

The University of Louisiana at Monroe

Established 1931

Progress Report

Strategic Plan 2003 - 2004



Progress Report: Strategic Plan 2003-04

Table of Contents

President’s Letter.....	1
Vision and Mission Statements.....	2
Purpose-Scope-Philosophy.....	3
Constituencies.....	4
Challenges and Comparative Advantages.....	5
Core Values.....	6
Review and Reflection.....	7
Goals and Objectives.....	8
Theme 1: Centering on Students.....	9
Theme 2: Developing and Academic Core.....	12
Theme 3: Cultivating Climate and Culture.....	15
Theme 4: Extending External Relationships.....	18
Theme 5: Building the Campus Environment.....	21
In Summary.....	24
Leadership.....	25
Looking towards the Future.....	26



September 5, 2007

Dear Reader:

This report presents the results of the work associated with the strategic planning that began in April 2003 at the University of Louisiana at Monroe (ULM). People familiar with our institution have noted the remarkable changes that have occurred since that time. The campus has new residence halls, renovated academic buildings, and attractive grounds. Students entering ULM are better prepared for the rigors of our academic programs. They are taught by a faculty challenged to excel in their fields of expertise and are surrounded by people who care about their success and about them as individuals. New and stronger relationships exist between the university and the community. It is not surprising, therefore, that improvements in student satisfaction at ULM lead all institutions in the University of Louisiana System.

By any measure, this strategic plan can be judged a success since it guided the work of the university to these achievements. Credit for developing the Level I plan goes to the faculty, staff, and students who formed the Strategic Plan Steering Committee, chaired by Dr. Jeff Galle. They formed the broad-scale guide that directed the institution in its path to success. Further credit goes to our four vice-presidents who developed the objectives and tasks that would lead to achievement of these goals and then oversaw the operation of their division so that the tasks were being undertaken. Finally, credit goes to the faculty, staff, students, alumni, and community members who assisted in the planning process and then were the individuals working on these tasks. Without the combined efforts of all of these people, none of the accomplishments listed above could have occurred.

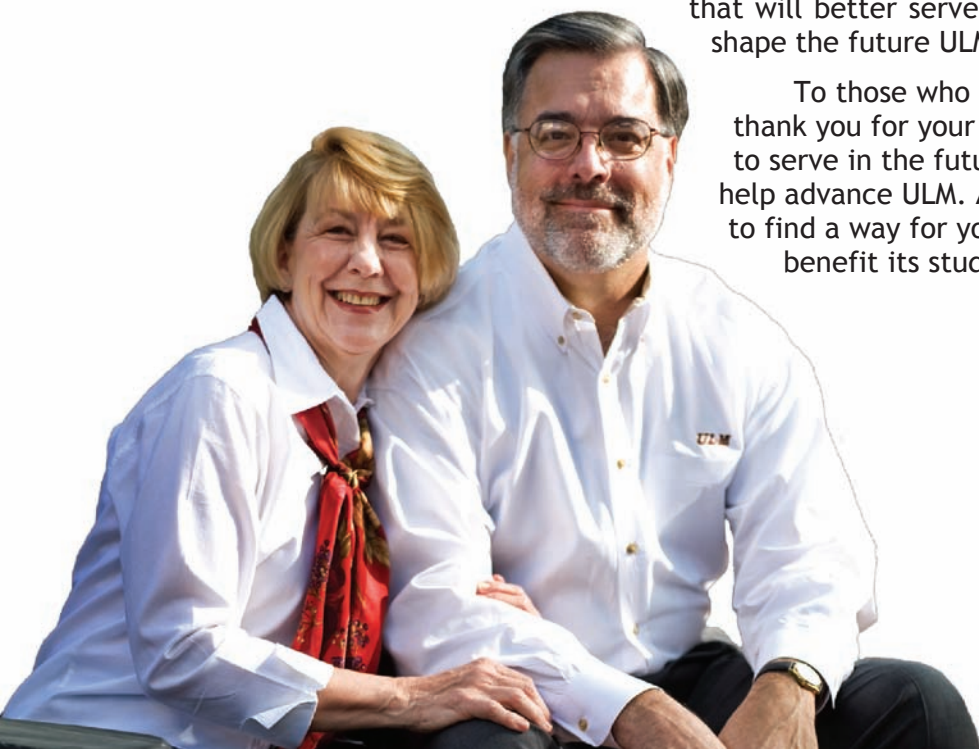
However, it is clear that a new strategic plan is needed for ULM. We are a much different university today than we were four years ago and the current plan no longer meets our needs. I will soon be charging a new Strategic Plan Steering Committee with the task of overseeing the development of the next plan. Some of the current committee members will remain to provide continuity, but new committee members will be added to diversify the base from which input occurs. Together, we will produce a document that will better serve the current ULM and will help shape the future ULM.

To those who have served in the past, I again thank you for your work. To those who will be asked to serve in the future, I request your best efforts to help advance ULM. And to each reader, I challenge you to find a way for your talents to be used to help ULM benefit its students and our society.

Sincerely,



James E. Cofer
President



Vision

Within the decade, The University of Louisiana at Monroe will be recognized as a preeminent *student-centered university* with learning as its primary goal.

Mission Statement

The University of Louisiana at Monroe (ULM) is a selective admissions, comprehensive senior institution of higher education. It offers high quality academic and professional programs to meet the intellectual, cultural, vocational, social, and personal needs of its students. The University offers both traditional and innovative graduate and undergraduate programs in the Colleges of Arts and Sciences, Business Administration, Education and Human Development, Health Sciences, and Pharmacy.

ULM's mission is to serve its students and community through teaching, research, and service. On a dynamic and diverse campus that is technologically modern and conducive to learning, students are nurtured and encouraged to broaden their values, intellect, interests, talents, and abilities to become thoughtful and productive citizens. ULM also recognizes its responsibility as a community leader and is committed to improving the general quality of life through pure and applied research, clinics, teacher education, and partnerships. A major center for the health sciences, the University provides the public with valuable health care resources. Recreational opportunities are offered through intramural and intercollegiate athletic programs.

Learning is ULM's main focus. Faculty and staff are committed to offering a complete educational experience. ULM's goal is to produce graduates who will be successful in their chosen fields by promoting excellence in education and stressing social responsibility and individual accountability.

The University serves its students and the community by sponsoring quality research programs and creative activities that promote learning and improve the quality of life. This research includes, but is not limited to, public and scholarly presentations and publications on every level. Such activities give the University a competitive advantage, and each academic department is challenged to be actively engaged in research. Extramural funding and grant writing are valuable kinds of scholarly activity, and ULM supports faculty efforts in securing such research funds.

ULM also serves the community by sharing its expertise and facilities with the public. The region's quality of life is improved through University partnerships and internships with other academic institutions and with both public and private entities. Through its physical and academic resources, ULM serves as a cultural center to promote the area's unique arts, archaeology, history, folk life, and natural sciences.

PURPOSE - SCOPE - PHILOSOPHY

The University of Louisiana at Monroe (ULM) is committed to serving as a gateway to diverse academic studies for citizens living in the urban and rural regions of the Lower Mississippi Delta. The university offers a broad array of academic and professional programs through the doctoral degree, including the state's only PharmD program. Complemented by research and service, these programs address the post-secondary educational needs of the area's citizens, business and industry.

The university ensures student learning by promoting a comprehensive context for the intellectual, scientific, cultural, technological, and economic development of a diverse student and faculty population. ULM values the continued development of mutually beneficial partnerships involving school, governmental, business, and a variety of community-based agencies.

ULM is located in Region VIII. The university is categorized as SREB Four-Year 3 institution and as a Carnegie Master's College and University L. ULM will offer a wide range of baccalaureate programs and be committed to graduate education through the master's degree, offering graduate programs to meet regional/state needs. ULM will enroll students in need of no more than one developmental education course, will limit associate degree offering to 2+2 programs, will conduct research appropriate to academic programs offered and necessary for program accreditation, and will implement Selective III admissions criteria.



CONSTITUENCIES

Many distinct groups comprise the University's family, and each group plays a crucial role.

STUDENTS are the focus of the University and include part-time, full-time, traditional, and nontraditional types. We consider both prospective and current students essential constituencies. The student body is diverse, being composed of the different genders, as well as people of different race, ethnic background, and nationality.

FACULTY forge the University's intellectual identity. Their talent, knowledge, and expertise offer successive generations of students the opportunity to succeed academically and the challenge to grow in personal and social ways.

STAFF provide and maintain the institution's vitality in terms of its processes and its service to the students, faculty, and community.

ALUMNI provide the continuity and connections between successive generations of ULM graduates as they create a strong presence in the larger community.

COMMUNITY MEMBERS have a significant stake in the institution given the University's economic impact upon the region's well-being. ULM's growth and welfare have a profound significance for the service region, not only for economic reasons but also for the cultural, academic, and intellectual development the University makes possible.

SUPPORTERS are those who may live near or far but who have an attachment to the institution and a sense of its mission. They may benefit from the University directly, or they may sense the importance of the institution to the larger community. Supporters use ULM's facilities, attend its events, and follow its programs.

EMPLOYERS can meet their hiring needs because the University provides a renewable source of qualified, educated professionals for the workplace.



Betty and Dan Trimble ('48) at the Golden Society Dinner

CHALLENGES

In the data gathering and analysis stages, several key challenges to the University's progress and success became evident. These included the lack of a consistent, positive image; an uneven integration and involvement of the academic and staff units at the university; and inconsistent expectations. The Steering Committee felt it necessary to acknowledge these difficulties very quickly and to present the challenges as opportunities that will spark action. In fact, many of the strategic initiatives are intended to meet these challenges. The Steering Committee found that ULM must continue to develop the following:

- ♦ A strong, positive, widespread University image.
- ♦ Involvement and interaction of the internal and external constituencies of the University.
- ♦ A consistent set of values.
- ♦ A clear role within the service region.
- ♦ Accountability of all University units.
- ♦ Financial support from supporters, alumni, and the community.
- ♦ Expectations that match University identity and goals.

COMPARATIVE ADVANTAGES

On the positive side, the data analysis also identified a number of distinct advantages that ULM possesses:

- ♦ Faculty provides exceptionally high quality instruction.
- ♦ Low student/faculty ratio allows individualized instruction.
- ♦ Location in a reasonably safe, moderate-sized urban location presents students with opportunities for employment, cultural activities, and social life. It also presents the University with opportunities for business and corporate ties, internships, and other forms of mutual support.
- ♦ Recognized areas of program excellence and distinction that include, but are not limited to, allied health sciences, teacher education, and gerontology.
- ♦ Administrative philosophy of leadership, student engagement, and sound management

CORE VALUES

EXCELLENCE

Personal expectations and regional, national, and global standards

It is pursued through diligent individual and collective efforts and is achieved by setting the highest goals possible for each individual and not resting until those goals are attained.

SCHOLARSHIP

Original research, the development of new interpretations, applying knowledge to solve problems, and the sharing of knowledge through teaching

We believe scholarship defines a university's intellectual climate and culture. Students and faculty are encouraged to follow ULM's motto, "Seek the Truth," through scholarly activities.

DIVERSITY

Academic programs, traditions, experiences, perspectives, opinions, ethnicity, and culture enriches and unifies a university

We celebrate uniqueness in our students, faculty, and staff because diversity expands the opportunity for learning.

RESPONSIBILITY

Acting morally and ethically, as well as being accountable for one's actions

Students, faculty, and staff have a duty to act with these standards in mind. We also recognize our duty to be thoughtful stewards of those resources entrusted to us.



REVIEW AND REFLECTION

In September of 2006, President Cofer brought together the members of the Strategic Planning Steering Committee in order to review and evaluate the progress made since the publication and dissemination of the Level I Strategic Plan in April 2004. The SPSC undertook this analysis and evaluation by taking a close look at the specific objectives from the 2004 Strategic Plan.

The SPSC accordingly formed four subcommittees to accomplish these tasks. The four subcommittees paralleled roughly the following four major kinds of objectives: the administratively-related, the externally-related, the academically-related, and the student-related objectives.

The subcommittees that undertook individual area assignments were as follows:

Administratively-related - Lisa Colvin, Jeff Galle, Robin Logan, and John Rettenmayer

Externally-related - Lauri Mondschein, David Nicklas, Charles Pryor, and Dorothy Schween

Academically-related - Mark Arant, Eric Pani, Tammy Parker, and Paul Sylvester

Student-related - Carlos Fandal, Joe McGahan, and Rob Carroll

Strategic Planning Advisory Member - Stanley Williamson

The division into these four committees also coincided with a preceding study and summary report produced in the President's Office during the summer of 2006. SGA President Rob Carroll and Dr. Richard Hood prepared this initial report which was used by the SPSC to begin its analysis and evaluation.

Each subcommittee presented a brief analysis of the status of the objectives from the Level I Plan (2004) relevant to that area, and presented a "hot spot" summary of areas of strategic importance that should be given attention in the next round of strategic planning. These identified hot spot areas were to identify factors which affect broad areas of the University and reflect critical areas of importance.

While much of this evaluation remained subjective in nature, the evidence of improvements made throughout the University structure are clearly evident, with the changes in the physical plant being the most outwardly visible. From the construction of the new campus dormitories to the newly renovated Student Union Building, any visitor to campus can see the ongoing enhancements of our campus.

Though there is always room for further advancements, the internal university structure has made great strides as well. Examples include: the development of FlightPath, ULM's self-created degree audit system which will help our faculty and staff guide our students through their required curriculum; an increase in extramural support research funding of over \$1.3 million for the College of Pharmacy since the year 2000; an increase in the number and quality of alumni opportunities in the Monroe/Ouachita Parish community and beyond; and the creation of student study/tutoring areas across campus which provide student-student interaction as well as additional faculty-student interaction.

The University of Louisiana at Monroe continues to be committed to the pursuit of excellence through its academic programs and student opportunities. In the following pages you will find evidence of critical self-evaluation which will lead our university into her next phase of growth and development.

Goals AND Objectives

STRATEGIC PLAN 2003-2004

STRATEGIC THEMES

- I. Centering on Students
- II. Developing an Academic Core
- III. Cultivating Climate and Culture
- IV. Extending External Relationships
- V. Building the Campus Environment

EVALUATION SCALE

The following ratings were used by the Strategic Planning Steering Committee as each of the objectives in the 2003-2004 Strategic Plan were discussed and reviewed. These ratings not only reflected areas where great improvements were made, but also assisted in the determination of “Hot Spots” which require the continued efforts of the University community.

Where there is evidence of marked improvement there is a rating of:

SUBSTANTIAL PROGRESS



Where there is evidence of beneficial improvement there is a rating of:

SOME PROGRESS



Where there is insignificant evidence of improvement there is a rating of:

LITTLE PROGRESS



Where there is no evidence of improvement there is a rating of:

NO PROGRESS



THEME I: CENTERING ON STUDENTS

The University of Louisiana at Monroe's primary focus is its students.

ULM's students, faculty, and staff constitute a team in which students take primary responsibility for their success, assisted by faculty and staff, and facilitated by a stimulating university environment.

The University strives in every way to nurture its students, encouraging them to broaden their values, intellect, interests, talents, and abilities to become thoughtful and productive citizens.

Goal 1

Create opportunities featuring varied aspects of campus life, community involvement, and leadership.

Goal 2

Develop opportunities for lifelong learning fostered through vital interactions between students, faculty, staff, and community.

Goal 3

Offer diverse experiences which encourage the sharing and appreciation of different cultures, heritages, thoughts, and points of view.

Goal 4

Develop efficient, productive student services.



Goal I.1: Create opportunities featuring varied aspects of campus life, community involvement, and leadership.

Objective I.1.1:

Establish cultural, intellectual, and recreational opportunities for all ULM students, so they can participate in a full range of extra-curricular educational activities and in social campus organizations and associations.

SOME PROGRESS



Objective I.1.2:

Improve student participation and access to community involvement experiences.

SOME PROGRESS



Objective I.1.3:

Advance opportunities for students to gain experience in leadership positions.

LITTLE PROGRESS



Goal I.2: Develop opportunities for lifelong learning fostered through vital interactions between students, faculty, staff, and community.

Objective I.2.1:

Enhance established programs of academic excellence.

SOME PROGRESS



Objective I.2.2:

Develop progressive programs that lend distinctiveness to the University.

LITTLE PROGRESS



Objective I.2.3:

Provide innovative educational opportunities for students of all ages and backgrounds. These students include those adult learners who need alternative time schedules and those who are considering career changes, while all are encouraged to enjoy the experience of life-long learning.

SOME PROGRESS



Goal I.3: Offer diverse experiences which encourage the sharing and appreciation of different cultures, heritages, thoughts, and points of view.

Objective I.3.1:

Broaden the scope of events which expose students to new and diverse perspectives.

NO PROGRESS



Objective I.3.2:

Review and update on a continual basis policies and procedures that affect the quality and diversity of student life.

NO PROGRESS



Objective 1.3.3:

Develop a vibrant entity in the University which fosters appreciation and respect for the region's unique art, culture, literature, history, archaeology, folk life, and natural sciences.

LITTLE PROGRESS

Goal 1.4: Develop efficient, productive student services.

Objective 1.4.1:

Provide comprehensive and convenient campus services for students, faculty, and staff.

SUBSTANTIAL PROGRESS

Objective 1.4.2:

Develop a technology plan that assures modernity and efficiency within all facilities and services.

SOME PROGRESS

Summary of attainment:

Some to substantial progress has been made in attaining three of the four goals centering on students. The university created a more varied campus life, increased student involvement in the community, and offered more opportunities for students to gain leadership experience. Only small steps were made, however, in increasing the diversity of experiences that broaden student perspectives. Attention to lifelong learning was augmented as interactions between students, faculty, staff, and the community increased. Class scheduling changes and more internet and hybrid courses provided opportunities for students in a greater age range and from more varied backgrounds to participate in the learning process. A plan for assuring that technology on campus remains current is under development. The greatest gains, however, occurred with student services, as more comprehensive programs were offered with more convenience for the students.

Hotspots for development:

- ◆ Form a taskforce including Student Life and Leadership, Recruitment and Admissions, and the Student Success Center to coordinate programming
- ◆ Improve the relationship between Student Affairs and the International Student Association
- ◆ Develop a multicultural center
- ◆ Develop an office to coordinate student employment, especially internships
- ◆ Increase the number of day and/or weekend trips to expose students to a greater number and more diverse cultural activities

THEME II: DEVELOPING AN ACADEMIC CORE

Consistent with its University status and according to its collegiate responsibilities, ULM will provide its students, faculty, and staff with an excellent academic environment.

This level of excellence will be established and maintained by ensuring scholarship through worthy programs. These programs include the traditional liberal education pursuits and applications in the professional curricula.

Goal 1

Establish and maintain an academic identity.

Goal 2

Maintain and further enhance academic quality.



Goal II.1: Establish and maintain an academic identity.

Objective II.1.1:

Identify, develop, and maintain traditional and progressive curricula.

These curricula will emphasize teaching, research, and service and will exploit the University's existing strengths, geographical advantages, and distinctiveness. The phrase "traditional programs" refers to curricula heretofore considered as centers of excellence at ULM, programs such as teacher education, health science programs, atmospheric science programs, gerontology, and insurance. The curricula to which the term "progressive curricula" apply are developing.

SUBSTANTIAL PROGRESS

Objective II.1.2:

Discover and communicate knowledge effectively through a balance of internal and external scholarship elements. These include:

a. Internal: research, integration, application, and teaching.

LITTLE PROGRESS

b. External: service and internships.

SOME PROGRESS

c. Promote cutting edge interdisciplinary programs and partnerships with community, local, and state liaisons.

LITTLE PROGRESS

Objective II.1.3:

Develop and maintain programs designed to provide educational opportunities.

SUBSTANTIAL PROGRESS

Objective II.1.4:

Develop and maintain dynamic relationships with other academic institutions which can further ULM's goals.

SOME PROGRESS

Objective II.1.5:

Procure, develop, and maintain contemporary technological vehicles for knowledge acquisition and dissemination.

LITTLE PROGRESS

Goal II.2: Maintain and further enhance academic quality.

Objective II.2.1:

Balance programs against financial resources.

LITTLE PROGRESS

Objective II.2.2:
Challenge each department to increase scholarly productivity.

LITTLE PROGRESS



Objective II.2.3:
Increase accountability for faculty, students, staff, and administrators.

LITTLE PROGRESS



Objective II.2.4:
Elevate performance expectations for faculty and students.

SOME PROGRESS



Objective II.2.5:
Pursue scholastic diversification.

SOME PROGRESS



Summary of attainment:

Modest progress was made in developing an academic core for the university. Identification, development, and maintenance of traditional and progressive curricula and development and maintenance of programs designed to provide educational opportunities helped establish the university's academic identity. The discovery of knowledge and the development and maintenance of relationships with other academic institutions saw some progress as the university created greater performance expectations for its faculty and staff and began hiring faculty from institutions more broadly distributed geographically. Lesser progress was made concerning the technology vehicles needed for knowledge acquisition and dissemination and in promoting interdisciplinary programs and partnerships. Nevertheless, more remains to be done to improve scholarly productivity and increase the accountability of all individuals associated with the university. The challenge of balancing university programs against available financial resources also must continue to be addressed.

Hotspots for development:

- ◆ Establish goals, objectives, and benchmarks to evaluate programs thereby identifying areas of academic excellence
- ◆ Procure, develop, and maintain contemporary vehicles for knowledge acquisition and dissemination
- ◆ Challenge each department to increase scholarly activity

THEME III: CULTIVATING CLIMATE AND CULTURE

The climate and culture that a university provides is important to the educational and social well-being of its student body, as well to the academic and professional development of its faculty and staff. ULM will strive for an engaging and nurturing environment that is committed to enhancing both the campus community and the Northeast Louisiana region.

Goal 1

Develop a commitment to excellence within all elements of the University.

Goal 2

Develop a sense that the University is the mutual responsibility of the students, faculty, staff, alumni, and community.

Goal 3

Develop an effective and efficient University organization.



Goal III.1: Develop a commitment to excellence within all elements of the University.

Objective III.1.1:

Elevate the level of expectation in everyone's performance.

SOME PROGRESS



Objective III.1.2:

Identify the needs of and provide professional development for faculty and staff.

SOME PROGRESS



Objective III.1.3:

Develop an employee incentive and recognition initiatives.

LITTLE PROGRESS



Objective III.1.4:

Pursue diversification of faculty, staff, and students.

LITTLE PROGRESS



Goal III.2: Develop a sense that the University is the mutual responsibility of the students, faculty, staff, alumni, and community.

Objective III.2.1:

Promote shared governance.

SOME PROGRESS



Objective III.2.2:

Decentralize and broaden participation in all University planning processes.

SOME PROGRESS



Objective III.2.3:

Educate all constituents about their roles as ULM's partners.

LITTLE PROGRESS



Objective III.2.4:

Involve students, faculty, staff, and alumni with the community and provide opportunities for the community to be involved with the University.

SOME PROGRESS



Goal III.3: Develop an effective and efficient University organization.

Objective III.3.1:

Develop a more effective campus-wide communications system.

LITTLE PROGRESS

Objective III.3.2:

Maintain and communicate a clear and consistent organizational chart.

SUBSTANTIAL PROGRESS

Objective III.3.3:

Develop consistent and strong leadership throughout the University.

SOME PROGRESS

Objective III.3.4:

Continue activities that cultivate an atmosphere of mutual trust and openness.

LITTLE PROGRESS

Objective III.3.5:

Streamline services through the utilization of technology and best practices.

SOME PROGRESS

Objective III.3.6:

Develop a comprehensive, consistent set of policies and procedures for the University's operations.

LITTLE PROGRESS

Summary of attainment:

With increased expectations for all and a re-dedication to excellence, the culture and climate of the university has greatly improved. Furthermore, the interdependence of students, faculty, staff, alumni, and community members—and the resulting mutual responsibility for the university—has become more evident. The community has learned more about the university from additional opportunities for interaction. Internally, the promotion of shared governance has enhanced the sense of ownership among the faculty, staff, administration, and students. Faculty and (to a lesser extent) staff have benefited from more opportunities for professional development. Streamlining services, especially through technology, and improving university leadership have resulted in a more effective and efficient organization. However, communication and the development of policies and procedures continue to be problem areas and have hampered the cultivation of an atmosphere of trust and openness among some groups.

Hotspots for development:

- ◆ Effectively communicate the University's values, vision, and mission to students, faculty, staff, alumni, and community members
- ◆ Build programs and opportunities for staff development, professionalism, and recognition
- ◆ Clearly delineate and advance communications efforts to include the following: the vehicles by which the University community transfers vital information amongst its constituents; and, the data quality processes employed by each functional area to ensure accurate, timely, consistent, and complete University records.

THEME IV: EXTENDING EXTERNAL RELATIONSHIPS

The University of Louisiana at Monroe is committed to the community and the entire region in which it is located. Its students, faculty, administration, and staff are active participants in the community through many avenues.

ULM promotes its involvement in the community and encourages the community to become more involved with the University. The institution must maintain and expand relationships with all of its constituents, from the “Twin Cities,” throughout northeast Louisiana, and beyond.

ULM must integrate completely with the people of Monroe, West Monroe, and northeast Louisiana so that all people in proximity to ULM take ownership of the University with the attendant loyalty, pride, and commitment of resources.

Goal 1

Meet the needs of businesses and industries by increasing the number and quality of community partnerships.

Goal 2

Cultivate opportunities for the University’s alumni and friends to further ULM’s mission by giving of their time, talents, and treasure.

Goal 3

Assert a clear and consistent identity for the University.



Goal IV.1: Meet the needs of businesses and industries by increasing the number and quality of community partnerships.

Objective IV.1.1:

Strengthen partnerships with area/regional businesses and industries.

SOME PROGRESS



Objective IV.1.2:

Prioritize the University's role as the region's intellectual, cultural, social, and economic center.

SUBSTANTIAL PROGRESS



Objective IV.1.3:

Enhance relationships with other academic institutions.

SOME PROGRESS



Goal IV.2: Cultivate opportunities for the University's alumni and friends to further ULM's mission by giving of their time, talents, and treasure.

Objective IV.2.1:

Develop a plan to engage the large number of nearby alumni in the University's life on a consistent basis.

SUBSTANTIAL PROGRESS



Objective IV.2.2:

Create and implement a plan to enlarge the University's annual fund and endowments.

SOME PROGRESS



Objective IV.2.3:

Steward ULM's political support.

SUBSTANTIAL PROGRESS



Goal IV.3: Assert a clear and consistent identity for the University.

Objective IV.3.1:

Communicate more effectively with internal and external audiences.

LITTLE PROGRESS



Objective IV.3.2:

Develop and implement a marketing plan for the University.

LITTLE PROGRESS



Objective IV.3.3:

Develop and implement a marketing plan for Athletics.

SOME PROGRESS



Objective IV.3.4:

Increase the number and variety of campus events that bring the community and University together.

SUBSTANTIAL PROGRESS



Summary of attainment:

Relationships between the university and external partners have also improved greatly, largely because of the university's prioritization of its role as the region's intellectual, cultural, social, and economic center and from the outreach that has occurred because of this focus. Partnerships with business and industry in the region have been strengthened, as have interactions with other academic institutions. A greater number of the university's alumni and friends are giving more of their time, talents, and money and the community is becoming more involved with the university as the number and variety of on-campus events increases. The university also has benefited quite substantially from stronger relationships with the region's federal, state, and local elected officials. Further improvements will result from a more concerted effort to market the university's academic and athletic programs and with more effective communication with its internal and external audiences.

Hotspots for development:

- ◆ Assert a clear and consistent identity for the University by employing strategies involving the following:
 - ◆ The work of University Marketing Committee
 - ◆ Efforts to "market to our own employees"
- ◆ Develop and maintain dynamic relationships with other academic institutions to further ULM's goals. Areas in which to develop relationships include:
 - ◆ Area superintendents
 - ◆ Collaborative research opportunities
 - ◆ Academic programs and partnerships
 - ◆ Recognition opportunities for ULM faculty
 - ◆ Envision
- ◆ Strengthen partnerships with area/regional businesses and industries with the following factors:
 - ◆ On-going public awareness campaign and publication of annual report
 - ◆ Formal liaisons between University Advancement and each college
 - ◆ Key contact person or committee in each college to assist in developing expectations and needs of colleges in community partnerships
- ◆ Enhance and promote the University's role as the region's intellectual, cultural, social, and economic center by undertaking initiatives similar to the following:
 - ◆ Grant opportunities
 - ◆ Expansion of continuing education opportunities

THEME V: BUILDING THE CAMPUS ENVIRONMENT

Attractive, well-equipped, and well-maintained buildings and recreational spaces that are sufficient in size and number are prerequisite to the success of recruitment and retention efforts.

As the primary venue for learning, discovery, and living, the campus physical environment significantly affects the University's academic, cultural, and social life.

These facilities, furthermore, contribute greatly to the institution's external and internal image, as well as the esprit that unites the members of the immediate University family.

Goal 1

Develop, implement, and maintain a campus facilities plan.

Goal 2

Develop, implement, and maintain a comprehensive maintenance program.

Goal 3

Formulate a University-wide technology plan.



Goal V.1: Develop, implement, and maintain a campus facilities plan.

Objective V.1.1:

Complete a facilities utilization study that will determine the adequacy of University space and address safety, accessibility, and security.

LITTLE PROGRESS



Objective V.1.2:

Identify opportunities for improvement in and enhancement of campus growth, including construction, renovation, and pedestrian and vehicular traffic flow.

SUBSTANTIAL PROGRESS



Objective V.1.3:

Identify and exploit unique facilities and cultural resources.

SOME PROGRESS



Goal V.2: Develop, implement, and maintain a comprehensive maintenance program.

Objective V.2.1:

Expand and improve the system of maintenance reporting, response, and assessment.

SUBSTANTIAL PROGRESS



Objective V.2.2:

Establish a proactive approach to identifying and addressing weaknesses to minimize major maintenance problems.

NO PROGRESS



Goal V.3: Formulate a University-wide technology plan.

Objective V.3.1:

Create an organizational structure that will effectively address the technological needs of all University divisions.

SUBSTANTIAL PROGRESS



Objective V.3.2:

Identify best practices that can be adopted as benchmarks for technology infrastructure, equipment, and software.

LITTLE PROGRESS



Objective V.3.3:

Enhance the technological literacy of faculty, staff, and students through coordinated training efforts.

SUBSTANTIAL PROGRESS



Summary of attainment:

The campus environment at ULM has improved markedly during this period as new construction and renovations have transformed buildings and grounds. New crosswalks and the DeSiard Renaissance have improved pedestrian and vehicular traffic flow and some progress has been made in capitalizing on unique features such as Bayou DeSiard. A new reporting system has helped staff coordinate repairs so response times for maintenance requests have decreased; however, the level of activity caused by the deferred maintenance of the past has limited the amount of proactive work that can be done. A study of space utilization has begun but is incomplete at this time, as is a campus-wide technology plan. Nevertheless, access to current technology has improved considerably for faculty, staff, and students and an increase in the number of staff working on technology and a reorganization of the University Computing Center have accomplished a great deal in addressing the technology needs of the university.

Hotspots for development:

- ◆ Build a taskforce to complete a comprehensive Facilities Study which includes the offices of Academic Affairs, Business Affairs, Physical Plant, University Police, and University Planning and Analysis.
- ◆ Construct an aggressive university-wide technology plan to assess not only the technology needs of various university constituents, but also best practices as they relate to the specific technological requirements for each university office. This effort should also be clearly communicated as to how it fits within the University's overall technological vision.
- ◆ Adhere to a proactive approach towards the maintenance of all University facilities and properties.

IN SUMMARY

The strategic goals advanced slightly more than three years ago by the broad-based Strategic Planning Committee at the University of Louisiana at Monroe have largely been achieved. Many people have remarked about the positive changes in the look of the campus: new residence halls have been constructed, other buildings have been renovated, out buildings that could not be repaired have been demolished, the front of the campus is undergoing a renaissance, and the grounds have been transformed by improved maintenance and a coordinated landscaping program. Judged by this alone, the strategic plan and its resulting actions have been a success, especially with respect to the theme of building a campus environment.

However, that progress should not overshadow the work accomplished in striving to attain the goals associated with the less visible elements of the plan's themes. As ULM has sought to realize its vision, it has focused on attracting students that are better prepared academically and on creating an exciting environment for these students. Changes in academic programs have strengthened the academic core of the university and increased the interactions between students and faculty. Class scheduling changes and more internet and hybrid courses have provided opportunities for students in a greater age range and from more varied backgrounds to participate in the learning process. A diversified campus life, increased student involvement in the community, and more opportunities for students to gain leadership experience are the result of a reorganization of student services. University processes have been streamlined with technology that everyone is better able to use.

ULM's image as an institution of higher education where student welfare is a paramount concern and academic rigor is required is now well recognized. The university has established itself as the region's intellectual, cultural, social, and economic center with increased expectations for all and a re-dedication to excellence. Simultaneously, the university has extended its outreach by developing or expanding its relationships with external partners: the region's businesses and industries as well as other academic institutions. As morale has increased, more of the university's alumni and friends are giving of themselves.

While great progress has been made, the vision for ULM has not yet been reached. More remains to be done to improve scholarly productivity and to increase the accountability of all individuals associated with the university. Additional technology vehicles are needed for knowledge acquisition and dissemination. The promotion of interdisciplinary programs and partnerships should expand, as should the experiences that will broaden the student perspective. Of course, all of this work, along with the need to become more proactive with maintenance, is predicated on the continuing need to balance university programs against available financial resources. A more concerted effort to market the university's academic and athletic programs will help attract additional revenue, and additional planning through a thorough space utilization study and a comprehensive technology plan will make the use of existing resources more efficient. Finally, effective communication with the university's internal and external audiences is essential and a comprehensive set of current policies and procedures are needed. As shared governance continues, these elements will help cement the university community.

All aspects of the University of Louisiana at Monroe have been shaped by the efforts of students, faculty, staff, administrators, alumni, and the community and guided by this strategic plan. Many people share in the successes achieved under this strategic plan but every member of these groups shares in the responsibility for ULM's future. ULM is today a much different institution than it was when the Strategic Planning Committee began its work in 2003, and it is evident that this phase of strategic planning has come to a close and a new one must begin. The Committee members recommend, therefore, that a new strategic planning process start as soon as possible and look forward to the continued development of ULM as a preeminent student-centered university with learning as its primary goal.

LEADERSHIP

In April 2003, ULM President James E. Cofer initiated the strategic planning process with a two-day strategic planning seminar, which was facilitated by a national strategic planning expert. Afterward, and in consultation with the college Deans and the Vice President for Academic Affairs, the President appointed a Steering Committee to lead the fourteen task forces that were planned. Two ULM students were also named to the Steering Committee itself. In the days following these appointments, total membership on the strategic planning task forces grew to more than 125 members. Each task force then received its charge in successive meetings with the President and the outside facilitator, and the process was underway.

With the completion of the Level I and II Strategic Plan, the University has a primary guide for the next five years. This plan will provide direction for many institution initiatives, the allocation of resources, and University assessment.

The plan itself is not the end result. Under the leadership of President Cofer, ULM has formalized a broad, inclusive, public process that is to be ongoing, comprehensive, and dynamic. ULM now possesses a participatory planning process that will connect decision-making on every level to a larger plan. This process will be repeated in five-year increments, thus ensuring a consistent pattern of involvement in university planning.

The 2003 Steering Committee consisted of the following members:

- ♦ Jeff Galle (Level I Chair and Facilities Chair) - College of Arts and Sciences
- ♦ John Rettenmayer (Level II Chair and Finances Chair) - College of Business Administration
- ♦ Eric Pani (Academic Program Review Chair) - Academic Affairs
- ♦ Nick Bruno (Human Resources Chair) - Business Affairs
- ♦ Carlos Fandal (Image Chair) - College of Arts and Sciences
- ♦ Paul Sylvester (Climate and Culture Chair) - College of Health Sciences
- ♦ Tammy Parker (Athletics/Student Services Chair) - College of Business Administration
- ♦ Dorothy Schween (Administrative Services Chair) - College of Education and Human Development
- ♦ Charles Pryor (Values Chair) - College of Education and Human Development
- ♦ Traci Murphy (Governance Chair) - Athletics
- ♦ Mark Arant (External: Economics/Technology Chair) - College of Arts and Sciences
- ♦ Robin Logan (External: Educational/Social/Demographic Chair) - University Planning and Analysis
- ♦ Joe McGahan (External: Legislative/Political/Competitive Chair) - College of Education and Human Development
- ♦ Terry Jones (Editing Chair) - College of Arts and Sciences
- ♦ Bill Krutzer - Community leader member
- ♦ Evan Earl and Janeca Foster - Student members

The 2006 Steering Committee consisted of the following members: Mark Arant, Lisa Colvin, Carlos Fandal, Jeff Galle, Robin Logan, Joe McGahan, Lauri Mondschein, Dave Nicklas, Eric Pani, Tammy Parker, Charles Pryor, John Rettenmayer, Dorothy Schween, Paul Sylvester, and Stanley Williamson. Student Members: Rob Carroll and Micah Pulliam.



Looking TOWARDS THE FUTURE

As a public institution of higher education, ULM has sought to meet the needs of society in an expanding geographic area. That society has been significantly changed over the 75 years of ULM's history as new technologies have emerged, and, if history is any predictor of the future, those changes will become more rapid as we progress further into the 21st century. A new strategic plan is needed to guide the university into this future so that it continues to effectively serve the public's needs.

Reaffirmation of the university's accreditation by the Southern Association of Colleges and Schools (SACS) will occur nearly simultaneously with the beginning of this new strategic planning effort. It is essential, therefore, that the next university strategic plan be developed quickly so that it will be in place prior to the major work needed for reaffirmation. The following steps are recommended.

1. The four vice presidents should develop divisional strategic goals that advance the university over the next five years in a manner consistent with the Board of Regent's 2001 Master Plan for Postsecondary Education and take into consideration the hot spots listed in this document.
2. A small group headed by an individual with experience in strategic planning and representing faculty, deans, and upper administration, should use this information to draft a strategic plan with measurable objectives.
3. This draft should be presented to the President's Cabinet for further review for the appropriateness of proposed content, then presented to the restructured Strategic Planning Steering Committee for wider input and refinement.
4. After these refinements are consolidated into a complete document, it should be disseminated to the Faculty Senate and the University at large.
5. Units reporting to each of the vice presidents should develop tactical plans with measurable objectives that support the university plan and the heads of those units should see that the departments reporting to them have supporting tactical plans.

With this method, work can be completed quickly while still allowing for broad-based input. It is also recommended that an individual be hired to help coordinate the strategic planning process and see that each unit develops an appropriate plan.



Garren Buntun (AS '03 in General Studies - BA '07 in Mass Communications)



The University of Louisiana at Monroe
Established 1931