meeting the expectations of its various constituent groups

Key-Performance Indicator(s): Alumni membership, alumni giving, alumni membership in UNO Advocacy Network.

Champion: Director, Alumni Affairs

Key-Performance Indicator(s): Number of businesses recruiting students, number of leaders on committees/boards/advisory groups, donations by leaders.

Champion: Vice Chancellor for University Advancement

Key-Performance Indicator(s): Number of campus visits by governmental officials, funding resulting from legislative action, number of members of UNO Advocacy Network.

Champion: Vice Chancellor for Community and Governmental Affairs

Key-Performance Indicator(s): Number of contacts with media, number of media visits, number of promotional packages

Champion: Director, UNO Public Relations and Chief Marketing Officer

*Objective 5.3: Ensure the "UNO story" is disseminated to the public*

Action 5.3.1: Develop a consistent image and branding for the University as a resource that is valuable to the community.

Action 5.3.2: Establish a public relations position within each college and other requisite units, working in cooperation with UNO Public Relations.

Action 5.3.3: Facilitate coverage of University events by adding value from the media member's perspective.

Action 5.3.4: Develop a master university calendar to publicize and promote events

*Objective 5.4: Develop fundraising goals and objectives for each College or unit, as appropriate, as part of that unit's strategic planning process.*

Action 5.4.1: All units will develop, implement, and evaluate on a yearly basis a fundraising strategy as part of their strategic planning process.

Action 5.4.2: Each unit will designate an individual as liaison so that fundraising goals and objectives will be coordinated with Foundation Development.

Action 5.4.3: Colleges or units and Foundation Development will cooperate to identify the core components of major fundraising efforts.

Action 5.4.4: Foundation Development will create a reporting mechanism to reflect its activities for the University and submit it annually.

Action 5.4.5: The University administration, at the highest levels, will personally participate in the cultivation, solicitation, and stewardship of major gift prospects.

Key-Performance Indicator(s): Amount of University Endowment, annual giving

Champion: Chancellor

*Objective 5.5: Deliver targeted non-credit programs and outreach events that are highly valued within the community.*

Action 5.5.1: Develop course projects and capstone courses that involve students in real-world projects associated with local business and community organizations.

Action 5.5.1: Inventory university units that have the capacity to deliver highly valued programs or events to the larger community.

Action 5.5.2: Encourage colleges and units to offer seminars, events, outreach programs, or other innovative means of involving the community in the manner that demonstrates the value the university brings.

Action 5.5.3: The University will actively pursue outside funding for workforce development opportunities

KPI: IE plans; Workforce Development component

Champion: Director of Continuing Education

# Research

Goal 6: As a major Louisiana Research University of National Stature, The University of New Orleans will rank in the Top 200 of American Research Universities by 2015. The University will continue to be recognized as a major research university as reflected by our designation as a Research University – High Research Activity by the Carnegie Foundation for the Advancement of Teaching. In meeting these goals the University will,

- Support doctoral and postdoctoral researchers
- Grow the University research mission
- Support scholarly/research activities of the faculty
- Support intellectual property management and research commercialization

Goal Champion: Vice Chancellor for Research

*Objective 6.1: Grant at least 100 doctorates and appoint at least 20 postdoctoral researchers annually*

Action 6.1.1: Strategically support and strengthen existing doctoral programs.

Action 6.1.2: Identify and initiate additional doctoral programs that will not only build upon institutional strengths but also show characteristics of nationally recognized research institutions.

Action 6.1.3: Develop institutional practices that would encourage high achieving undergraduate and graduate students to enter doctoral programs and exceptional graduate students to stay as postdoctoral researchers.

Action 6.1.4: Increase internship possibilities for graduate students.

Action 6.1.5: Develop best practices and methods to more closely integrate graduate education with funded research programs.

Action 6.1.6: Increase the number of full-time scholarships to support graduate fellowships.

Action 6.1.7: Initiate a university-level bridge-funding program to provide support funds for doctoral students to complete their dissertation project.

Action 6.1.8: Fund the 3:1 Program at a 2:1 level.

Action 6.1.9: Encourage doctoral students and tuition as cost-share items when cost-sharing is required on proposals. Encourage support of postdoctoral researchers on external proposals, where appropriate.

Action 6.1.10: Increase participation in externally funded graduate student awards and scholarships, including the Board of Regents Graduate Fellows program.

*Key-Performance Indicator(s): Number of doctorates and postdoctoral researchers*

*Champion: Vice Chancellor for Research and Dean of the Graduate School*

*Objective 6.2: Generate at least \$50M in total research expenditures annually and at least \$40M in federal research expenditures annually*

- Action 6.2.1: Establish and use criteria for prioritizing research investments for the University.
- Action 6.2.2: Assess the university-wide research infrastructure available to the academic community to determine areas which need additional resources and budget a portion of recovered indirect costs to improve research infrastructure.
- Action 6.2.3: Develop a program, including development of marketing materials, to enhance the national reputation and prestige of the university in order to open up significant partnering opportunities in emerging research areas.
- Action 6.2.4: Provide enhanced opportunities for faculty and staff members to travel to visit with federal agencies.
- Action 6.2.5: Develop faculty development programs, including a summer research program to Stimulate Competitive Research (ScoRe), designed to increase the percentage of faculty involved in funded research.
- Action 6.2.6: Expand use of IRIS and develop improved tools to communicate significant proposal opportunities to research faculty and staff.
- Action 6.2.7: Develop a program to more effectively use federal initiatives, such as ARRA and the SPAWAR contract vehicle, to strategically build research focus areas.
- Action 6.2.8: Establish and implement a university-wide program to support undergraduate research through Summer Undergraduate Experience (SUE) modeled after the NSF Research Experience for Undergraduates (REU) program.
- Action 6.2.9: Develop stronger collaborative research ties with nearby research institutions including Xavier University, LSUHSC, Children's Hospital and USM so as to improve funding opportunities for all institutions.
- Action 6.2.10: Develop stronger collaborative research ties with local agencies, such as NASA/Stennis.
- Action 6.2.11: Develop and implement an industry outreach plan to better connect with local, national and international companies so as to grow industry-sponsored research funding opportunities.
- Action 6.2.12: Ensure that the Library and UCC have adequate funds to maintain support of campus researchers.
- Action 6.2.13: Provide business management support for external research funds.
- Action 6.2.14: Develop a plan for major multi-user software license and research equipment support.
- Action 6.2.15: Identify an Associate Dean in each college who will be an advocate for research in that unit.

*Key-Performance Indicator(s): Total and federal research expenditures.*

*Champion: Vice Chancellor for Research and Dean of the Graduate School*

*Objective 6.3: Support research/scholarly activity at the University such that doctoral programs will be ranked in the upper half of their discipline and at least one university faculty member is a member of the National Academy of Sciences, the National Academy of Engineering or the Institute of Medicine and at least three members of the faculty are current recipients of a faculty award in the Arts, Humanities, Sciences, Engineering or Health.\**

- Action 6.3.1: Ensure that new research/scholarly-active faculty members receive adequate support to initiate and sustain nationally recognized programs.
- Action 6.3.2: Ensure that all research/scholarly-active faculty members have time allocated as part of their faculty appointments to perform scholarly work.
- Action 6.3.3: Work to make faculty salaries competitive with those of peer institutions.
- Action 6.3.4: Establish a reward system that promotes and recognizes faculty with outstanding publications, presentations, grants, and number of Ph.D. completers as part of an overall accountability system for all colleges, departments, and faculty members.
- Action 6.3.5: Increase number of endowed chairs and professorships, including at least one endowed position in each academic college.
- Action 6.3.6: Work with institutional awards and honors programs to recognize junior and senior-level faculty members.
- Action 6.3.7: Establish a university-wide procedure for nominating deserving faculty for nationally recognized awards including discipline specific society fellows.

\* Faculty awards in those disciplines as denoted in the Top American Research Universities list: American Council of Learned Societies Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities Fellows, National Humanities Center Fellows, National Institutes of Health MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards, Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers, Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.

*Key-Performance Indicator(s): Faculty Productivity Index and number of faculty with indicated awards.*

*Champion: Vice Chancellor for Research and Dean of the Graduate School*

*Objective 6.4: Rebuild the Office of Intellectual Property (IP) Management, improve outreach to faculty, students and potential commercial licensees to achieve the following performance metrics by FY 2015:*

1. 1 IP Disclosure per \$2.5 million in University research expenditures
2. 1 new patent filing (provisional or utility) per 2 Invention IP Disclosures, subject to the quality of the disclosures
3. 1 new US or PCT utility patent filing per 7 Invention IP Disclosures, subject to the quality of the disclosures
4. 1 license or option agreement executed per 8 disclosures
5. 1 start-up per \$90 million in University research expenditures

Action 6.4.1: Conduct IP training sessions.

Action 6.4.2: Increase IP marketing activities.

Action 6.4.3: Utilize the existing SPAWAR contracting vehicle and other funding possibilities to increase contacts with large and small business.

Action 6.4.4: Develop a new technology transfer website.

Action 6.4.5: Fully implement and utilize technology transfer office database software to improve IP tracking and office efficiency.

*Key-Performance Indicator(s): Number of disclosures, number of patent filings, number of patent licenses and options, number of start-up companies*

*Champion: Vice Chancellor for Technology Transfer and Economic Development*

## Appendix A. Additional Facts and Figures

This section presents baseline data relevant to the university's goals, objectives and benchmarks. It includes data that was considered in the development of the strategic planning process and will continue to help guide it in the future. These data are contained in the university's annual report as part of the LA GRAD Act. These data were provided by the Office of Institutional Research and Data Management. IRDM is responsible for preparing reports for the System, the Louisiana Board of Regents, and the Southern Regional and Education Board, and for federal reporting to the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics.

### 1. a. Student Success

**Element a.** Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

#### 1.a.i. 1st to 2nd Year Retention Rate (first-time, full-time, degree-seeking students)

	Baseline	Year 1
Term	Fall 08 to Fall 09	Fall 09 to Fall 10
# in Fall Cohort	1,203	1,218
# Retained to 2 <sup>nd</sup> Fall semester	825	772
Rate	68.6%	63.4%

#### 1.a.ii. 1st to 3rd Year Retention Rate - first-time, full-time, degree-seeking students

	Baseline	Year 1
Term	Fall 07 to Fall 09	Fall 08 to Fall 10
# in Fall Cohort	1,030	1,208
# Retained to 3 <sup>rd</sup> Fall semester	540	597
Rate	52.4%	49.4%

#### 1.a.iv. Same Institution Graduation Rate - as defined and reported by the NCES Graduation Rate Survey

	Baseline	Year 1
Term	Fall 2002 cohort	Fall 2003 cohort
# in Fall Cohort	1,685	1,961
# Graduated within 150% of time	372	409
Rate	22%	21%

#### 1.a.v. Graduation Productivity - Optional

	Baseline	Year 1
Term	AY 2008-09	AY 2009-10
# UG completers	1,286	1,295
Annual FTE	7512.2	7617.8
Rate	0.2	0.2

**1.a.vii. Statewide Graduation Rate (Targeted)**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term</b>	<b>Fall 2002 cohort</b>	<b>Fall 2003 cohort</b>
# in Fall Cohort	1,684	1,961
# Graduated within 150% of time at any	465	545
Rate	27.6%	27.8%

**1.a.viii. Percent of first-time freshmen admitted by exception by term (Descriptive)**

<b>1st-time Freshmen Exceptions</b>	<b>Baseline</b>	<b>Year 1</b>
	<b>AY 09-10</b>	<b>AY 10-11</b>
Summer Admitted & Enrolled *	33	27
Summer Admitted by Exception	2	2
Summer % Exception	6%	7%
Fall Admitted & Enrolled	1,259	1,066
Fall Admitted Exception	74	86
Fall % Exception	6%	8%
Spring Admitted & Enrolled	108	138
Spring Admitted Exception	12	16
Spring % Exception	11%	12%
Total Admitted & Enrolled	1,400	1,231
Total Admitted Exception	88	104
Total % Exception	6%	8%

\* Note: Chart 1.a.viii. includes Summer exceptions in addition to Fall and Spring data. Board of Regents reports do not include Summer.

**1.b. Student Success**

**Element b.** Increase the percentage of program completers at all levels each year.

<b>Percent Change in Program Completers</b>	<b>Baseline</b>	<b>Year 1</b>	<b>Year 1</b>
	<b>AY 2008-09</b>	<b>Benchmark</b>	<b>Actual</b>
Bachelor (Award level 1)	1,286	1,294=0.6%	1,295=0.7%
Masters (Award level 2)	561	598=6.6%	598=6.6%
Doctorate (Award level 3)	45	60=33.3%	60=33.3%

**1.c. Student Success**

**Element c.** Develop partnerships with high schools for students for postsecondary education

**1.c.i. Number of high school students enrolled at postsecondary institution while still in high school – by semester/term**

Term of Data	AY 08-09	AY 09-10
Summer	9	11
Fall	22	118
Winter	---	---
Spring	47	98
TOTAL	78	227

Note: Numbers include Summer. Only Fall and Spring semesters are reported by Board of Regents.

**1.c.ii. Number of semester credit hours in which high school students enroll - by semester/term**

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
Summer	32	36
Fall	87	394
Winter	---	---
Spring	190	323
TOTAL	309	753

Note: Numbers include Summer. Only Fall and Spring semesters are reported by Board of Regents.

**1.c.iii. Number of semester credit hours completed by high school students with a grade of A,B, C, D, F or P, by semester/term**

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
Summer	28	36
Fall	87	361
Winter		
Spring	163	281
TOTAL	278	678

Note: Numbers include Summer. Only Fall and Spring semesters are reported by Board of Regents.

**1.d Student Success**

**Element d.** Increase passage rates on licensure and certification exams and workforce foundational skill

	Taken	Passed	Passage Rate
HEA Title II Regular Program Completers	44	44	100%
HEA Title II Alternate Program Completers	60	60	100%
Total Programs Completers, 2008-09	104	104	100%

Note: All students (both regular and alternate) must pass before completing the program. UNO has a 100% passage rate.

**2. a. Articulation and Transfer**

**Element 2.a.** Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

**2.a.i. 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>
# enrolled		
Summer	123	110
Fall	680	762
Spring	403	435
Spring Intersession	1	1
Total	1,207	1,308
# retained to next Fall semester	774	827
Rate	64.1%	63.2%

Note: Data include Summer semester and Spring Intersession.

**Additional Data for Delgado and Nunez**

	<b>Delgado</b>			<b>Nunez</b>	
	<b>Baseline</b>	<b>Year 1</b>		<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>		<b>AY 08-09</b>	<b>AY 09-10</b>
# enrolled					
Summer	20	20		1	3
Fall	149	177		15	23
Spring	92	106		9	11
Spring Intersession	1	1		0	0
Total	262	304		25	37
# retained to next Fall semester	172	207		12	20
Rate	65.6%	68.1%		48.0%	54.1%

**Note:** Data include Summer semester and Spring Intersession.

Data only include transfer Students whose last school attended was Delgado or Nunez respectively.

**2.a.ii. Number of baccalaureate completers that began as transfer students**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>
# of baccalaureate completers	1,286	1,295
# who began as transfers	720	842
Percentage who began as transfers	56.0%	65.0%

Note: Legacy admissions data for students admitted prior to 2002 are not complete in PeopleSoft system.

**2.a.iii. Percent of transfer students admitted by exception**

<b>Transfer exceptions</b>	<b>Baseline</b>	<b>Year 1</b>
	<b>AY 09-10</b>	<b>AY 10-11</b>
Summer Admitted & Enrolled	538	594
Summer Admitted by Exception	11	8
Summer % Exception	2%	1%
Fall Admitted & Enrolled	837	860
Fall Admitted Exception	64	101
Fall % Exception	8%	12%
Spring Admitted & Enrolled	492	544
Spring Admitted Exception	53	57
Spring % Exception	11%	10%
Total Admitted & Enrolled	1,867	1,998
Total Admitted Exception	128	166
Total % Exception	7%	8%

**2. b. Articulation and Transfer**

**Element b.** Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

**2.b.i. 1st to 2nd year retention rate of those who transfer in with an associate degree**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>
# transfers in during AY (degree-seeking UGs)	74	71
# Transferred in Summer	8	8
# Transferred in Fall	47	39
# Transferred in Spring	19	24
# retained to next Fall semester	47	45
Rate	63.5%	63.4%

**2.b.ii. Number of baccalaureate completers that began as transfer students with associate degrees from any two-year institution.**

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
# of baccalaureate completers	1,286	1,295
# who began as transfers	720	842
# who began as transfers with associate degree	10	26
Percentage who began as transfers with associate degree	0.8%	2.0%

Note: "Legacy" data for students admitted prior to 2002 are not complete in PeopleSoft system.

**ADDITIONAL DATA for Nunez and Delgado**

**2.b.i. Additional data for Nunez and Delgado for 1st to 2nd year retention rate of those who transfer in with an associate degree (from any two-year institution) (Descriptive)**

Term of Data	Delgado		Nunez	
	Baseline	Year 1	Baseline	Year 1
	AY 08-09	AY 09-10	AY 08-09	AY 09-10
# transfers in during AY (degree-	34	43	6	1
# Transferred in Summer	1	4	1	1
# Transferred in Fall	23	25	4	0
# Transferred in Spring	10	14	1	0
# retained to next Fall semester	21	24	3	1
Rate	61.8%	55.8%	50.0%	100.0%
Data only include transfer students with associate degrees from Delgado or Nunez				

**2. c. Articulation and Transfer**

**Element c.** Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

**2.c.i. Number of students referred at any time during the given academic year to two-year colleges and technical colleges. (Descriptive)**

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
# of students referred	133	86

**2.d. Articulation and Transfer**

**Element d.** Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

**2.d. iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>
# enrolled in transfer degree program	NA	NA
# retained to next Fall semester	NA	NA
Rate		

**2.d.iv. Number of baccalaureate completers that began as transfer students with AALT, ASLT, or AST degrees**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>
# of completers who began as transfer degree students	NA	NA

Note: AALT and ASLT programs are new. UNO has no relevant data to report for these measures at this time. Due to the newness of the program, UNO has not tracked students separately who had different Associate Degrees. UNO expects to start receiving AALT and ASLT students in Spring 2012.

**3. a. Workforce and Economic Development**

**Element a.** Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

**3.a.i. Number of programs eliminated as a result of institutional or Board of Regents review**

	<b>Baseline</b>
<b>Term of Data</b>	<b>AY 09-10</b>
# of eliminated programs	9
BA	1
Masters	7
Graduate Certificate in Gerontology	1

**3.a.ii. Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC and LED (Descriptive)**

	Baseline
<b>Term of Data</b>	<b>AY 09-10</b>
# of programs modified or added	0

**3.a.iii. Not applicable to The University of New Orleans**

**3. b. Workforce and Economic Development**

**Element b.** Increase use of technology for distance learning to expand educational offerings.

**3.b.i. Number of course sections with 50% and with 100% instruction through distance education**

	Baseline
<b>Term of Data</b>	<b>AY 08-09</b>
# of course sections that are 50-99% distance delivered	0
# of course sections that are 100% distance delivered	
Summer	107
Fall	202
Spring	183
Total # of course sections that are 100% distance delivered	492

**3.b.ii Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount**

	Baseline
<b>Term of Data</b>	<b>AY 08-09</b>
# of students enrolled in courses that are 50-99% distance delivered	0
# of students enrolled in courses that are 100% distance delivered	
Summer	2,172
Fall	4,711
Spring	4,751
# of students enrolled in courses that are 100% distance delivered	11,634

Note: Numbers in 3.b.ii are duplicated headcounts. Students can enroll in multiple distance education courses and are counted for each.

**3.b.iii. Number of programs offered through 100% distance education by award level.**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>
Baccalaureate	0	0
Post-Baccalaureate	0	0
Masters	0	0
Doctoral	0	0
TOTAL	0	0

**3. c. Workforce and Economic Development**

**Element c.** Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

**3.c.i. Percent research/instructional faculty (FTE) holding (serving as principal and/or co-principal investigators) holding active research and development grants/contracts.**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>
Total number of research/instructional faculty (FTE)	466	440
Percent with PI or Co-PI	20.2%	28.2%

Note: Year 1 data are preliminary. AY 2010-11 is not complete.

**3.c.ii. Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts in key LA industries.**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>
Total number of research/instructional faculty (FTE)	466	440
Total number of research/instructional faculty (FTE) holding active research and development grants and contracts.	38	57
Percentage of faculty holding active research and development grants and contracts	8.2%	13.0%

Note: Year 1 data are preliminary. AY 2010-11 is not complete.

**3.c.iii. Dollar amount of all research and development expenditures reported annually, based on a five-year rolling average, by source.**

	<b>Baseline</b>	<b>Year 1</b>
<b>Term of Data</b>	<b>FY 05 – FY 09</b>	<b>FY 06 – FY 10</b>
Federal	\$10,585,000	\$10,005,000
State and local governments	2,488,000	2,895,000
Industry	682,000	691,000
Institution funds	3,272,000	2,879,000
All other sources	154,000	109,000
<b>TOTAL</b>	<b>\$17,181,000</b>	<b>\$16,579,000</b>

**3.c.iv. Dollar amount of research and development expenditures in Louisiana’s key economic development industries.**

	<b>Baseline</b>
<b>Term of Data</b>	<b>FY 05 – FY 09</b>
Petrochemical	7,232,000
Energy/Environmental	3,353,000
Transport, Construction, Manufacturing	5,367,000
Information Technology, Services	1,141
Arts & Media	87,000
Agriculture & Wood Products	0
Health Care	0

**3.c.v. Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution’s research productivity and technology transfer efforts.**

	<b>Baseline</b>
<b>Term of Data</b>	<b>AY 08-09</b>
Total Count of disclosures	6
# Licenses & options awarded	1
# Patents awarded	0
# New companies (start-ups) formed	0
# Companies formed over previous years (surviving start-ups)	1

#### 4. a. Institutional Efficiency and Accountability

**Element a.** Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

##### 4.a.1 Number of developmental/ remedial course sections offered at the institution

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
Course sections in mathematics	16	7
Course sections in English	2	0
Other developmental course sections	0	0
TOTAL	18	7

Notes: Baseline data include Summer Semester. AY 10-11 includes only Fall semester.

##### 4.a.ii. Number of students enrolled in developmental/ remedial courses, duplicated headcount

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
Enrollment in dev mathematics	660	398
Enrollment in dev English	15	0
Enrollment in other developmental courses	0	0
TOTAL	675	398

Notes: Baseline data include Summer Semester. AY 10-11 only includes Fall semester.

## Section 5.

### 5. a. Number of students by classification

Headcount of students by	Baseline	Year 1
Undergraduate headcount	8,746	8,345
Graduate headcount	2,978	2,931
Total headcount	11,724	11,276

Baseline Source: <http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf> as of 3/30/2011.

Year 1 Source: UNO Peoplesoft data

Budgeted FTE UG / Grad students	Baseline AY	Year 1
Undergraduate FTE	7,617.8	7,465.2
Graduate FTE	1,988.8	1,990.4
Total FTE	9,606.7	9,455.7

Baseline Source (ACTUAL): <http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf> as of 3/30/2011.  
Year 1 Source (BUDGETED): <http://regents.louisiana.gov/assets/docs/Data/SCH/SCHBRCPRT.PDF>

#### 5. b. Number of instructional staff members

	Baseline	Year 1
<b>Total Headcount Faculty</b>	507	471
<b>FTE Faculty</b>	436.5	403.4

Baseline Source: <http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf> as of 3/30/2011.  
Year 1 Sources: EMPSAL

#### 5. c. Average class student-to-instructor ratio

Average class student-to-instructor ratio	Baseline	Year 1
Total number of undergrad sections	3,350	1,311
Headcount in undergrad sections:	86,727	38,204
Divide headcount by sections	25.9	29.1
Ratio	1:26	1:29

Baseline Source: <http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf> as of 3/30/2011.  
Year 1 Source: SCHFTEQYBR for GRAD Act FTE Calc 2010.xlsx  
Note that Baseline is for academic year 2009-10. Year 1 is Fall 2010 only.

#### 5. d. Average number of students per instructor

Ratio of FTE students to FTE instructional	Baseline	Year 1
Instructor FTE (EMPSAL report. UNO	436.5	403.4
Student Enrollment FTE	9,607	9,455.6
Divide enrollment FTE by instructor FTE	22.0	23.4
Average number of students per instructor	22	23

Note: GRAD ACT instructions, 5.d. divides the annual student FTE by a semester's worth of employee FTE.  
Base line Source taken from <http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf> as of 3/30/2011.  
Year 1 Source (BUDGETED): <http://regents.louisiana.gov/assets/docs/Data/SCH/SCHBRCPRT.PDF>

**5. e. Number of non-instructional staff members in academic colleges and departments**

Baseline						
Academic Support in Colleges & Academic Depts						
	Headcount				FTE	
	EEO 1	EEO 3	Headcount		EEO 1	EEO 3
College of Business Admin	3	5	8		3	8
College of Education	2	6	8		2	8
College of Engineering	2	1	3		2	3
College of Liberal Arts	4	4	8		4	8
College of Sciences	3	3	6		3	6
Metro Academic Ext - Credit		1	1			1
Metro General Studies	1	1	2		1	2
<b>Grand Total</b>	<b>15</b>	<b>21</b>	<b>36</b>		<b>15</b>	<b>36</b>

Year 1 (Fall 2010)						
Academic Support in Colleges & Academic Depts						
	Headcount				FTE	
	EEO 1	EEO 3	Headcount		EEO 1	EEO 3
College of Business Admin	3	4	7		3	7
College of Education	2	5	7		2	7
College of Engineering	2		2		2	2
College of Liberal Arts	5	3	8		5	8
College of Sciences	2	2	4		2	4
Metro Academic Ext - Credit	disbanded				disbanded	
Metro General Studies	disbanded				disbanded	
Academic Affairs	2	2	4		2	4
<b>Total</b>	<b>16</b>	<b>16</b>	<b>32</b>		<b>16</b>	<b>32</b>

Reference the file submitted to Board of Regents in fall, staff should be reported with an EEO category = "1" (Executive/Administrative/Managerial) or "3" (Other professionals, support/service) and a Primary Function not equal to "IN" (Instruction). You will have to manually select staff that is an integral part of an academic college. Report both the total headcount and calculated FTE (see section b.)

**5. f. Number and FTE of staff in administrative areas**

Baseline			Year 1		
Executive/Administrative/	Headcount	FTE	Executive/Administrative	Headcount	FTE
Academic Affairs	2	2	Academic Affairs	2	2
Admissions	3	3	Admissions	3	3
Alumni Affairs	1	1	Alumni Affairs	2	2
Bursar	1	1	Bursar	1	1
Business & Econ Research	1	1	Business & Econ Research	1	1
Campus Services	3	3	Campus Services	2	2
Center for Urban&PublicAffairs	2	2	Center for	1	1
Chancellor's Office	2	2	Chancellor's Office	1	1
Children's Center	1	1	Children's Center	1	1
Counseling Services	3	3	Counseling Services	3	3
Creative Services	1	1			
Data Mngmnt, Analysis &	1	1	Data Mngmnt, Analysis &	1	1
Earl K. Long Library	1	1	Earl K. Long Library	1	1
Financial Services	4	4	Financial Services	5	5
Governmental & Community	1	1	Governmental &	1	1
Human Resource Management	2	2	Human Resource	2	2
International Trade Center	1	1			
Int'l Students and Scholars	1	1	Int'l Students and	1	1
Marketing and Public Relations	1	1	Marketing and Public	3	3
Physics	1	1			
Purchasing Office	1	1	Purchasing Office	1	1
Recreation & Intramural	2	2	Recreation & Intramural	2	2
Registrar	1	1	Registrar	1	1
			Research & Sponsored	2	2
Sponsored Programs	1	1	Sponsored Programs	1	1
Student Affairs	3	3	Student Affairs	3	3
Student Financial Aid	3	3	Student Financial Aid	3	3
Student Health Services	2	2	Student Health Services	2	2
Transportation Studies	2	1.7	Transportation Studies	2	2
<b>Grand Total</b>	<b>48</b>	<b>47.7</b>	<b>Grand Total</b>	<b>48</b>	<b>48</b>

(Executive/Administrative/Managerial) or “3” (Other professionals, support/service) and Primary Function not equal to “IN” (Instruction). You will have to manually select staff that is NOT an integral part of an academic college. Staff who are in the Academic Affairs division but not an integral part of an academic college/school should be reported here. Examples might include enrollment management, sponsored research, technology support, academic advising, and library.

The Division should be highest level of organization below the level of President or Chancellor, e.g., Academic Affairs, Student Affairs, Administration & Finance, Development, etc. Report both the total headcount and calculated FTE (see section b).

## **Appendix B. Committee Membership**

### ***Strategic Planning Committee 2008-2011***

*Scott L. Whittenburg, Chair, Vice Chancellor for Research and Dean of the Graduate School*

*Joe M. King, Provost and Vice Chancellor for Academic and Student Affairs*

*Rachel A. Kincaid, Vice Chancellor for Community and Governmental Relations*

*Kenneth R. Walsh, Associate Vice Chancellor for Assessment and Institutional Effectiveness*

*Susan E. Krantz, Dean, College of Liberal Arts*

*Marietta Del Favero, Professor of Educational Leadership, Counseling and Foundations*

*Tumulesh Solanky, Professor of Mathematics*

*Florence Jumonville, Librarian, Earl K. Long Library*

*Bhaskar Kura, Professor of Civil and Environmental Engineering*

*N. Rebecca Rutter, Special Projects*

*Barry LeBlanc, Community Representative*

*Alvin Merlin, Community Representative*

*Jawed Alam, Graduate Student, College of Business*

*Justin W. Cottrell, President, Student Government:*

*Patricia A. Adams, University Attorney*

### **Strategic Planning Subcommittees 2008-2011**

#### **Academic Programs**

Joe M. King, Provost, Chair

Susan E. Krantz, Dean, College of Liberal Arts

Steven G. Johnson, Dean, College of Sciences

Sharon Mader, Dean, Earl K. Long Library

Jawed Alam, Graduate Student, College of Business

Justin W. Cottrell, Student Government

#### **Students**

Al S. Merlin, Community Representative, Chair

Andy J. Benoit, Director, Admissions

Justin W. Cottrell, President, Student Government

Jawed Alam, Graduate Student, College of Business

Pamela V. Rault, Director of Student Development, Student Affairs

Elizabeth B. Schafer, Director, Greek Life

Janice Lyn, Associate Dean/Director, Student Affairs/Disabled Student Services

Jean R. Cranmer, Associate Professor/Chair, Foreign Languages/SPRI

Patrick M. Gibbs, Director, UNO Foundation

Susan E. Krantz, Dean, College of Liberal Arts

Jeanie Gambino Decuers, Facilities Planning

**Faculty**

Marietta Del Favero, Associate Professor of Educational Leadership, Counseling and Foundations, Chair

Florence Jumonville, Librarian, Earl K. Long Library

Juana Ibanez, Instructor, Geography

Joyce Lambert, Professor, Accounting

Alex McCorquodale, Professor, Civil and Environmental Engineering

Tarun Mukherjee, Professor, Economics and Finance

**Staff**

Ken Walsh, Associate Vice Chancellor for Assessment and Institutional Effectiveness, Chair

Anthony Cipolone, Assistant to the Dean, College of Liberal Arts

Dan Harper, Assistant Director, Interdisciplinary Studies

Judith F. Scott, Executive Assistant to the Associate Vice Chancellor, Academic Affairs

Michael J. Adler, Assistant Director, Instructional Media and Technology

Miriam R. Daunis, Associate Dean, College of Sciences

Peggy Gaffney, Assistant Dean, College of Business Administration

Rachel A. Kincaid, Vice Chancellor for Community and Governmental Affairs

Tresa M. Banks, Senior Academic Counselor/Coordinator, College of Business Administration

**Community**

Barry LeBlanc, Community Representative

Rachel A. Kincaid, Vice Chancellor for Community and Governmental Relations

Mike Rivault, Director, Marketing

Aundrea L. Kloor, Director, Executive MBA Programs

Alvin Merlin, Community Representative

**Research**

Scott L. Whittenburg, Vice Chancellor for Research and Dean of the Graduate School, Chair

Joe M. King, Provost and Vice Chancellor for Academic and Student Affairs

Barbara J. Herlihy, Professor, Educational Leadership, Counseling and Foundations

Carl D. Malmgren, Professor, English

Carol T. Lunn, Executive Director, Office of Research and Sponsored Programs

David P. Muscarello, Director, Sponsored Programs Accounting

Denise J. Reed, Professor/Director, Earth and Environmental Sciences/PIES

George G. Harker, III, Senior Associate Vice Chancellor for Research and Economic Development

Ting Wang, Professor, Mechanical Engineering