

# *Welcome to New Faculty Orientation 2024*

1

Find a seat  
at your  
college  
table

2

Introduce  
yourself to  
your table  
colleagues

3

Find a unique  
communality  
among the  
group

4

Be ready  
to share



# Division of Academic Affairs

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## Office of the Provost

Dr. Jaimie Hebert  
Provost and Vice President  
for Academic Affairs

[provost@louisiana.edu](mailto:provost@louisiana.edu)

[academicaffairs.louisiana.edu](http://academicaffairs.louisiana.edu)



# Division of Academic Affairs

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## Office of Student and Faculty Excellence

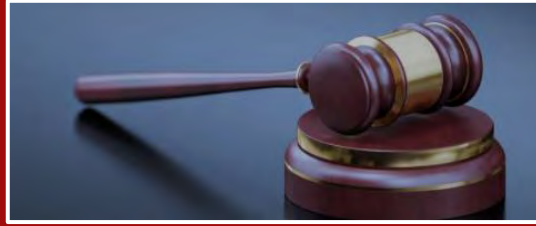
Dr. Dianne F. Olivier  
Associate Vice President  
for Academic Affairs

[dianne.olivier@louisiana.edu](mailto:dianne.olivier@louisiana.edu)

[academicaffairs.louisiana.edu](http://academicaffairs.louisiana.edu)



# *UL Lafayette Faculty Senate*



<https://facultysenate.louisiana.edu>



Works with the administration on addressing academic standards, student experience, institutional governance, and organizational policies.

Senators represent all ranks, departments, colleges.

*Senators work for you.*

## Executive Committee

- **President: Philip Auter** -- philip.auter@louisiana.edu | 337-482-6106
- Vice President: Leah Orr -- leah.orr@louisiana.edu | 337-482-5463
- Secretary: Kelly Robinson -- kelly.robinson@louisiana.edu | 337-482-5705
- Elected Rep: Febbee Louka -- febee.louka@louisiana.edu | 337-482-6900



# Division of Student Success

Dr. Beth Giroir  
Executive Director  
Student Success Initiatives

# Our Departments

- Academic Success Center
  - Includes Early Alert Program-Student Success Manager
- First-Year Experience
- First-Year Seminar
- The Learning Center
- Louisiana Educate Program



# New Faculty Presentation

## Handshake LinkedIn Learning for Students General Services Overview

Presented by **Jennifer LeMeunier**, Associate Director

# Handshake - What is It?

## Why should students use it?



**Handshake is the leading career services management platform in the US, partnering with over 1300 higher education institutions.**

**It provides:**

- **Jobs & Internships for every student**
- **Personalized feed & custom recommendations for students**
- **A location where employers are eager to connect with directly with students**
- **Community of students and alumni to engage with**
- **One-stop shop for all student career building and campus career center needs**
- **Event listings – career fairs, virtual info. Sessions, workshops & more!**

**Why students should use Handshake.....**

**Get Hired – discover and land jobs and internships**

**Get Connected – Connect with peers for tips and advice**

**Get Discovered – Get messaged by employers that want to hire students**

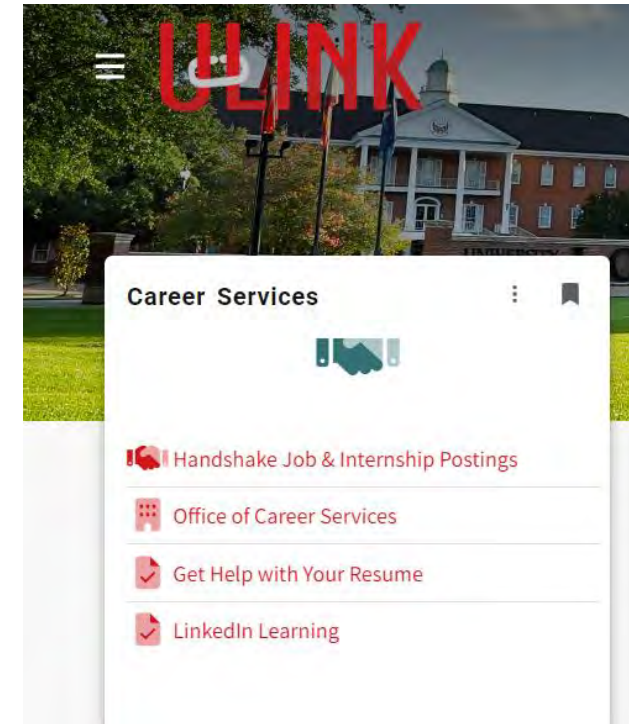
**Get it all in one place – from career building resources to event information on campus**



# How Do Students Access Handshake?



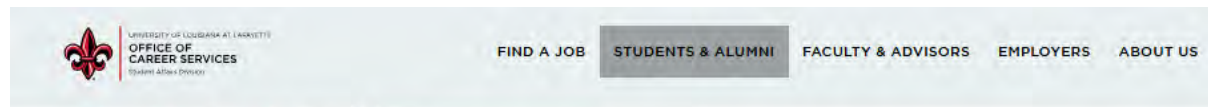
1. Students sign into ULink
2. Students access the card: Career Services
3. Students select Handshake Job & Internship Postings
  - \*Students use their C# email address to login
4. Student can also login directly at:  
<https://louisiana.joinhandshake.com/edu>



# Handshake for Faculty



Want to see what students can see in Handshake?



[Career Services Home](#) > [Students & Alumni](#)

## Students & Alumni

Let us help you with the next step in your career!

We can review resumes and cover letters, help with your job search, and connect you with the Ragin' Cajun network of employers.



[Handshake Student/Alumni Login](#)




[Alumni Access Request for Handshake](#)



# Handshake for Faculty



Would you like a department account to post jobs in Handshake?



UNIVERSITY OF LOUISIANA AT LAFAYETTE  
OFFICE OF  
CAREER SERVICES  
1000 UNIVERSITY BLVD • SUITE 100 • LAFAYETTE, LA 70503

FIND A JOBSTUDENTS & ALUMNIFACULTY & ADVISORSEMPLOYERSABOUT US

Students & Alumni+

Faculty & Advisors+

Employers-

Handshake for Employers

Career Fairs

Employer Guidelines

About Us

needs.

### What can Handshake do for you?

- Direct student messaging
- Job postings for all majors
- Powerful applicant filtering
- Event promotion and management, including Career Fair registration
- Interview scheduling and management

EMPLOYER LOGIN

Start recruiting UL Lafayette students today!

#### New to Handshake?

[Register your employer account](#)

[Learn how to post jobs on Handshake](#)

**FREE**

**LinkedIn** Learning

**for students!**

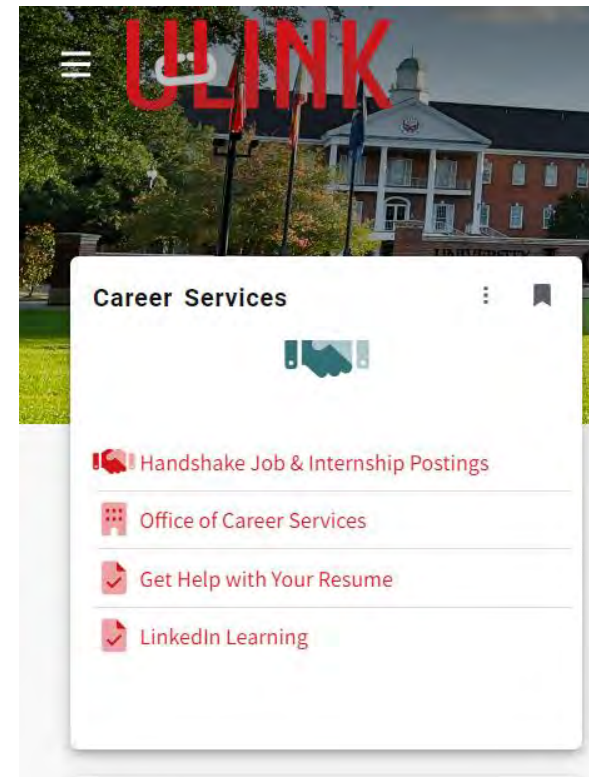


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LOUISIANA  
L A F A Y E T T E ®

**Career Services**

# Students can access FREE LinkedIn Learning.

1. Students sign in to ULink; using single sign on credentials.
2. Students access the card: Career Services
3. Students select LinkedIn Learning





# Student Access in LinkedIn Learning:

- ❖ When a student logs into LinkedIn Learning for the first time (through ULink Career Services card), the system creates a LinkedIn Learning account for you and give you the option to connect that account to a personal LinkedIn account.
- ❖ LinkedIn Learning accounts are not the same as LinkedIn accounts and students are not required to have a LinkedIn account to access LinkedIn Learning content through UL Lafayette.
- ❖ If a student chooses to connect their LinkedIn Learning account to an existing or new LinkedIn profile, the system will be able to provide the student with a more personalized learning experience and the student will be able to access their LinkedIn Learning history and record of course completions after leaving UL Lafayette.

Do this by adding your C# email address in addition to your personal email address in your existing LinkedIn profile under Settings.

# WHY should instructors utilize LinkedIn Learning for Students?

- ❖ Leveraging LinkedIn Learning videos, courses, learning paths, and collections can provide instructors with supplemental content to support student learning in transferable and marketable skills and tools.
- ❖ Provide supplemental learning: Courses can be used as pre-course or post-course work.
- ❖ Ensure students are on the same footing: LinkedIn Learning can help students learn skills that will help them succeed in courses.
- ❖ Save time: Instructors can provide a base of information in classrooms and then use LinkedIn Learning for students to revisit or expand on that knowledge.

# LinkedIn Learning

## Popular Course Topics for Students:

**Professional Development:** Performers, Effective Listening, Time Management Giving & Receiving Feedback

**Microsoft Office:** Excel training, Word Essential training, PowerPoint Essential Training

**Abode Products:** Outlook Essential training, PivotTables for Beginners, SharePoint Accessibility and Web Design

**Starting a New Job:** Strategies for your first 90 days, Business Etiquette, Connect Meaningfully

**Resumes and Job Searching:** Rock Your LinkedIn Profile, Writing a Cover Letter, Mastering Common Interview Questions

**Equity, Diversity, Inclusion and Belonging:** Inclusive Mindset, Confronting Bias, Communicating with Empathy

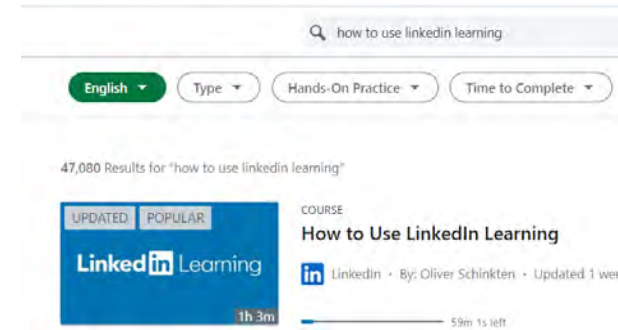
**Hybrid and Remote Work Skills:** How to Stand Out Remotely, Time Management, Enhance Productivity in a Hybrid Work Environment

**Virtual Meetings:** Zoom Essential Training, Microsoft Teams Quick Tips

# **HOW can instructors assign students courses in LinkedIn Learning for Students?**

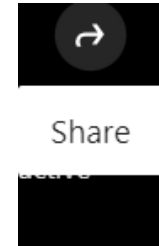
## **Steps:**

- 1. Search for course in search bar.**  
(What do you want to learn today?)
- 2. Select a course. Open the course.**
- 3. Click Share in the top-right corner of the course homepage.**
- 4. Click the Link icon.**
- 5. Click Copy to add the link to your clipboard. Post in the Moodle Course.**

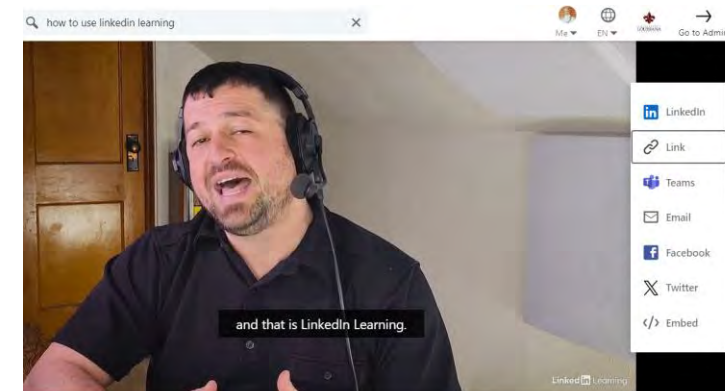


1

2



3



4



5



# How do instructors know students completed the course?

**Note:**

LinkedIn Learning does not sync to the Moodle grade book.

- 1. Teacher needs to create an assignment in Moodle requesting the students submit their completion certificate.**
- 2. Students take the course then upload their certificate.**

# Career Services Offerings...

- Career Assessments
- Individual Career Coaching
- Career Closet
- Career Fairs

- On-campus interviews w/employers
- Mock Interviews
- Cooperative Education
- Job Search: Handshake/LinkedIn

- Professional Development
- Resume Reviews
- Seminars & Workshops

## In-class presentations available:

- CliftonStrengths for Students
- Career Closet & Professional Presence
- Interview Prep & Job Search - Handshake
- Resume Writing & Career Competencies
- TypeFocus: Success Through Self-Awareness

**Schedule yours today!**

<https://louisiana.edu/career/students-alumni/seminars-workshops>

# Connect With Us!



Agnes Edwards Hall, Room 104

337-482-1444

[career@louisiana.edu](mailto:career@louisiana.edu)

[louisiana.edu/career](https://louisiana.edu/career)



# Academic Success Center - Lee Hall, room 115



University business hours: 7:30 am – 5:00 pm M-R 7:30 am – 12:30 pm F

Virtual hours 9 – 10 am & 2 – 4 pm appointments through Microsoft TEAMS

60 credit hours or less = Academic Success Center

More than 60 credit hours = Dean's office of new major



# Academic Success Center

**Professional advisors – First year Biology and Management majors**

Population of first year students in other degree programs (excluding College of Nursing and Arts)

**Peer Advisors – 2 Upper class undergraduate students**

Provide student perspective and serve as mentors

**New Faculty Advisor Training – Best Practices (NACADA) and UL resources**

FERPA

How to use UL technology to support advising

Degree Works (completed with Office of Institutional Effectiveness)

**\*\*training required for access to be granted to advisor cards in ULink**

**Serve as a resource for University Academic Departments**

**Organize and lead the University Advising Council**

**Provide Summer training for faculty advisors working with Orientation sessions**

[iana@louisiana.edu](mailto:iana@louisiana.edu)

[success@louisiana.edu](mailto:success@louisiana.edu)

**337-482-6818**

[louisiana.edu/studentsuccess](http://louisiana.edu/studentsuccess)



# CRM Advise and Creating Early Alerts

# Overall View

What is the purpose of the faculty alert?

The purpose of the faculty alerts within Student Success Manager is to provide instructors with additional support in order to catch students early and provide them with assistance as soon as a need is identified. As a faculty member at ULL, you have the best and earliest perspective on a student's ability to complete the course work necessary for your class. Student Success Manager users can reinforce your efforts to support your students by providing additional follow-up and keeping you informed of interactions with students.

# Why?

A Student Success Manager user can support your efforts to assist your students and you will be able to keep track of our progress.

## **Alert Types:**

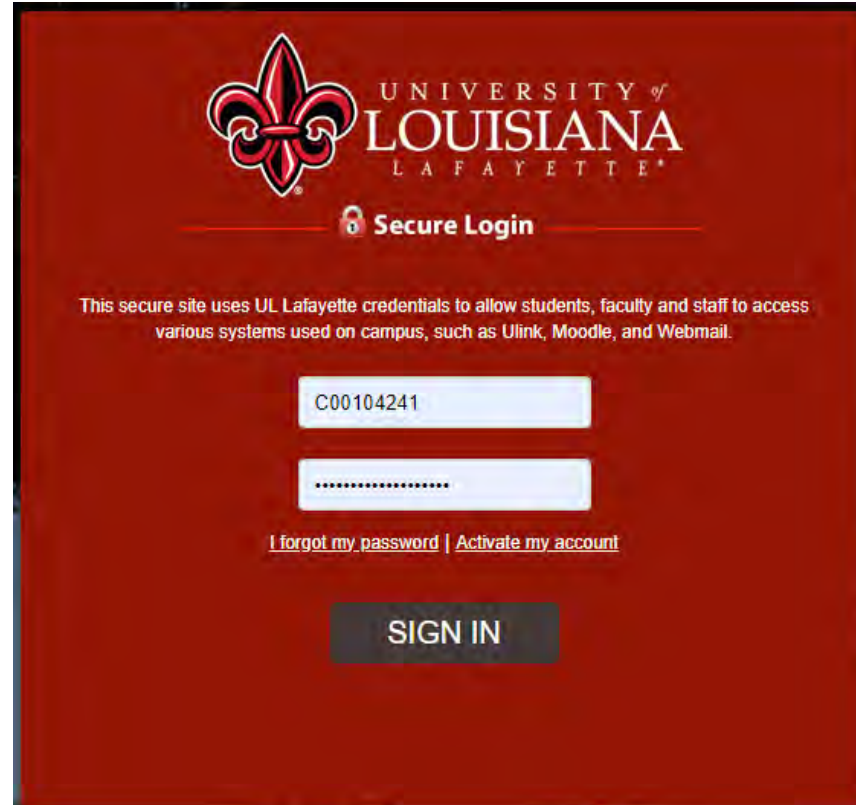
- Excessive Absences: poor attendance, approaching course limit for absences
- At Risk in Class: anything that would make the student “at-risk.” Failed exams, missed homework, etc.
- Not At Risk: gives feedback to students who are excelling in your class



# How?

## How do I submit an alert?

1. Log into Ulink (ulink.louisiana.edu) using your ULID and password.
  - Use Mozilla Firefox or Google Chrome only.

The image shows the 'Secure Login' page for the University of Louisiana - Lafayette. At the top is the university's logo, a red fleur-de-lis, followed by the text 'UNIVERSITY of LOUISIANA LAFAYETTE'. Below this is a 'Secure Login' heading with a padlock icon. A paragraph states: 'This secure site uses UL Lafayette credentials to allow students, faculty and staff to access various systems used on campus, such as Ulink, Moodle, and Webmail.' There are two input fields: the first contains the ULID 'C00104241' and the second is a password field with masked characters. Below the fields are two links: 'I forgot my password' and 'Activate my account'. At the bottom is a dark grey 'SIGN IN' button.

UNIVERSITY of  
LOUISIANA  
LAFAYETTE

Secure Login

This secure site uses UL Lafayette credentials to allow students, faculty and staff to access various systems used on campus, such as Ulink, Moodle, and Webmail.

C00104241

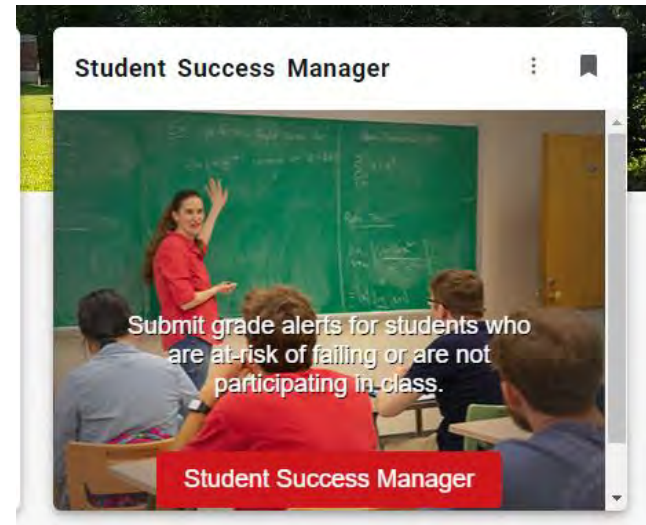
.....

[I forgot my password](#) | [Activate my account](#)

SIGN IN

2. Access the “Student Success Manager” card

# How?



**\*Note: If the card is not automatically on your dashboard you can click the hamburger icon in the top left and choose “Discover” to search for the card.**

3. From the “Student Success Manager” card, click the red Student Success Manager button.
4. You will be redirected to your class roster.
5. Click the box to the left of the student you want to select. On the right side, select the main reason for your alert. Only one category can be chosen at a time. Click Next.
6. Add notes stating the reason you chose that category. These comments assist the advisors when they meet with the student as well as gives the student a clear picture of why the alert was submitted.
7. Once reviewed, click Submit Alerts. The message “Alert has been submitted” appears for several seconds after submitting.

**\*\*Note: If you choose more than one student at a time for the same category, the notes you enter will pertain to all students selected.**

## Create Alerts

4

UNIV 100 001

UNIV 100 004

Search UNIV 100 001

Per Page:

View All

1 student(s) selected



Name



ID

Class Level



Anderson, Kayleigh

C00436825

Freshman



Bello, Gabriel

C00443133

Freshman



Boudreaux, Trent

C00281239

Freshman



Brown, Dylan

C00419261

Freshman



Carter, Nia

C00416985

Freshman

5

### Select Alert Type

- ☐ Potentially At-Risk
- ☐ Student Currently NOT At-Risk
- ☐ Student not participating in course

Cancel

Next

6

## Add Notes

Has not submitted any assignments

Notes are optional and, if entered, will apply to all students selected for this alert type.

Back

Next

## Review &amp; Submit

**Alert:** Academic Performance - At/Risk in class (D or F)

Student

Alert Owner

Anderson, Kayleigh

Skallos, Maryly

Notes:

7

Back

Submit Alerts

Dear Ragin Cajun ,

Your professor of **MATH 105** has submitted an alert indicating you need to improve your course work and/or attendance. Below are comments from your professor:

**The student has yet to register with the course's online homework platform, Knewton Alta; all lesson content, assignments, and exams are delivered through this platform, so access is a requirement for the course.**

If your course uses moodle, please check moodle for your course progress. If you have further questions, please reach out to your professor as soon as possible to discuss your options for passing the course.

Here at the Academic Success Center, we want to make sure that you have access to resources that can help you to be successful. These resources include:

- [The Learning Center](#)- Make a free appointment for on-campus or virtual tutoring
- [The Academic Success Center](#)- Create an academic improvement plan to address academic needs
- [Office of Disability Services](#), [Counseling and Testing](#), and [academic support resources](#)
- Students participating in our Online Degree Programs can access additional resources [here](#)

If you have any questions, please do not hesitate to reach out to the Academic Success Center at 337-482-6818 or email us at [success@louisiana.edu](mailto:success@louisiana.edu). Students enrolled in 100-percent online programs can contact an Online Student Support Specialist at 337-482-5555 or [onlinesuccess@louisiana.edu](mailto:onlinesuccess@louisiana.edu).

Sincerely,

The Academic Success Center





## The Learning Center



### Individual (One-on-One) Sessions

Tutoring and Academic Coaching

30 minute or 60 minute sessions

Walk-Ins or Appointments



### Study Groups

Drop-In model, no appointments necessary

Range from 1 hour to 2 hour sessions

Same day and time each week



### Supplemental Instruction

Weekly schedule

Drop-In model, no appointments necessary

Structured sessions connecting **what** to learn  
with **how** to learn



Scan the QR Code to Request a 15-Minute  
Class Visit from The Learning Center



UNIVERSITY *of*  
**LOUISIANA**  
L A F A Y E T T E \*

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**Office of First-Year  
Experience**

- **UNIV 100**  
**Mastering the First Year**  
**Theme Based Course**
- **Cajun Connection**
- **New Student Convocation**
- **Peer Mentors**
- **Second Year Experience**

# CONTACT US & STAY CONNECTED!

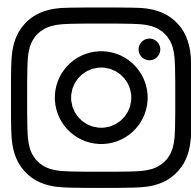
## Office of First-Year Experience

### The Learning Center

Lee Hall-2<sup>nd</sup> Floor

[louisiana.edu/tutoring](https://louisiana.edu/tutoring)

[tlc@louisiana.edu](mailto:tlc@louisiana.edu)



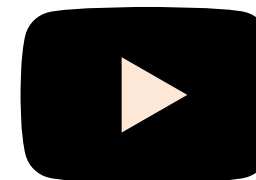
@ULFIRSTYEAR



@ULFIRSTYEAR



@ULFIRSTYEAR



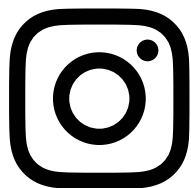
Office of First-  
Year Experience

Lee Hall, Room 106 ♣ 337-482-6599 ♣ FIRSTYEAR.LOUISIANA.EDU

[UNIV100@louisiana.edu](mailto:UNIV100@louisiana.edu)

[ofye@louisiana.edu](mailto:ofye@louisiana.edu)

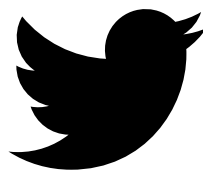
## Academic Success Center



@UL  
Academic  
Success  
Center



@ul\_asc



@ul\_asc

Lee Hall, Room 115  
337-482-6818

[asc@louisiana.edu](mailto:asc@louisiana.edu)

[studentsuccess.louisiana.edu](https://studentsuccess.louisiana.edu)

## Early Alerts

Student Success Manager

[studentsuccessmanager@louisiana.edu](mailto:studentsuccessmanager@louisiana.edu)

[studentsuccess.louisiana.edu/services/  
grade-checks](https://studentsuccess.louisiana.edu/services/grade-checks)



# Division of Academic Affairs

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## Office of Student and Faculty Excellence

Dr. Dianne F. Olivier  
Associate Vice President  
for Academic Affairs

[dianne.olivier@louisiana.edu](mailto:dianne.olivier@louisiana.edu)

[academicaffairs.louisiana.edu](http://academicaffairs.louisiana.edu)

# Academic Affairs

The ***Academic Affairs Division*** promotes a **learning environment** designed to enhance **student outcomes** by further

- developing academic programs,
- fostering integration of research in academic programs to promote undergraduate research opportunities and support faculty research,
- creating strategies to support faculty development, and
- Promoting faculty engagement in academic governance.

# Academic Affairs Mission

The *Academic Affairs Division* promotes **effective teaching and learning** by

- ❖ developing excellent undergraduate and graduate academic programs,
- ❖ facilitating faculty development and achievements, and
- ❖ enabling relevant research,
- ❖ while supporting initiatives to meet the needs of students and citizens of the state, the nation, and the global community.



# Academic Affairs Administrative Offices

- Office of the Provost and Vice President for Academic Affairs
  - Dr. Jaimie Hebert
- Office of Student and Faculty Excellence
  - Dr. Dianne F. Olivier, Associate Vice President for Academic Affairs
  - Dr. Chad Parker, Assistant Vice President for Faculty Development and Academic Outreach
- Office of Institutional Effectiveness

# Academic Affairs Units

- Oversees all Colleges and Departments
- Academic Success Center
- Continuing Education
- Distance Learning
- Global Engagement
- Graduate School
- Hillard University Art Museum
- Office of Academic Programs
- Office of Distance Learning
- Office of Institutional Assessment
- Office of Institutional Research
- Office of the University Registrar
- Office of Planning & Academic Initiatives
- Service Learning
- Student Athlete Academic Center
- Student Center for Research, Creativity, and Scholarship
- University Honors Program
- University Libraries

# Office of Student and Faculty Excellence

## (Office of Faculty Affairs)

- *Office of Student Success*
  - Dr. Elizabeth Giroir
- *Student Center for Research, Creativity, and Scholarship*
  - Dr. Sherry Kravesky-Self
- *University Registrar's Office*
  - Amy DesOrmeaux
- *Global Engagement*
  - Dr. Gabriel Carranza
- *Community Service*
  - Dr. David Yarbrough



# Office of Student and Faculty Excellence

- Academic Leadership (Deans, Department Heads/School Directors)
- Committees and Councils (University Committees, Faculty Senate, DH Council, Deans Council, Associate Deans Council, Faculty)
- Credential Verification (Degrees, Certifications)
- Faculty/Student Awards & Honors (Chairs & Professorships, Eminent Faculty Awards, Outstanding Advisor Awards, Emeriti Faculty, Honors Convocation)
- Faculty Development
- Faculty Grants & Funding (Research Travel Grant & Funding Opportunities)
- FLAC – Faculty Load and Compensation and PAFs
- New Faculty (Orientation, Hiring)
- SEIs – Student Evaluations of Instruction
- Tenure & Promotion
- Workload & Evaluations (Compensation)
- Academ (Faculty Management CV & Research)





Academic Affairs  
Office of Student and Faculty Excellence

# 2023 -2024 Travel Grant Summary

\$224,350 Awarded

192 Awardees

Scan the  
code to  
apply.





Academic Affairs  
Office of Student and Faculty Excellence

## Research Travel Grant

- **Requirement:** Officially accepted conference presentation
- **Award:** \$1,000 or \$1,500\*

## Professional Development Travel Grant

- **Requirement:** Attendance at conference to support professional development (or accepted conference presentation)
- **Award:** \$750 or \$1,500\*

\*A reduced award amount may be provided to align with anticipated total travel expenditures.

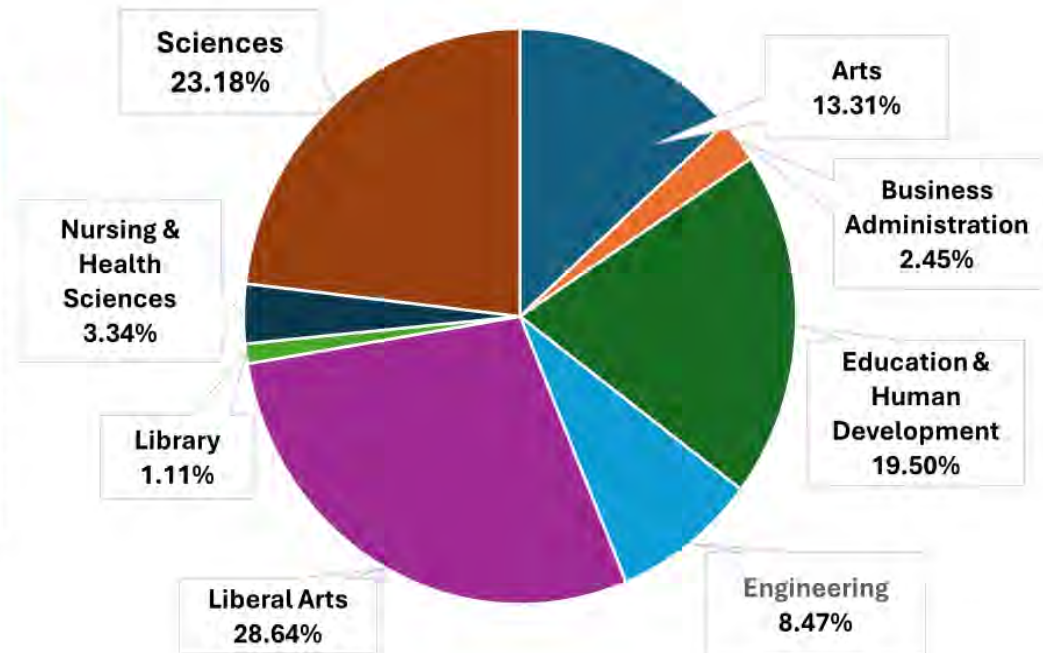


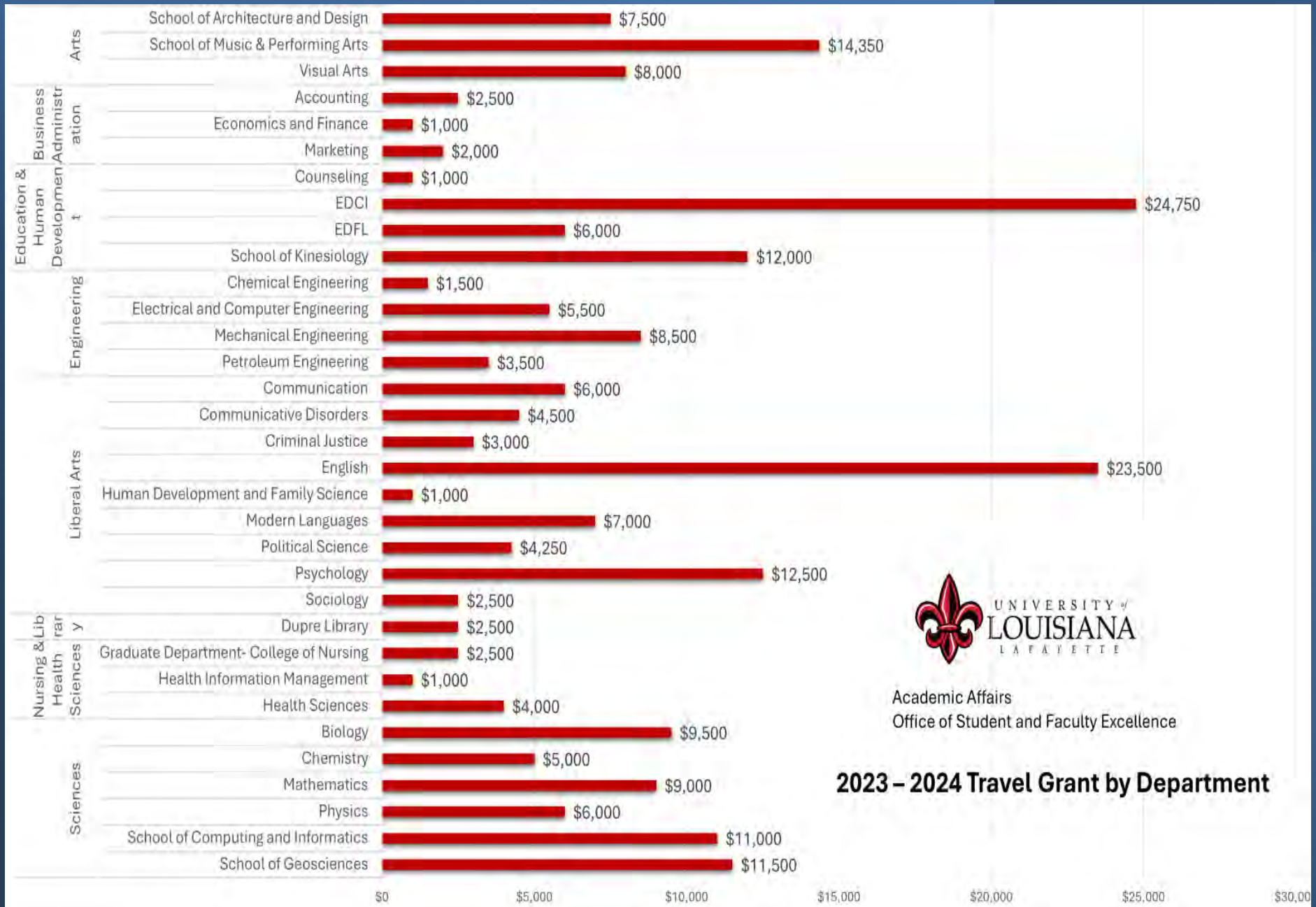


Academic Affairs  
Office of Student and Faculty Excellence

## 2023 – 2024 Travel Grant by College

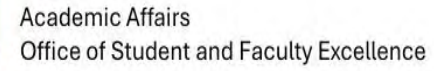
| College                       | Award Total      | # of Awards |
|-------------------------------|------------------|-------------|
| Arts                          | \$29,850         | 31          |
| Business Administration       | \$5,500          | 5           |
| Education & Human Development | \$43,750         | 37          |
| Engineering                   | \$19,000         | 15          |
| Liberal Arts                  | \$64,250         | 52          |
| Library                       | \$2,500          | 3           |
| Nursing & Health Sciences     | \$7,500          | 6           |
| Sciences                      | \$52,000         | 43          |
| <b>Grand Total</b>            | <b>\$224,350</b> | <b>192</b>  |





Academic Affairs  
Office of Student and Faculty Excellence

## 2023 – 2024 Travel Grant by Department



## A world map showing the distribution of 100 countries. The United States is highlighted in red, while all other countries are in grey. The map includes labels for major countries such as Canada, Mexico, Brazil, Argentina, Peru, Colombia, Venezuela, Spain, France, Germany, Italy, Poland, Sweden, Finland, Russia, Ukraine, Turkey, Iran, Iraq, Saudi Arabia, Egypt, Libya, Algeria, Sudan, South Africa, India, China, Japan, and Australia. The map is centered on the Atlantic Ocean, showing the Americas on the left and Europe, Africa, and Asia on the right.





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**LOUISIANA**  
LA FAYETTE

Academic Affairs  
Office of Student and Faculty Excellence

## 2023 – 2024 Travel Grant Conference Locations

| City                          | #  | City                           | # | City                                         | # | City                          | # |
|-------------------------------|----|--------------------------------|---|----------------------------------------------|---|-------------------------------|---|
| <b>New Orleans, Louisiana</b> | 14 | Houston, Texas                 | 2 | Columbia, South Carolina                     | 1 | Newton, Kansas                | 1 |
| Philadelphia, Pennsylvania    | 9  | Los Angeles, California        | 2 | Columbus, Mississippi                        | 1 | <b>Nice, France</b>           | 1 |
| San Francisco, California     | 8  | Louisville, Kentucky           | 2 | East Boothbay, Maine                         | 1 | Omaha, Nebraska               | 1 |
| Washington, D.C.,             | 7  | Memphis, Tennessee             | 2 | Fort Collins, Colorado                       | 1 | Oxford, Mississippi           | 1 |
| San Antonio, Texas            | 5  | Mobile, Alabama                | 2 | Galveston, Texas                             | 1 | <b>Oxford, England</b>        | 1 |
| Seattle, Washington           | 5  | Moncton, Canada                | 2 | <b>Gangwon-do, South Korea</b>               | 1 | <b>Panama City, Panama</b>    | 1 |
| Anaheim, California           | 4  | Pasadena, California           | 2 | <b>Guelf, Canada</b>                         | 1 | Phoenix, Arizona              | 1 |
| Atlanta, Georgia              | 4  | <b>Rome, Italy</b>             | 2 | <b>Guiyang, China</b>                        | 1 | Pittsburgh, Pennsylvania      | 1 |
| Las Vegas, Nevada             | 4  | <b>Seoul, South Korea</b>      | 2 | <b>Hilmsen, Germany</b>                      | 1 | <b>Pokhara, Nepal</b>         | 1 |
| Minneapolis, Minnesota        | 4  | <b>Vienna, Austria</b>         | 2 | <b>Incheon Songdo Convensia, South Korea</b> | 1 | Portland, Maine               | 1 |
| New York, New York            | 4  | Virtual Location               | 2 | Jacksonville, Florida                        | 1 | Porto Alegre, Brazil          | 1 |
| Orlando, Florida              | 4  | <b>Aarhus, Denmark</b>         | 1 | Jonesboro, Arkansas                          | 1 | Red Lodge, Montana            | 1 |
| Portland, Oregon              | 4  | <b>Agra, India</b>             | 1 | Kalamazoo, Michigan                          | 1 | Richmond, Virginia            | 1 |
| Boston, Massachusetts         | 3  | <b>Aix-en-Provence, France</b> | 1 | Kansas City, Missouri                        | 1 | San Diego, California         | 1 |
| Chicago, Illinois             | 3  | <b>Anchorage, Alaska</b>       | 1 | <b>Kathmandu, Nepal</b>                      | 1 | San Marcos, Texas             | 1 |
| Dallas, Texas                 | 3  | Athens, Greece                 | 1 | Keweenaw, Michigan                           | 1 | <b>Sanquhar, Scotland</b>     | 1 |
| Honolulu, Hawaii              | 3  | Baltimore, Maryland            | 1 | <b>Kuala Lumpur, Malaysia</b>                | 1 | Sewell, New Jersey            | 1 |
| Nashville, Tennessee          | 3  | Baton Rouge, Louisiana         | 1 | Las Cruces, New Mexico                       | 1 | <b>Shanghai, China</b>        | 1 |
| Toronto, Canada               | 3  | Berkeley, California           | 1 | Little Rock, Arkansas                        | 1 | St. Louis, Missouri           | 1 |
| Athens, Georgia               | 2  | Biloxi, Mississippi            | 1 | Long Beach, California                       | 1 | Stillwater, Oklahoma          | 1 |
| Austin, Texas                 | 2  | Brooklyn, New York             | 1 | Madison, Wisconsin                           | 1 | <b>Sydney, Australia</b>      | 1 |
| Cincinnati, Ohio              | 2  | <b>Bucharest, Romania</b>      | 1 | Menlo Park, California                       | 1 | Tulsa, Oklahoma               | 1 |
| Denver, Colorado              | 2  | <b>Cairo, Egypt</b>            | 1 | <b>Montreal, Canada</b>                      | 1 | University Park, Pennsylvania | 1 |
| Fort Worth, Texas             | 2  | <b>Cambridge, UK</b>           | 1 | National Harbor, Maryland                    | 1 | <b>Valencia, Spain</b>        | 1 |
| <b>Hong Kong, China</b>       | 2  | College Station, Texas         | 1 | Newport, Rhode Island                        | 1 | <b>Vancouver, Canada</b>      | 1 |

# *Ongoing Professional Development for New Faculty*

## ❖ Breakfast with the Provost

❖ Thursday, October 10 – 8:00-10:00 a.m. – Library Staff Lounge

## ❖ Social with the Provost

❖ Thursday, November 21 – 3:00-5:00 p.m. – Alumni House

## ❖ Fall & Spring Sessions ~ Teams/F2F

❖ Various topics of interest

❖ PD for New Faculty – Form in Folder

❖ FLC Opportunities







UNIVERSITY of  
**LOUISIANA**  
LA FAYETTE

Office of the Vice President  
for Research, Innovation, and  
Economic Development

## RESEARCH ONBOARDING FOR NEW FACULTY

Friday, August 23

11:00 a.m. - 2:30 p.m.

(Lunch provided)

Hear from the Research, Innovation, and Economic  
Development Administration along with representatives from:

- Research and Sponsored Programs
- Research Integrity
- Sponsored Programs Finance Administration & Compliance



Louisiana Immersive Technologies Enterprise (LTE)  
537 Cajundome Blvd  
Lafayette, LA 70508



RSVP to [tatum.moss@louisiana.edu](mailto:tatum.moss@louisiana.edu) by Aug. 20

▪ Please note any dietary restrictions







## NEW FACULTY ONBOARDING WITH RESEARCH

08.23.2024

- 11:00 a.m. Lunch**
- 11:30 a.m. Welcome by Research Administration**
- Dr. Ramesh Kolluru, VP for Research, Innovation and Economic Development
  - Dr. Kumer Das, AVP for Research and Innovation
  - Dr. Geoff Stewart, AVP for Innovation and Economic Development
- 12:15 p.m. Research and Sponsored Programs**
- Dr. Jessica Baudoin, Office of Research and Sponsored Programs Manager
- 12:45 p.m. Break**
- 1:00 p.m. Sponsored Programs Finance Administration & Compliance**
- Judith Maina, Office of Sponsored Programs Finance Administration & Compliance Director
- 1:30 p.m. Research Integrity**
- Dr. Robin Broussard, Office of Research Integrity Director
- 2:00 p.m. Audience Q&A with Presenters**
- 2:15 p.m. Dessert Networking Reception**



UNIVERSITY OF  
LOUISIANA  
LAKE CHARTRAY

Office of the Vice President  
for Research, Innovation, and  
Economic Development

**Amy DesOrmeaux,  
Registrar**  
**Office of the Registrar**

# **FERPA 101**

- FERPA is the Family Educational Rights and Privacy Act of 1974. It protects the privacy of student educational records.

# **GRADE SUBMISSION**

- 5 Tips for Successful Final Grade Submission

# EDITH GARLAND DUPRÉ LIBRARY

**Dr. Brian Doherty, Dean  
University Libraries  
[library.louisiana.edu](http://library.louisiana.edu)**







# TEACHING SUPPORT

- Instruction
- Embedded Librarian
- Course Reserves
- Research Guides
- Moodle
- Collections
- Material Purchases
- OER
- Library of Things



# RESEARCH SUPPORT

- Research Appointments
- Citation Managers
- Interlibrary Loan
- Research Guides
- Collections
- Publishing
- Grants



# Division of Student Affairs

Dr. Gregory G Zerangue  
Dean of Students Office  
[gregory.zerangue@louisiana.edu](mailto:gregory.zerangue@louisiana.edu)

[studentaffairs.louisiana.edu](http://studentaffairs.louisiana.edu)





# Student Affairs

The Division of Student Affairs supports the University's mission by providing services, opportunities and programs that contribute to student success, personal development, and campus community. We enhance a student's unique potential by collaborating with our students on their journey to become responsible world citizens.



# Our Offices

## Administration

- Vice President for Student Affairs
  - Vice President Patricia Cottonham
- Dean of Students
  - Dr. Margarita Perez
- Sr. Associate Dean of Students
  - Dr. Greg Zerangue

## Services

- Career Services
- Child Development Center
- Counseling & Testing Services
- Disability Services
- Health Services
- Publications
- Residential Life
- Recreational Sports
- Student Engagement & Leadership
- Student Rights and Responsibilities
- University Police



# Office of the Dean of Students

- Students of Concern
- Absences
- Dean Certifications
- Grade Appeals
- Work with Title IX/Power Based Violence, and Discrimination
- Student Assistance

[studentaffairs.louisiana.edu](http://studentaffairs.louisiana.edu)



# Care Network

- Connect students to off-campus resources
- Partnership with non-profit agencies in Acadiana



<https://studentaffairs.louisiana.edu/dean-students/students/care-network>

# Campus Cupboard

- Short-term assistance meeting food needs
- Swipe Out program
- Volunteer Opportunities



<https://studentaffairs.louisiana.edu/services/campus-cupboard>

# Student Health Services

- General Health Services for students
  - Appointment is best!
  - Walk-In Services Available
  - After Hours Emergency
    - Call 911
- Immunizations
- Insurance
- Prescriptions



[studenthealth.louisiana.edu](http://studenthealth.louisiana.edu)





# Student Health Services

- Types of Services
  - Minor Illness
  - Physical Exams
  - Women's Health
  - Allergy Shots
  - IV Therapy
  - Minor procedures
  - Referrals
- Some services covered by fees others are billable services charged to insurance
- Chronic Medical Issues
  - Establish a doctor In Area so SHS can work with doctor locally for treatment

[studenthealth.louisiana.edu](http://studenthealth.louisiana.edu)



# Counseling & Testing Center

- Free, Unlimited Personal Counseling
- Group Counseling
- Support Groups
- Standardized Testing
- Psychological Testing
- Online Resources

[counselingandtesting.louisiana.edu](https://counselingandtesting.louisiana.edu)



# Office of Career Services

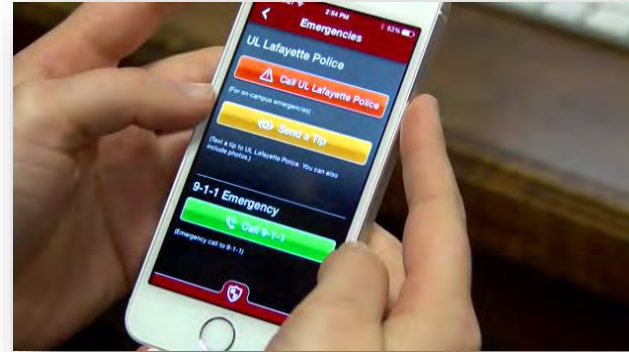
- Find your Major
- Majors Fair
- Career Fairs
- Career Resources
- Resume Writing
- Cooperative Education
- Job Search Preparation
- On-Campus Interviews
- Etiquette Dinners



[careerservices.louisiana.edu](http://careerservices.louisiana.edu)

# Campus Safety & University Police

- Full Police Department
- Special Services
  - Operation Safeguard
  - Rave Guardian
- Blue Light Emergency Phones
- Emergency Notification System (ENS)



[police.louisiana.edu](http://police.louisiana.edu)



# Campus Safety & University Police

- Headquarters In Bittle Hall on Hebrard Blvd.
- 24-hour Patrol On Foot, Bicycles And In Vehicles.
- 30+ Full Time Officers And Some Part-time Officers. (Student Officers)
- Professional and thorough investigations of Criminal Activities
- The Department Maintains A Close Working Relationship With Area Law Enforcement Agencies And All University Administrative Departments
- Offers Self Defense Classes for Students and Student Organizations
- See Something, Say Something
- Run Hide Fight



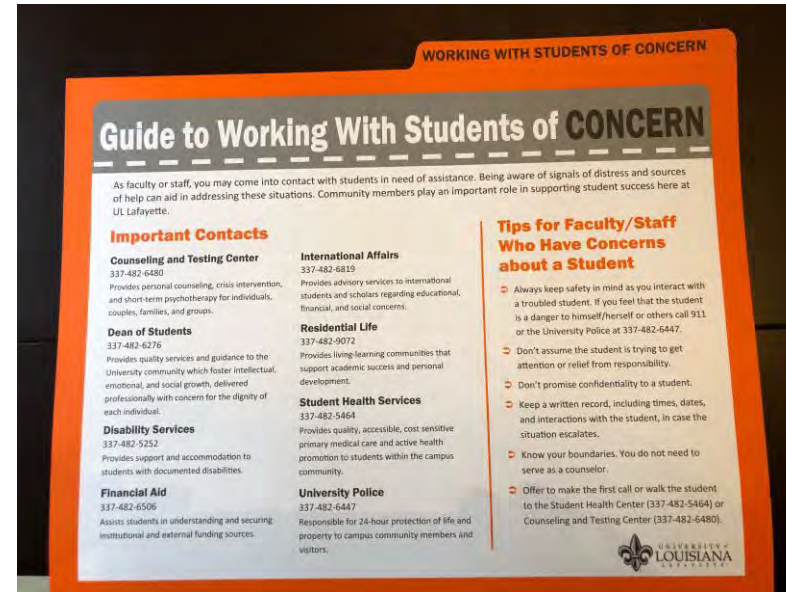
# Students of Concern

- Nearly 40% of college students report symptoms of depression that compromises their ability to function at least once in a 12 month period.
- 32% of college students are dealing with a mental illness.
  - panic disorders
  - anxiety
  - depression
  - self-injuring without thoughts of suicide
- Students contemplating suicide in a given year
  - 6% of undergraduates
  - 4% of graduate students
  - 20% of students have contemplated suicide at some point during their college career



# Students of Concern

- Psychological distress is widespread among college students.
- Most prevalent issues:
  - Mental illness
  - Short-term mental health problems
  - Temporary stress or anxiety
  - Or a combination of these





For Students

For Faculty & Staff

For Parents

» Campus Resources for Parents

» Family Educational Rights and Privacy Act (FERPA)

» Report a Missing Student

» Report a Student Concern

» Report a Student Death

Student Concerns

Family Educational Rights and Privacy Act (FERPA)

Offices Reporting to the Dean

Important Contacts

Have A Guardian



Home » Dean of Students » For Parents

## Report a Student Concern

Student for the Students of Concern Team (SOCT) is a campus resource dedicated to assisting students who may be in distress or experiencing challenging or difficult life circumstances. The SOCT also provides consultation and intervention when students exhibit aggressive, concerning or disruptive behaviors. The primary focus of the team is to take a proactive approach in identifying students who are struggling and provide early intervention, resources, and referrals, both on campus and in the community. The SOCT receives information from concerned parties regarding students who may be exhibiting worrisome, disturbing, or disruptive behaviors.

## When to Refer

- If your effort to manage a significant behavioral issue has not resolved the problem;
- If you are concerned about the welfare of a student, yourself, and/or other students;
- If a student asks for help in dealing with personal issues that are outside your role as a faculty or staff member; and/or
- If you have referred the student for assistance in the past and there seems to be no improvement or behavior seems to be worsening.

What about student privacy?

The Family Educational Rights and Privacy Act (FERPA) permits the sharing of personal observations and knowledge about a student among campus officials where there is a legitimate educational need to know. If you are concerned about a student, do not hesitate to notify the Students of Concern Team.

Does the referral need the student's participation?

Simply put, no, it does not. There may be times when the student is not receptive to help or support or when the student has left your class or office and the link between your concern and making a referral occurs.



The Rave Guardian app: It's one of the best ways to improve your personal safety and your friends' safety on and off campus.

[LEARN MORE](#)

Simply put, no, it does not. There may be times when the student is not receptive to help or support or when the student has left your class or office and the link between your concern and making a referral occurs.

## How to Make a Referral

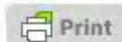
### Students of Concern Referrals ([maxient.com](http://maxient.com))

Information needed for effective referral:

- Your name and relationship to student;
- The student's name
- Contact information for you and the student;
- A brief, factual explanation of your concerns or observations, including dates, times and locations; and
- What has been done so far to address the concerns (e.g., conversations with the student, consultations of check-ins with colleagues) and the student's response to those efforts.

If you are not sure you should refer:

Considering that UL Lafayette is a large campus community, the behaviors observed may be a piece of a puzzle to the student's wellness. Connecting what we know about a student from a variety of sources will assist in better serving the student's needs.







## Students of Concern Referrals

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**BEFORE YOU BEGIN:** If this is an emergency that involves an imminent risk of harm to self or others, please contact University Police at 337-482-6447 or by dialing 911 prior to filling out this referral form.

This referral form is designed to report behavior the reporter sees as concerning, worrisome or threatening. We appreciate your sharing concerns about UL students as it helps to maintain UL as a healthy and safe campus environment. Please note that referrals are reviewed during normal business hours and are not monitored after hours, on weekends, or during official University holidays.

While referrals from this form are reviewed by a variety of campus partners working to assist students, ***it is NOT designed for emergency response situations.*** Emergency Response situations should be reported immediately to campus police at 337-482-6447. That being said, if the information in the referral is determined to be emergency-related, law enforcement may become involved to check on the immediate well-being of our student.

For assistance or consultation during business hours while completing this referral, please contact Office of Student Rights and Responsibilities for student concerns at 337-482-6373 for student concerns.

[Learn more about the Students of Concern Team.](#) 

For assistance or consultation during business hours while completing this referral, please contact Office of Student Rights and Responsibilities for student concerns at 337-482-6373 for student concerns.

[Learn more about the Students of Concern Team.](#) 


Your full name:

Your position/title:

Your phone number:

Your email address:

Date of incident **(Required):**

Time of incident:

Location of incident **(Required):**

## Student's Information

Please be sure to fill out the student's name and ULID

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| Student's Name       | ULID                 | Phone number         |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

Add another party

## Questions

Please check any behaviors below that have led you to be concerned about the student involved. (Required)

- |                                                                          |                                                                           |                                                                                 |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input type="checkbox"/> Academic Stress                                 | <input type="checkbox"/> Excessive Anxiety                                | <input type="checkbox"/> Personal Loss                                          |
| <input type="checkbox"/> Bizarre/Disjointed Thoughts                     | <input type="checkbox"/> Extreme Mood Swings                              | <input type="checkbox"/> Physical Attack                                        |
| <input type="checkbox"/> Bullying/Cyberbullying                          | <input type="checkbox"/> Family Stress                                    | <input type="checkbox"/> Property Damage                                        |
| <input type="checkbox"/> Choking/Strangulation                           | <input type="checkbox"/> Financial Stress                                 | <input type="checkbox"/> Psychiatric Hospitalization                            |
| <input type="checkbox"/> Communicating Threats                           | <input type="checkbox"/> Harassment                                       | <input type="checkbox"/> Relationship Stress                                    |
| <input type="checkbox"/> Cutting Behaviors                               | <input type="checkbox"/> Homicidal Ideation                               | <input type="checkbox"/> Sexual Assault                                         |
| <input type="checkbox"/> Dating Violence                                 | <input type="checkbox"/> Housing Insecurity                               | <input type="checkbox"/> Significant Change in Appearance/Behaviors             |
| <input type="checkbox"/> Depressed/Persistent Sadness/Unexplained Crying | <input type="checkbox"/> Inappropriate display of Anger/Negative Emotions | <input type="checkbox"/> Stalking (incl. Cyber Stalking)                        |
| <input type="checkbox"/> Display or Use of Weapon                        | <input type="checkbox"/> Intimidation                                     | <input type="checkbox"/> Suicidal Ideation                                      |
| <input type="checkbox"/> Disruptive Classroom Behavior                   | <input type="checkbox"/> Involves Alcohol/Drug Use                        | <input type="checkbox"/> Suicide Attempt                                        |
| <input type="checkbox"/> Disturbed Eating Behaviors                      | <input type="checkbox"/> Loneliness or Isolation                          | <input type="checkbox"/> Unexplained Absences (after multiple contact attempts) |
| <input type="checkbox"/> Disturbing written material/class discussion    | <input type="checkbox"/> Medical Issue                                    | <input type="checkbox"/> Other (please specify below)                           |
| <input type="checkbox"/> Domestic Violence                               | <input type="checkbox"/> Obsessively Suspicious/Paranoid                  |                                                                                 |



Please describe the behaviors that have prompted you to share your concerns. Please use as much detail as possible, including dates for any specific concerns. If the concerns involve threats or comments related to self-harm or harm to other, please include exact quotes and how these comments were communicated.

(Required)

What has been done so far to address the concerns (e.g., conversations with the student, email) and what was the response to those efforts? (Required)

Please list any other University departments or outside agencies that were contacted about the concerns you have shared.

I understand that referrals from this form will be received during normal business hours (M-F, 8AM - 5 PM) and are not monitored after hours, on weekends, or during official University holidays. Please contact UL Lafayette Police at 337.482.6447 if there is an immediate risk of harm to self or others prior to submitting this form. (Required)

☐ Yes, I understand.

### Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. 5GB maximum total size.

**Attachments require time to upload, so please be patient after submitting this form.**

Choose files to upload

Choose Files

☐ Email me a copy of this report

Submit

# Students of Concern

- List campus and community resources on the syllabus
- Make reasonable accommodations
- Minimize classroom distractions

# Guidelines for Interaction

We encourage you whenever possible to speak directly to a student when you sense that he/she is in academic and/or personal distress.

- Request to see the student in private.
- Briefly acknowledge your observations and perceptions of their situation and express your concerns directly and honestly.
- Listen carefully to what the student is troubled about and try to see the issue from his/her point of view without necessarily agreeing or disagreeing.

# Guidelines for Interaction

- Strange and inappropriate behavior should not be ignored. The student can be informed that such behavior is distracting and inappropriate.
- Your receptivity to an alienated student will allow him/her to respond more effectively to your concerns.
- Involve yourself only as far as you are willing to go. At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits.

# Disruptive Behavior in the Classroom

- On occasion, students may display behaviors that are disruptive to the teaching and learning environment.
- Aggression
- Threats of violence
- Unyielding argument or debate
- Yelling inside or outside of classroom
- Snoring in class
- Engaging in content on laptop that is disruptive
- Listening to music at a volume that is disruptive
- Crying, talking, laughing

# Your Rights as a Faculty Member

- You **DO** have the right to remove students from the class session in which they are disruptive.
- You **DO NOT** have the ability to remove a student permanently. A student can only be removed from class indefinitely through the student conduct process.



# Best Practices for Managing Disruptive Behavior

## Effective Prevention

- Outline both productive and disruptive types of behavior
- Outline how you will address disruptive behavior
- Outline consequences for ongoing disruptive behavior
- Verbally address classroom expectations on the first day of class
- Model the type of behavior you expect from your class

# How to Respond in the Moment

- Your direct intervention will work for a majority of situations but some will require you to reach out– please reach out.
- What to do:
  - Stay calm and listen to student concerns– it is important to understand what is the catalyst for the disruption.
  - Acknowledge the feelings of the individual.

# How to Respond in the Moment

- Remember that the disruptive behavior is often caused by stress and frustration.
- Address the disruption individually, directly and immediately.
- Be specific about the behavior that is disruptive.
- Remove the student from class if the student does not comply. Call for assistance if they do not comply with your request.
- Ask the student to see you after class to address the disruption.
- Pay attention to warning signs that the situation is nearing escalation toward violence

# What to Avoid

- Do not allow the behavior to continue.
- Avoid making it a class issue- address only the student causing the disruption.
- Avoid an argument or shouting match.
- Do not blame or ridicule the student.
- Do not touch the student.

# What to Do Following a Disruption

- Document the details about the incident, the behavior, the actions you took, and how the situation was resolved in the moment.
- For minor things, an email can serve as both a tool to remedy behavior and to document.
- If the behavior is ongoing- contact Department Head, and Student Rights and Responsibilities
- Some cases a meeting with the student will be needed contact Student Rights and Responsibilities or the Dean of Students.



# Contact Us

**Ms. Patricia Cottonham, Vice President for Student Affairs**

Martin Hall Room 211

337-482-6266

[studentaffairs@louisiana.edu](mailto:studentaffairs@louisiana.edu)

**Dr. Margarita Perez, Dean of Students**

Student Union 168

337-482-6276

[deanofstudents@louisiana.edu](mailto:deanofstudents@louisiana.edu)

**Dr. Greg Zerangue, Sr. Associate Dean of Students**

Student Union 167

337-482- 6276

[gregory.zerangue@louisiana.edu](mailto:gregory.zerangue@louisiana.edu)



# POLICIES AND GUIDELINES REGARDING CLASSROOM BEHAVIOR



DEAN OF STUDENT OFFICE

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT UNION SUITE 169

# CLASSROOM DISRUPTION

**“DISRUPTION,” AS APPLIED TO THE ACADEMIC SETTING, MEANS BEHAVIOR** THAT A REASONABLE FACULTY MEMBER WOULD VIEW AS INTERFERING WITH NORMAL ACADEMIC FUNCTIONS.

EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO:

- PERSISTENTLY SPEAKING WITHOUT BEING RECOGNIZED.
- INTERRUPTING OTHER SPEAKERS.
- BEHAVIOR THAT DISTRACTS THE CLASS FROM THE SUBJECT MATTER OR DISCUSSION.
- IN EXTREME CASES, PHYSICAL THREATS, HARASSING BEHAVIOR, OR PERSONAL INSULTS.
- REFUSAL TO COMPLY WITH FACULTY DIRECTION.

# DISRUPTION PREVENTION TIPS

THE BEST TIME TO DEAL WITH DISRUPTION IS BEFORE IT BEGINS. FACULTY CAN TAKE STEPS TO REDUCE THE LIKELIHOOD OF DISRUPTIVE BEHAVIORS IN THE CLASSROOM

- EXPLICITLY STATE EXPECTATIONS FOR CONDUCT IN THE SYLLABUS. **INCLUDE SPECIFICS, SUCH AS “TURN OFF PAGERS AND CELL PHONES BEFORE ENTERING THE CLASSROOM.”**
- EXPLAIN THE CONSEQUENCES OF INAPPROPRIATE BEHAVIOR.
- REVIEW THESE EXPECTATIONS WITH STUDENTS DURING THE FIRST, CLASS MEETING.
- MODEL RESPECTFUL COMMUNICATION WITH YOUR STUDENTS.
- FACILITATE RESPECTFUL EXCHANGE OF IDEAS AMONG YOUR STUDENTS.
- RESPOND TO PROBLEMS CONSISTENTLY AND PROMPTLY.

# UNIVERSITY POLICE

*IN CASES OF IMMEDIATE THREAT TO YOU OR OTHERS, IMMEDIATELY  
CALL UNIVERSITY POLICE AT:*

*337-482-6447.*



# UNIVERSITY ACADEMIC HONESTY POLICY

## **THE UNIVERSITY'S ACADEMIC HONESTY POLICY/REPORTING ACADEMIC**

DISHONESTY CAN BE FOUND AT THE FOLLOWING WEB ADDRESS:

[HTTPS://STUDENTRIGHTS.LOUISIANA.EDU/STUDENT-CONDUCT/ACADEMIC-  
CONDUCT-DISHONESTY](https://studentrights.louisiana.edu/student-conduct/academic-conduct-dishonesty)

# REPORTING ACADEMIC DISHONESTY

SCAN THE QR CODE AND GO TO THE PAGE FOR  
REPORTING ACADEMIC DISHONESTY:



# BEFORE REPORTING ACADEMIC DISHONESTY

- IF YOU RECEIVE A REPORT OF A STUDENT CHEATING OR PLAGIARIZING, YOU HAVE THE AUTHORITY AS A FACULTY MEMBER TO INVESTIGATE AND/OR COLLECT ANY EVIDENCE AND INCLUDE IT IN THE MAXIENT REPORT.
- IF YOU CATCH A STUDENT WHO HAS EITHER CHEATED OR PLAGIARIZED, THE FACULTY MAY ASSIGN A "ZERO" FOR THE ASSIGNMENT/TEST IN QUESTION OR ASSIGN AN F IN THE COURSE.
- YOU MUST NOTIFY THE STUDENT, DEPARTMENT HEAD, AND ACADEMIC DEAN/GRADUATE DEAN THAT A ACADEMIC DISHONESTY REPORT HAS BEEN FILED.

# AFTER REPORTING ACADEMIC DISHONESTY

- OUR OFFICE RECEIVES YOUR ACADEMIC DISHONESTY REPORT
- IN MOST CASES, OUR OFFICE CONSULTS WITH YOU BEFORE COMPLETING A DISCIPLINARY HEARING FOR THE REPORT.
- ONCE STUDENTS ARE SANCTIONED, THEY HAVE 7 SCHOOL DAYS, FROM THE DAY OF THE HEARING TO FILE FOR AN APPEAL WITH THE DISCIPLINARY APPEALS COMMITTEE AND THE OMBUDSMAN.

THE OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES/DEAN OF STUDENT  
OFFICE IS ALWAYS AVAILABLE TO HELP YOU.

# STUDENT OF CONCERN

- THE STUDENTS OF CONCERN TEAM (SOCT) IS A CAMPUS RESOURCE DEDICATED TO ASSISTING STUDENTS WHO MAY BE IN DISTRESS OR EXPERIENCING CHALLENGING OR DIFFICULT LIFE CIRCUMSTANCES.
- THE SOCT ALSO PROVIDES COUNSELING AND INTERVENTION WHEN STUDENTS EXHIBIT AGGRESSIVE CONCERNING OR DISRUPTIVE BEHAVIORS.
- WEB ADDRESS:

[HTTPS://STUDENTAFFAIRS.LOUISIANA.EDU/DEAN-STUDENTS/STUDENTS/REPORT-STUDENT-CONCERN](https://studentaffairs.louisiana.edu/dean-students/students/report-student-concern)



# WHEN TO REFER

- IF YOUR EFFORT TO MANAGE A SIGNIFICANT BEHAVIORAL ISSUE HAS NOT RESOLVED THE PROBLEM;
- IF YOU ARE CONCERNED ABOUT THE WELFARE OF A STUDENT, YOURSELF, AND/OR OTHER STUDENTS;
- IF A STUDENT ASKS FOR HELP IN DEALING WITH PERSONAL ISSUES THAT ARE OUTSIDE YOUR ROLE AS A FACULTY OR STAFF MEMBER; AND/OR
- IF YOU HAVE REFERRED THE STUDENT FOR ASSISTANCE IN THE PAST AND THERE SEEMS TO BE NO IMPROVEMENT OR BEHAVIOR SEEMS TO BE WORSENING.
- WHAT ABOUT STUDENT PRIVACY?
- THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) PERMITS THE SHARING OF PERSONAL OBSERVATIONS AND KNOWLEDGE ABOUT A STUDENT AMONG CAMPUS OFFICIALS WHERE THERE IS A LEGITIMATE EDUCATIONAL NEED TO KNOW. IF YOU ARE CONCERNED ABOUT A STUDENT, DO NOT HESITATE TO NOTIFY THE STUDENTS OF CONCERN TEAM.
- **DOES THE REFERRAL NEED THE STUDENT'S PARTICIPATION?**
- SIMPLY PUT, NO, IT DOES NOT. THERE MAY BE TIMES WHEN THE STUDENT IS NOT RECEPTIVE TO HELP OR SUPPORT OR WHEN THE STUDENT HAS LEFT YOUR CLASS OR OFFICE AND THE LINK BETWEEN YOUR CONCERN AND MAKING A REFERRAL OCCURS.

# REPORTING STUDENT OF CONCERN

SCAN THE QR CODE AND GO TO THE PAGE FOR REPORTING A STUDENT OF CONCERN:

- INFORMATION NEEDED FOR EFFECTIVE REFERRAL:
- YOUR NAME AND RELATIONSHIP TO THE STUDENT;
- THE STUDENT'S NAME
- CONTACT INFORMATION FOR YOU AND THE STUDENT;
- A BRIEF, FACTUAL EXPLANATION OF YOUR CONCERNS OR OBSERVATIONS, INCLUDING DATES, TIMES, AND LOCATIONS; AND
- WHAT HAS BEEN DONE SO FAR TO ADDRESS THE CONCERNS (E.G., CONVERSATIONS WITH THE STUDENT, CONSULTATIONS OF CHECK-INS WITH COLLEAGUES) AND THE STUDENT'S RESPONSE TO THOSE EFFORTS?



# UNIVERSITY POLICE

*IN CASES OF IMMEDIATE THREAT TO YOU OR OTHERS, IMMEDIATELY  
CALL UNIVERSITY POLICE AT:*

*337-482-6447.*

# QUESTIONS/CONTACTS

DEAN OF STUDENTS: MARGARITA PEREZ

[MARGARITA.PEREZ@LOUISIANA.EDU](mailto:MARGARITA.PEREZ@LOUISIANA.EDU)

SENIOR ASSOCIATE DEAN OF STUDENTS: GREG ZERANGUE

[GREGORY.ZERANGUE@LOUISIANA.EDU](mailto:GREGORY.ZERANGUE@LOUISIANA.EDU)

ASSOCIATE DEAN OF STUDENTS / DIRECTOR OF STUDENT RIGHTS AND RESPONSIBILITIES: CARL TAPO

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ASSISTANT DIRECTOR STUDENT RIGHTS AND RESPONSIBILITIES: LAMAR DIXON

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# UL Lafayette Office of Disability Services

Guide for Faculty and Advisors

Dr. Carol Landry  
Director, ODS  
126 Agnes Edwards  
482-5252



# The Americans with Disabilities Act (ADA)

- ▣ A federal civil rights statute that prohibits discrimination against people with disabilities
- ▣ As it applies to higher education, it means that all programs, services, and facilities must be accessible to persons with disabilities

# Faculty Rights and Responsibilities

- ▣ Faculty have the right to:
  - ▣ **Notification of Accommodation:** Faculty who are approached by a student requesting accommodations are entitled to verification of the student's eligibility for requested accommodations. Such verification will be in the form of an email from ODS. Faculty should not ask to review medical documentation.
  - ▣ The student must initiate the accommodation request.

# Accommodations

- ▣ Purpose of accommodations- to level the playing field and provide equal access to learning.
- ▣ Determined by ODS
- ▣ Do not apply retroactively
- ▣ Must be provided by law
- ▣ Responsibility of the faculty to ensure accommodations
- ▣ Should be handled in a confidential manner
- ▣ Should not compromise essential course elements

# Responsibility of Faculty

- ▣ Faculty can not refuse to provide an accommodation, question whether the disability exists when accommodations have been authorized by the college, or request to examine a student's documentation.
- ▣ Faculty should have input, though, on the means for providing an accommodation in a particular class. Accommodations can be modified if they present a fundamental alteration.

# Testing Accommodations

## ▣ Testing at ODS

- ▣ Clearly communicate testing instructions
- ▣ We monitor time and determine testing time based on time others in the class have.
- ▣ Extended test time cannot interfere with the students right to attend another class.
- ▣ Negotiation of a different test time may be necessary
- ▣ Please get the exam to ODS prior to the exam date and time if possible. Allow more time if the exam needs to be Brailled, enlarged, etc.



# Testing Accommodation (cont)

- ▣ Testing does not have to occur at ODS, however:
  - ▣ Students MUST receive the accommodations as described on their accommodation letter from ODS. This is NOT optional.
  - ▣ Please consult ODS if you are not sure about extended time. Some students have different time requirements.
  - ▣ A reduced distraction environment means exactly that: do everything possible to keep distraction to a minimum! Students have reported ringing telephones, people talking, door slamming, etc.

# Other Accommodations

- ▣ Sign Language Interpreters
- ▣ Captioning
- ▣ Braille
- ▣ Textbooks in electronic format
- ▣ ZoomText and Jaws
- ▣ Relocation of classes when necessary
- ▣ Request for attendance leniency

# Final Word About Accommodations

- ▣ Accommodations should be reasonable.
- ▣ Accommodations are individualized and dependent on the nature of the specific disability.
- ▣ Accommodations should NOT cause fundamental alterations in the nature of a course or program.
- ▣ Students with disabilities must meet all the same course requirements as others.

# Fundamental Alteration

- ▣ A "fundamental alteration" is a change that is so significant that it alters the essential nature of a course or a program of instruction.
- ▣ Examples of fundamental alterations:
  - Removing or waiving acquisition of a skill that is considered essential.
  - Lowering an academic standard

# Get Answers if You Aren't Sure!

- ▣ Always, always call ODS if you are not sure of the impact of a student's disability or if you have questions on how to best work with them.





# Office of Institutional Effectiveness



UNIVERSITY *of*  
**LOUISIANA**  
L A F A Y E T T E ®

<https://institutionaleffectiveness.louisiana.edu>

# What is Institutional Effectiveness?

Institutional Effectiveness refers to:

- the ability of an educational institution to achieve its goals and objectives in a consistent and efficient manner
- involves an ongoing process of self-evaluation and improvement to measure and enhance the institution's performance and outcomes,
- includes student success, program effectiveness, and organizational efficiency, and data to make informed decisions

## **SACSCOC Core Requirement 7.1**

“The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission”

# Why is Institutional Effectiveness Important?



# Who is Institutional Effectiveness?

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## **Planning and Academic Initiatives:** Dr. Melissa Lewis

Provides support for the University's comprehensive planning, non-academic assessment efforts, accreditation support, and special initiatives that fall under the purview of Institutional Effectiveness and the Provost and Vice President of Academic Affairs.

---

## **Academic Planning & Assessment:** Dr. Spencer Black

Provides assessment support for all academic programs (SLOs) and general education assessments to continuously establish goals, track progress, analyze results, and identify areas of improvement based on results.

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## **Academic Programs:** Amanda Payne

Provides direction and support for program development, curriculum management, academic policy, academic publications, general education curriculum, program and course articulation, and degree requirement exceptions.

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## **Institutional Research:** Lisa Lord

Provides accurate and consistent data and information about UL Lafayette to support the administration in its management, decision-making, and policy-formulation responsibilities.



# Planning and Academic Initiatives

**Dr. Melissa Lewis**  
**Director**

**[Melissa.lewis@louisiana.edu](mailto:Melissa.lewis@louisiana.edu)**





# Planning and Academic Initiatives

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The institutional planning and assessment functions are coordinated through the collaboration of multiple campus divisions and units that include planning coupled with the collection, analysis, and distribution of meaningful data for both accountabilities (accreditation) and informed decision-making.

## Institutional Planning

- Planning support
  - University Strategic Planning
  - Division and College Level Strategies Plans
  - Unit-Level Assessment Planning
- Satisfaction and Experience Survey
  - NSSE, FSSE, SSI, Great Colleges to Work For
- Accreditation support
  - University – Institutional Accreditation Liaison
  - Program accreditation

## Institutional Assessment

- Non-Academic Assessment
- Academic Assessment
- General Education Assessment

# UL Lafayette Strategic Plan 2023-2028

## STRATEGIC PRIORITIES

### ACADEMIC EXCELLENCE

Our responsibility to ensure the University imparts a learning and service mindset and instills in our students a desire to impact the human condition in a positive, meaningful way



### EXCEPTIONAL STUDENT EXPERIENCE

Our responsibility to meet the needs of contemporary students both inside and outside the classroom



### INTENTIONAL STEWARDSHIP

Our responsibility to cultivate a space in which the human, physical and financial aspects of the University may thrive



### PUBLIC IMPACT RESEARCH

Providing the academic and scholarly atmosphere for our students, faculty and staff to be ambitious and prolific in scholarship, innovation and creative activity through all disciplines across the University

### TRANSFORMATIONAL COMMUNITY ENGAGEMENT

Our responsibility to foster collaboration and mutually beneficial partnerships locally, regionally, nationally and globally to enrich teaching and learning, prepare educated and engaged citizens, strengthen our communities and improve the world for future generations



# Academic Planning & Assessment

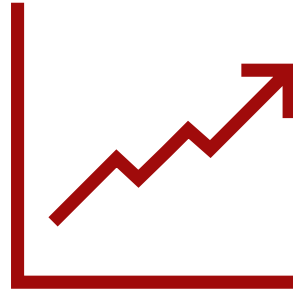
**Dr. Spencer Black**  
**Director**

**[Spencer.black@louisiana.edu](mailto:Spencer.black@louisiana.edu)**



# What is Academic Program Assessment?

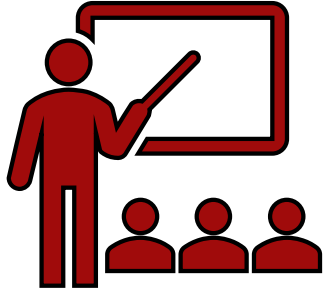
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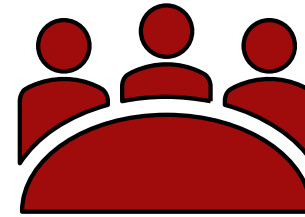
The evaluation of student learning outcomes to improve student learning.

# Why Do We Assess?

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To improve the effectiveness of a program,  
particularly as it pertains to student learning

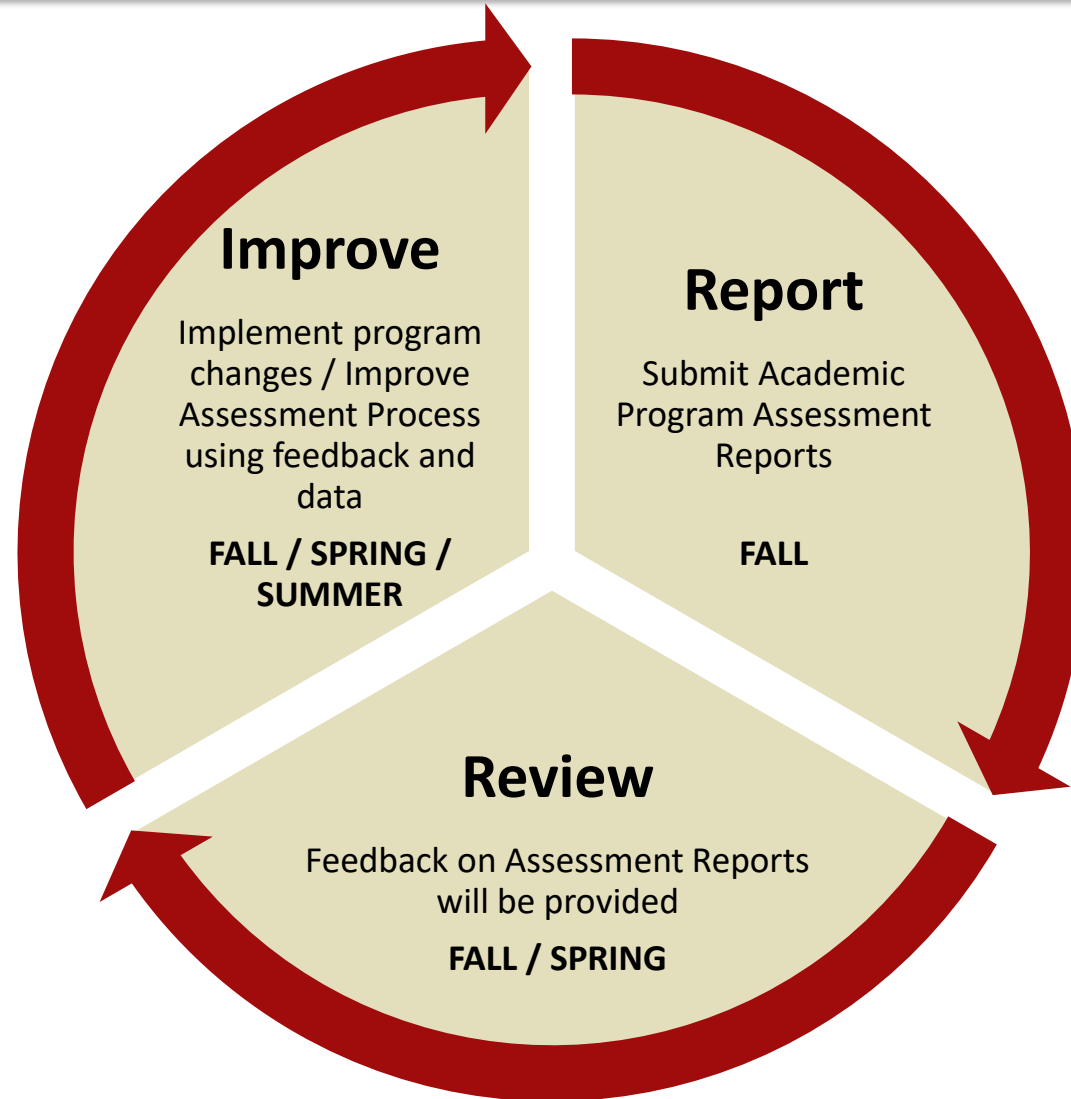


To be accountable to stakeholders and to justify  
programmatic changes and resource allocation



# When Do We Assess?

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# Academic Programs

**Amanda Payne**  
**Director**

**[Amanda.payne@louisiana.edu](mailto:Amanda.payne@louisiana.edu)**



# Academic Programs

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## **Curriculum Management**

- Program Development
- Academic Catalog – overview of general information about the University of Louisiana at Lafayette and a detailed explanation of the University's degree programs, curricular requirements, and Academic Affairs rules and regulations
- *Curriculog* – automated approval system for curriculum revisions and additions
- *Degree Works, Degree Audit*– a web-based, academic planning and degree audit tool that helps students and advisors effectively navigate curriculum requirements; monitors progress toward degree completion

## **Academic Policy**

## **General Education Curriculum**

## **Course Articulation and Agreements**



# Institutional Research

**Lisa Lord**  
**Director**

**[lisa@louisiana.edu](mailto:lisa@louisiana.edu)**



# Institutional Research

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## **Custodian of official UL Lafayette regulatory data**

- Federal, State, and UL System Reporting
- External Reporting (ranking surveys, accreditation statistical reports, etc.)

## **Data Request**

- Data set for research purposes (grant, publication, dissertation, etc.)
- Longitudinal trend data for enrollment, courses, and degrees awarded
- Specialized data sets for operational purposes

## **Dashboards (Tableau)**

- Application Funnel
- Daily Enrollment Trends
- Census Enrollment Trends
- Student Registration Metrics and Resources
- Retention and Graduation Rates
- Completers and Degrees Awarded
- Change of Major Trends
- Course Offering Management
- Grade Distributions

## **Qualtrics**

- Accounts available to faculty, staff, and students

# Institutional Research

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## University

- Carnegie Classification: Doctoral Universities Very High Research Activity (R1)
- Nine colleges (Arts, Business Administration, Education & Human Development, Engineering, Liberal Arts, Nursing & Health Sciences, Sciences, University College, Graduate School)
- 240+ majors, minor, and concentrations offered; includes 21 online programs

## Fall 2023 Employees – 2,198

- 865 Faculty
  - 75% full-time
  - 60% have tenure or are on tenure track
  - 74% have terminal degrees
- 1,333 Staff

## Fall 2023 Enrollment – 15,345

- 86% undergraduate and 14% graduate
- 79% full-time and 21% part-time
- 13% enrolled in online programs
- 27% lived on-campus
- 25% first generation
- 45% of full-time undergraduates received Pell grants
- 52% from Acadiana (Acadia, Evangeline, Iberia, Jefferson Davis, Lafayette, St. Landry, St. Martin, St. Mary, Vermilion parishes)
- 89% in-state; 63 parishes represented
- 7% out of state; 46 states represented
- 4% international; 83 countries represented



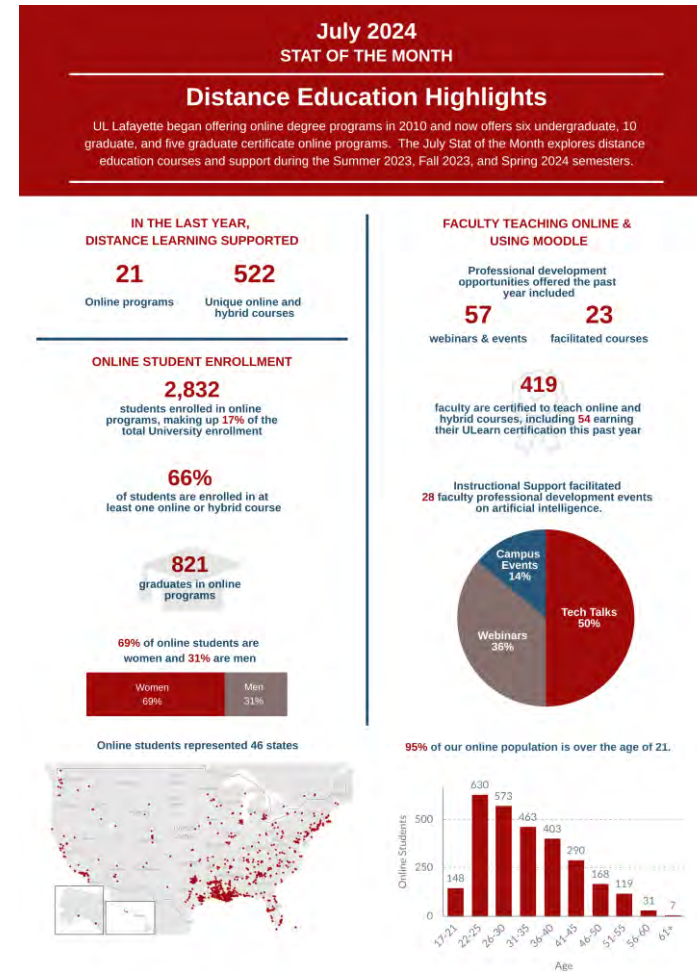


# Institutional Research

## Stat of the Month

- July: Distance Education Highlights
- June: Spring 2024 Semester Wrap-Up
- May: Occupational Trends & Job Placement
- April: Sustainability
- March: Graduate Student Profile
- February: Faculty Travel Grants
- January: Fall 2023 Semester Wrap-Up
- November: Employee Metrics
- October: On-Campus Residents
- September: New to UL Lafayette: Entering Student Profile
- August: 2022-2023 Academic Year in Review

[getdata.louisiana.edu/stat](https://getdata.louisiana.edu/stat)



# Institutional Effectiveness

<https://institutionaleffectiveness.louisiana.edu>

## **Dr. Melissa Lewis**

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[spencer.black@louisiana.edu](mailto:spencer.black@louisiana.edu)

## **Amanda Payne**

Director of Academic Programs and Policies

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## **Lisa Lord**

Director of Institutional Research

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# **New Faculty Orientation: Distance Learning at UL Lafayette**

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**August 20, 2024**



UNIVERSITY OF  
**LOUISIANA**  
LAFAYETTE

**Distance Learning**

# Presenters

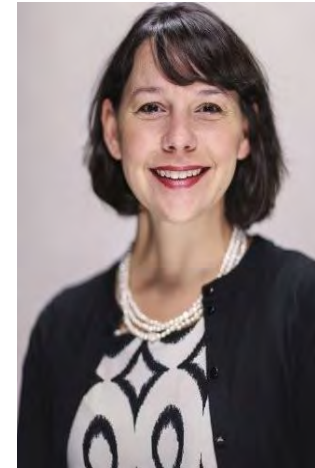
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**Dr. Francesco Crocco**  
Assistant  
Director for  
Instructional  
Support



**Mike Williams**  
Senior  
Instructional  
Technologist



**Dr. Alise Hagan**  
Senior  
Instructional  
Designer



UNIVERSITY OF  
**LOUISIANA**  
LAFAYETTE  
**Distance Learning**

# Agenda

- Introduction to Distance Learning
- Distance Learning Technology
- Distance Learning Services



UNIVERSITY OF  
**LOUISIANA**  
LAFAYETTE

**Distance Learning**

# **Introduction to Distance Learning**



UNIVERSITY OF  
**LOUISIANA**  
LAFAYETTE

**Distance Learning**



# Audience Poll



Have you taught an online or hybrid course?

Have you ever taken an online or hybrid course?

# UL Lafayette Course Modalities

## Standard Course

- Meets face-to-face on campus
- Has assigned classroom space and hours
- Mostly synchronous, but can be enhanced by online technology to enable asynchronous activity

## Hybrid Course

- Meets 50-99% online (using our Moodle LMS)
- Has assigned classroom space and hours
- Combination of synchronous and asynchronous activity

## Online Course

- Meets 100% online (using our Moodle LMS)
- No assigned classroom space and hours
- Mostly asynchronous, but can have synchronous activities

# 21 Online Degrees & Certificates

---

## Online Undergraduate Programs

- BSBA in Management
- BS in Health Services Administration
- BS in Kinesiology
- RN to BSN
- BS in Criminal Justice
- BS in General Studies

## Graduate Certificate Programs

- Cardiovascular Nursing
- Instructional Coaching
- Population Health
- Health Care Administration
- Psychiatric Mental Health Nurse Practitioner

## Online Graduate Programs

- Masters of Business Administration
- MBA in Health Care Administration
- M.Ed. in Curriculum & Instruction
- M.Ed. in Educational Leadership (hybrid)
- M.Ed. In Special Education: Gifted
- MS in Nursing
- MS in Accounting
- MS in Informatics
- MS in Systems Technology
- Doctor of Nursing Practice

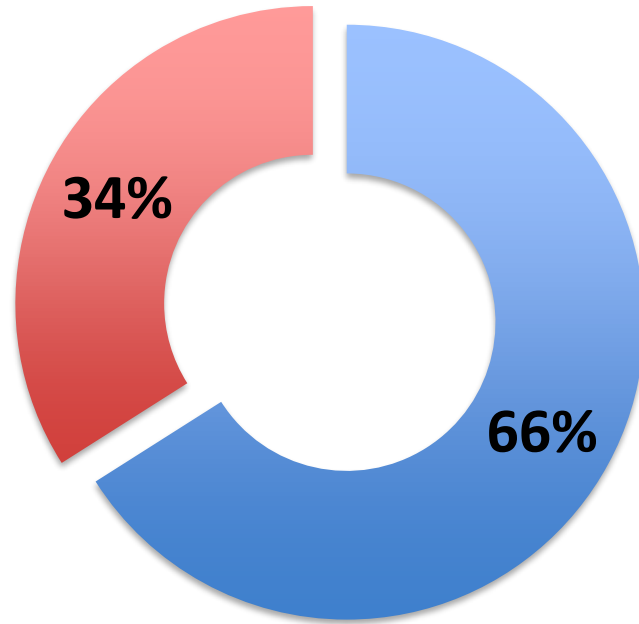


# 2023-24 UL Lafayette Students

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**8,000+**

students enrolled  
in 1+ online or  
hybrid course

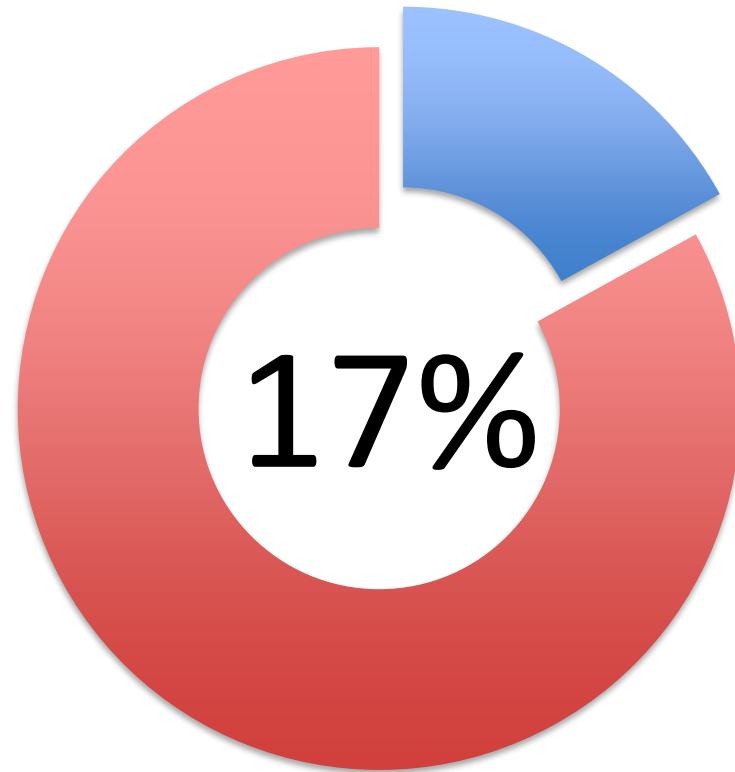


■ 1+ online or hybrid course(s)

■ Campus courses only

# 2023-24 Online Program Students

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**2,832**  
students studied  
100% online

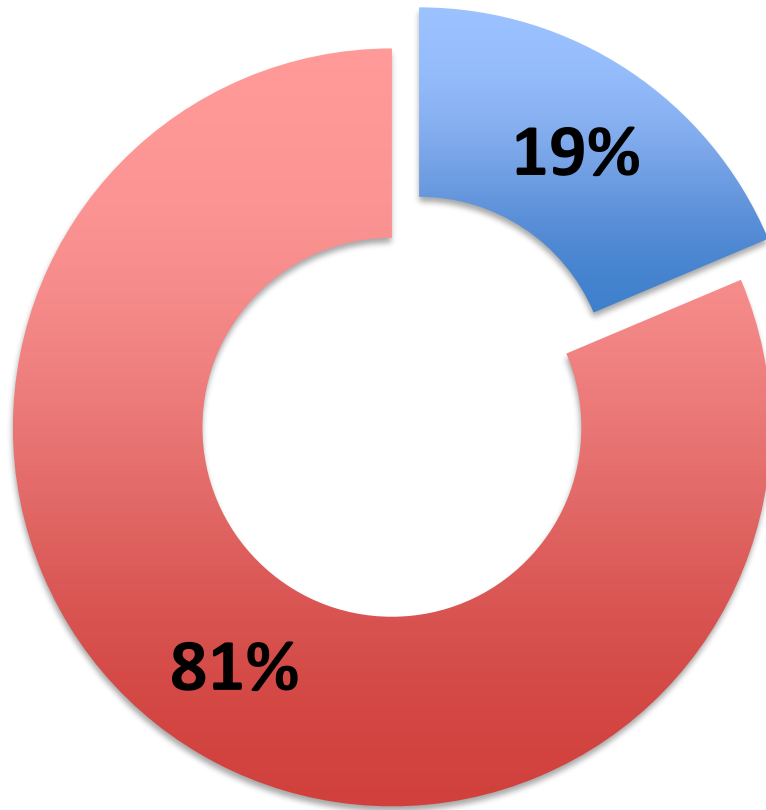
- Online Students
- Campus Students

## 2023-24 Courses

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522

unique online and  
hybrid courses  
offered



■ Hybrid

■ Online



# Advantages of Teaching Online

1. Work Flexibility
2. Support for course design
3. Professional development opportunities
4. Access to innovative instructional technology
5. Department E-Learning Funds

# Distance E-Learning Funds

## Stipends

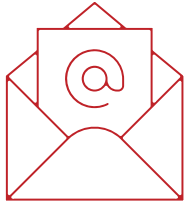
- Course Design Stipend (\$3,000)
- Course Redesign Stipend (\$3,000)
- Course Improvement Stipend (\$1,000)
- OER Stipend (\$1,500)

## Support

- Travel
- Technology
- Software
- Classroom Equipment & Supplies
- Library Subscriptions
- Student Research Projects
- Overloads
- Program Marketing and Recruitment

# Instructional Support

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## Support Requests

Contact us for support with online/hybrid course design and instructional technology. We're available by email, phone, Teams, and in person.



## Professional Development

Since online learning is always advancing, we provide ongoing professional development opportunities, including webinars, on-campus events, self-paced courses, and facilitated workshops.



## Course Design

We provide guidance and support for new course designs, course redesigns, and course improvements.



## Instructional Technology

Access our library of instructional technology, including our Moodle LMS, EduTools, and Trending Tech.



## Certifications

Teaching online and hybrid courses begins by getting certified. We offer several pathways for certification. We also certify courses to meet national standards for course design.

# Distance Learning Technology



UNIVERSITY OF  
**LOUISIANA**  
LAFAYETTE

**Distance Learning**

# Moodle LMS

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**Learning Management  
System (LMS)**

## **Moodle can be used for:**

- Delivery of online and hybrid course content.
- Submission and grading of assignments.
- Quizzes and exams.
- Discussion forums.
- Collaborative learning activities.

## **We can help you with:**

- Instructional design strategies.
- Enhancing accessibility.
- Student engagement features.
- Solving technical issues.
- Integration with other EduTools.

# Supported EduTools

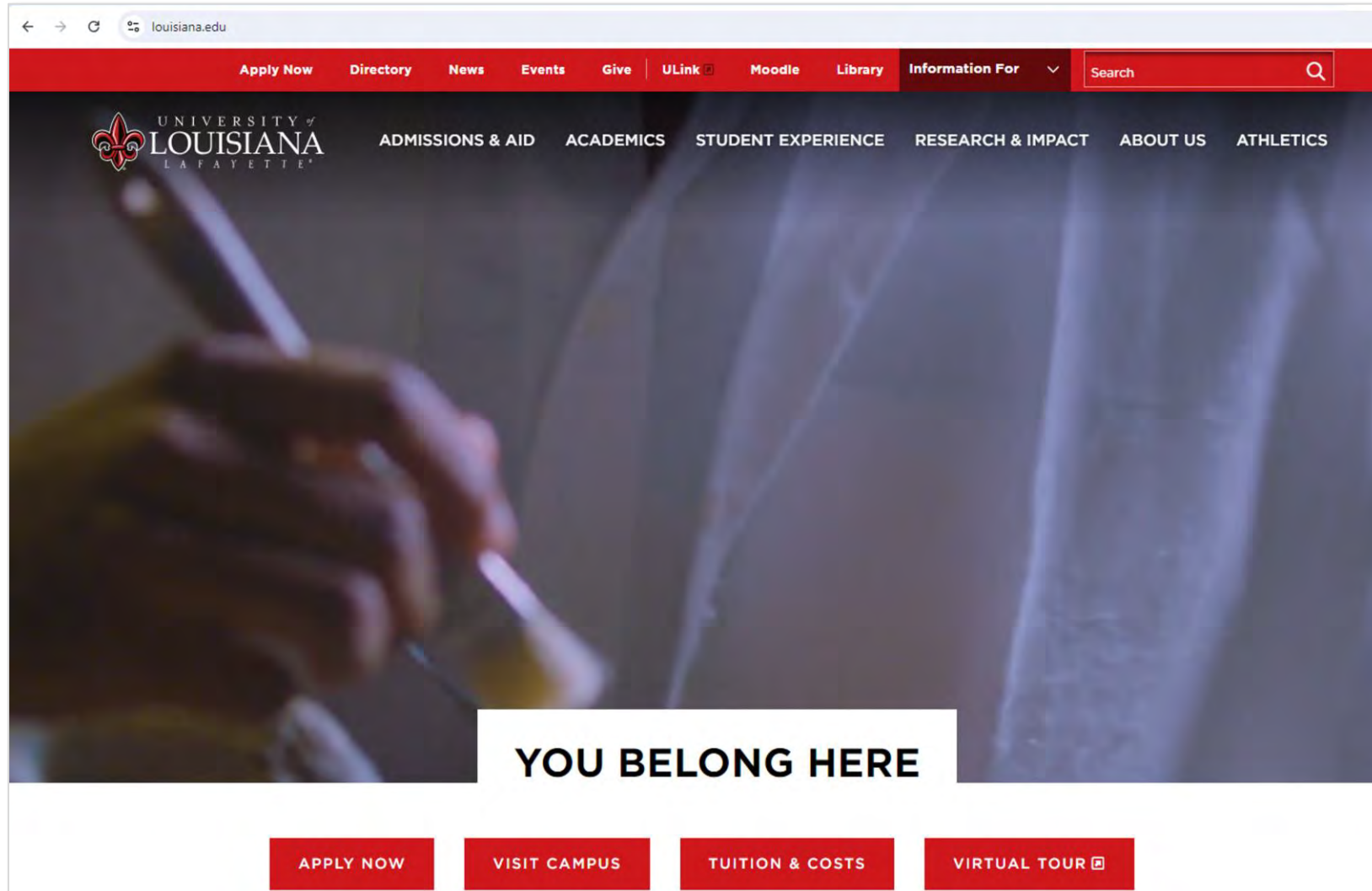
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## Distance Learning Supported EduTools

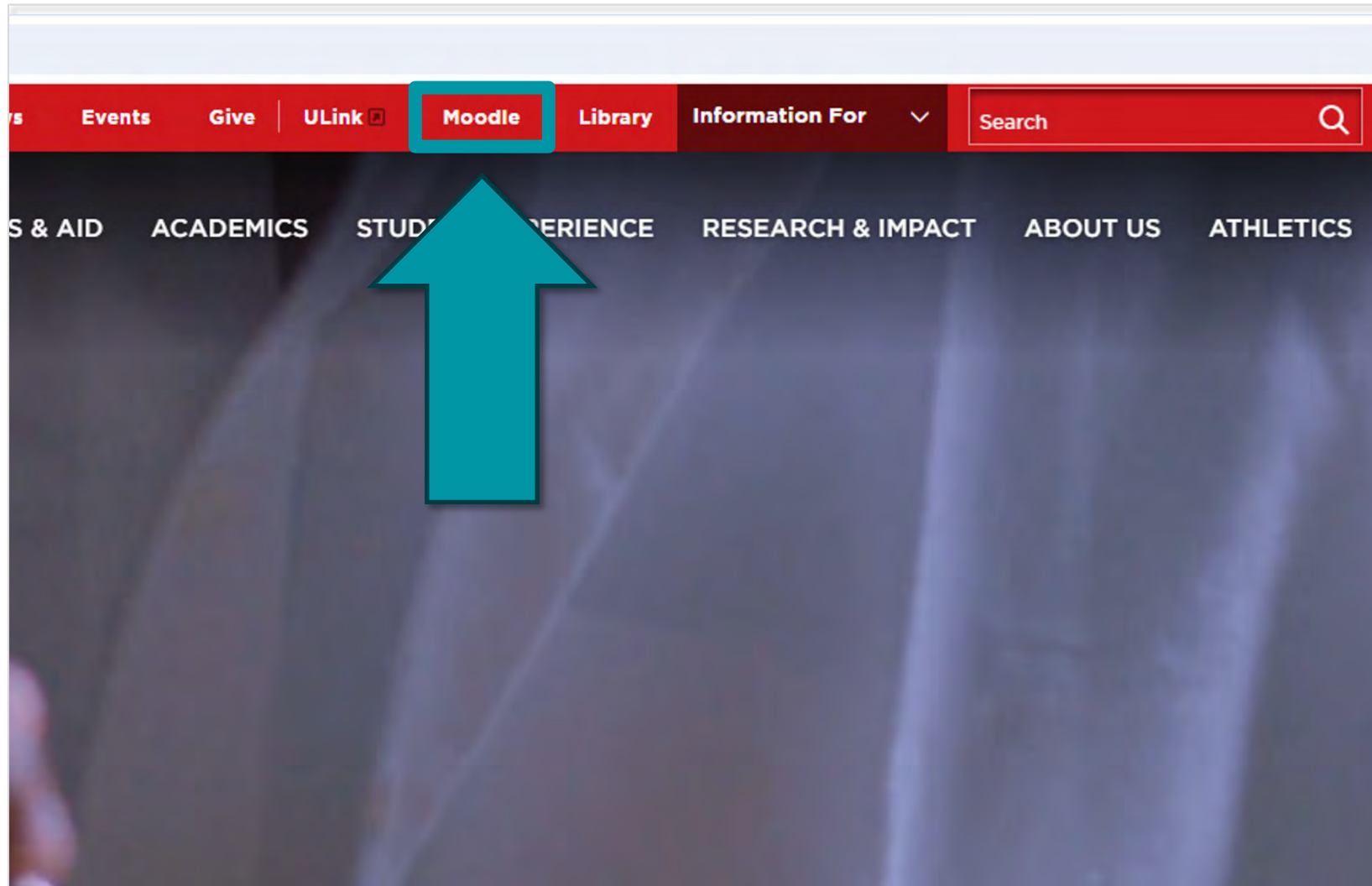




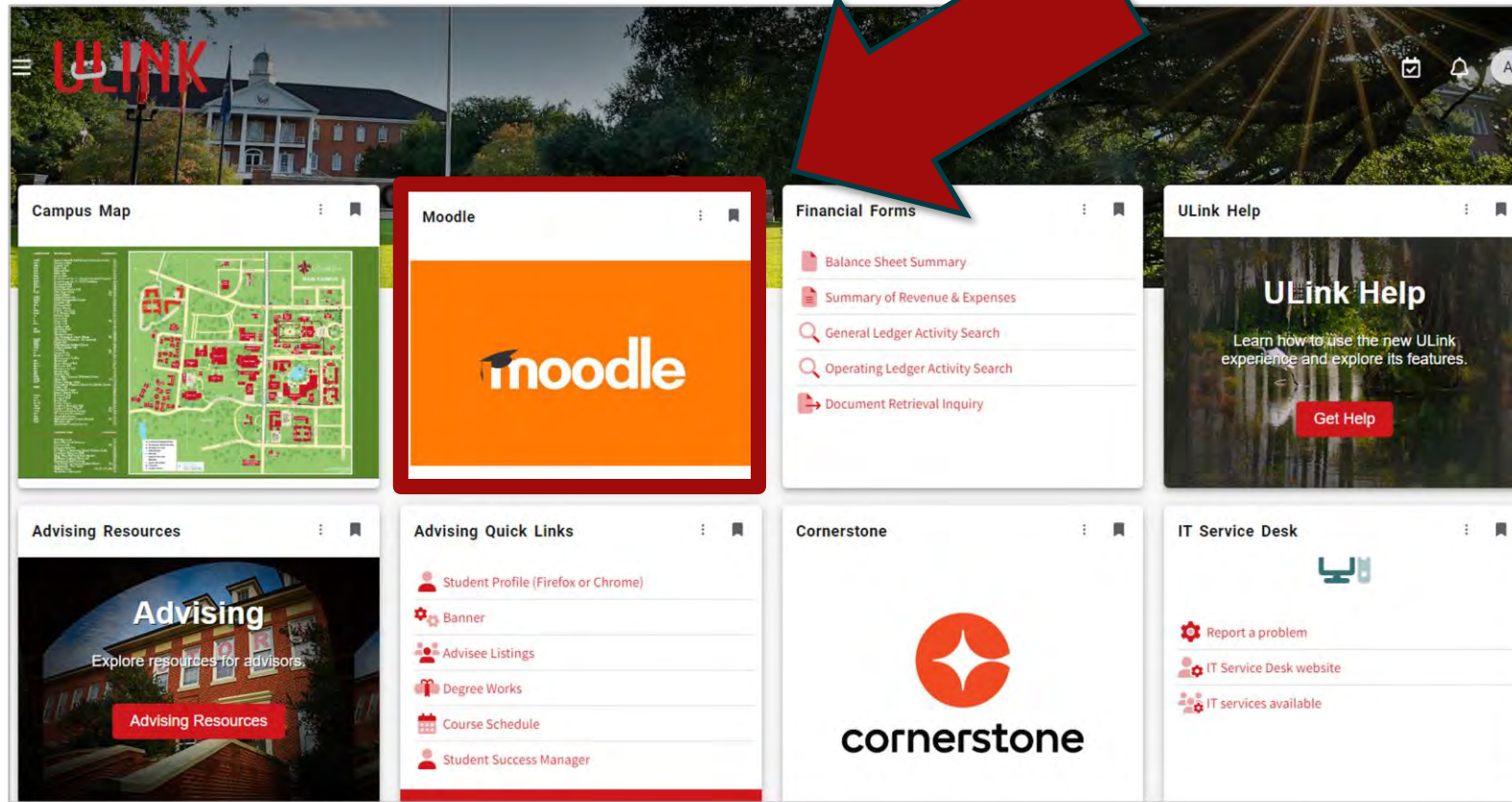
# Accessing Moodle from Website



# Accessing Moodle from Website

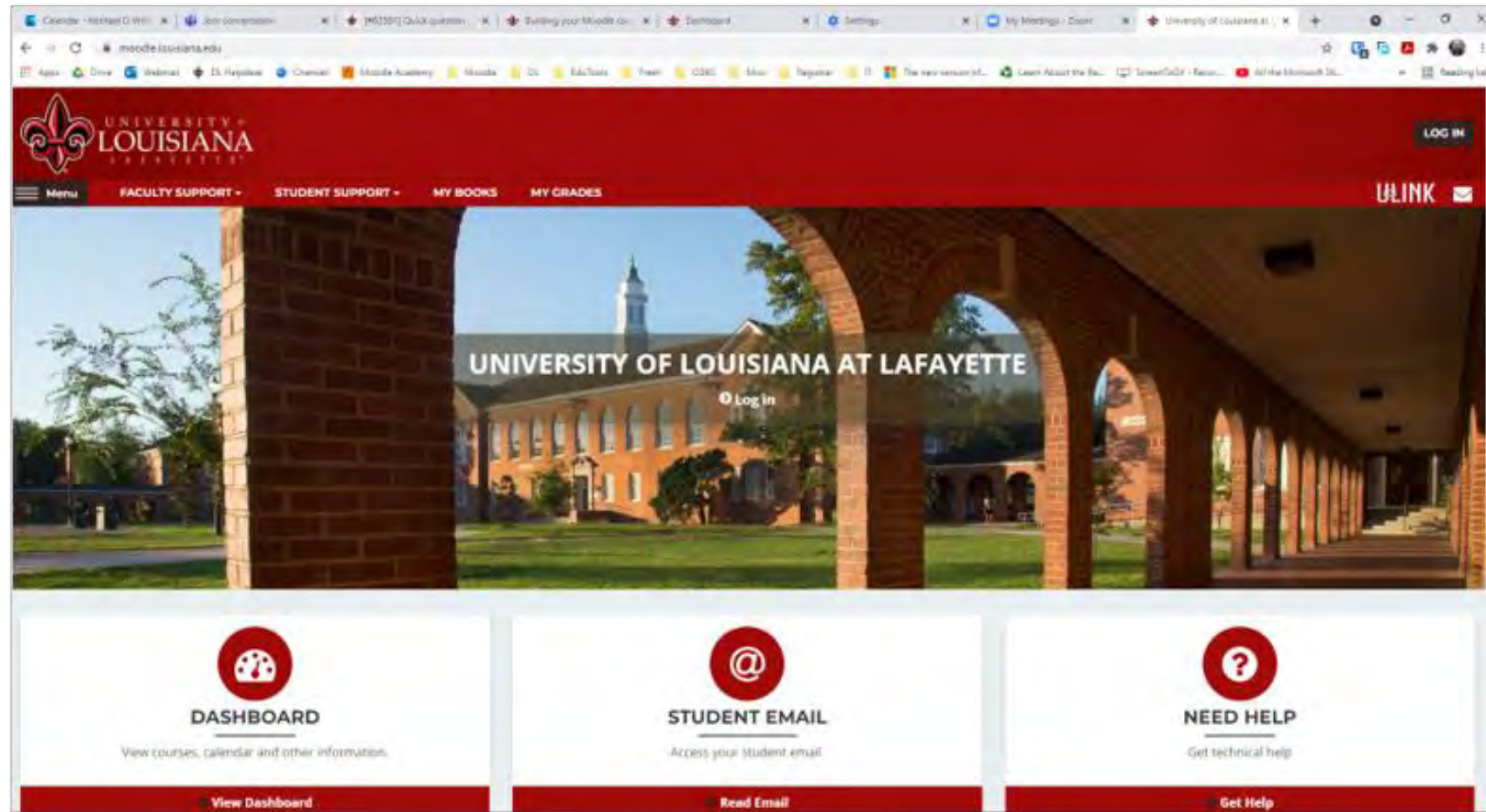


# Accessing Moodle from ULink

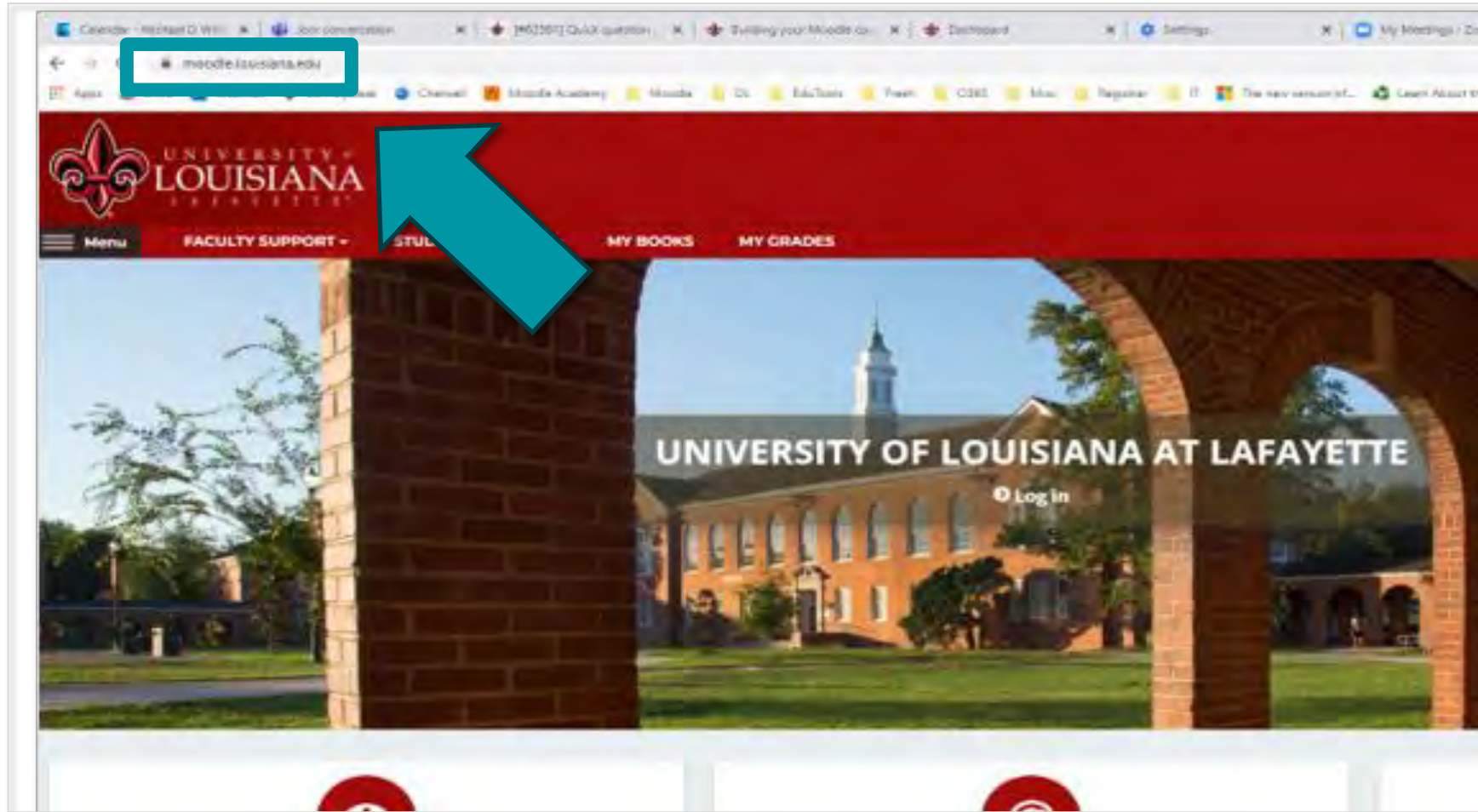




# Accessing Moodle Directly

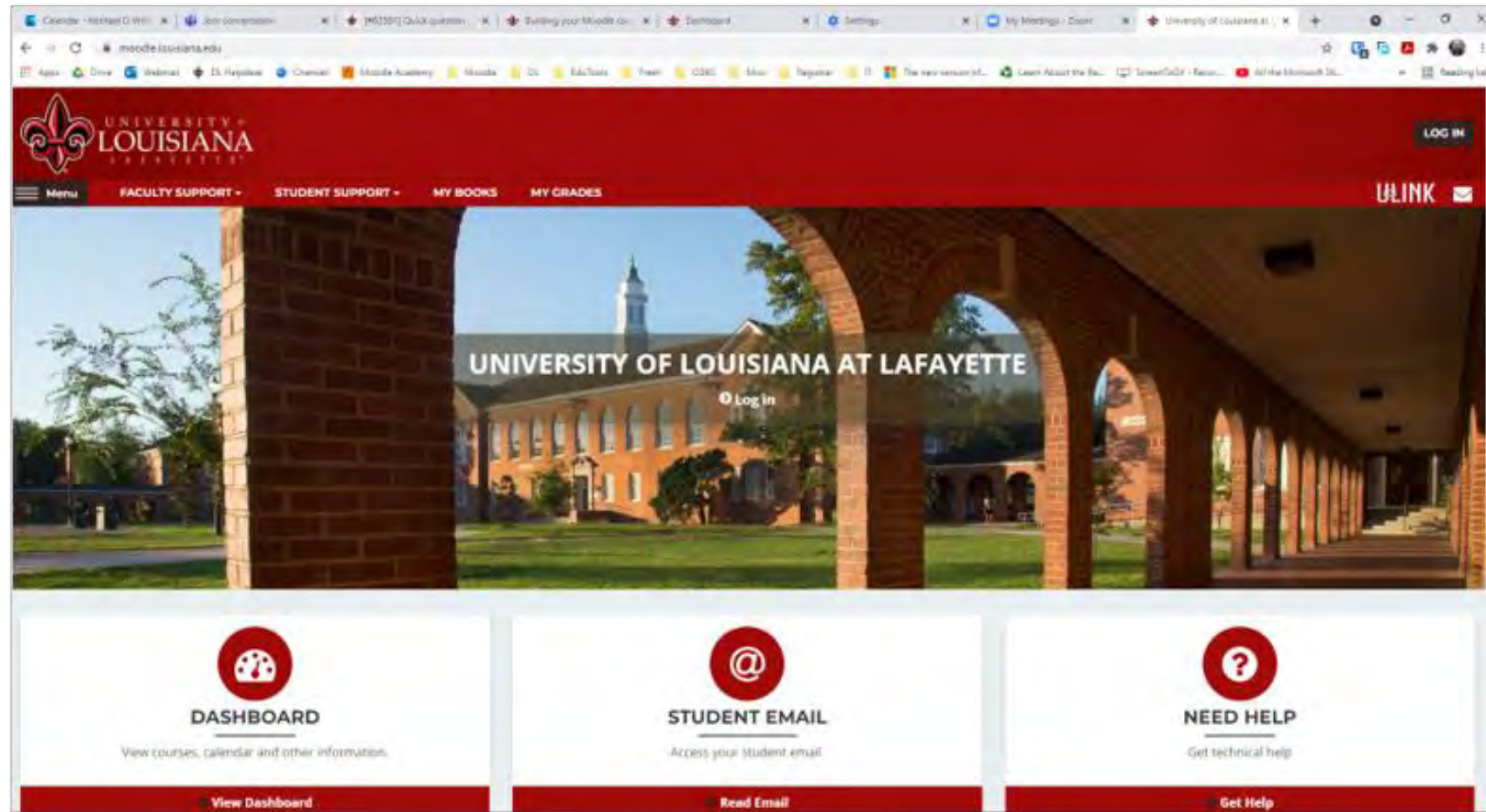


# Accessing Moodle Directly



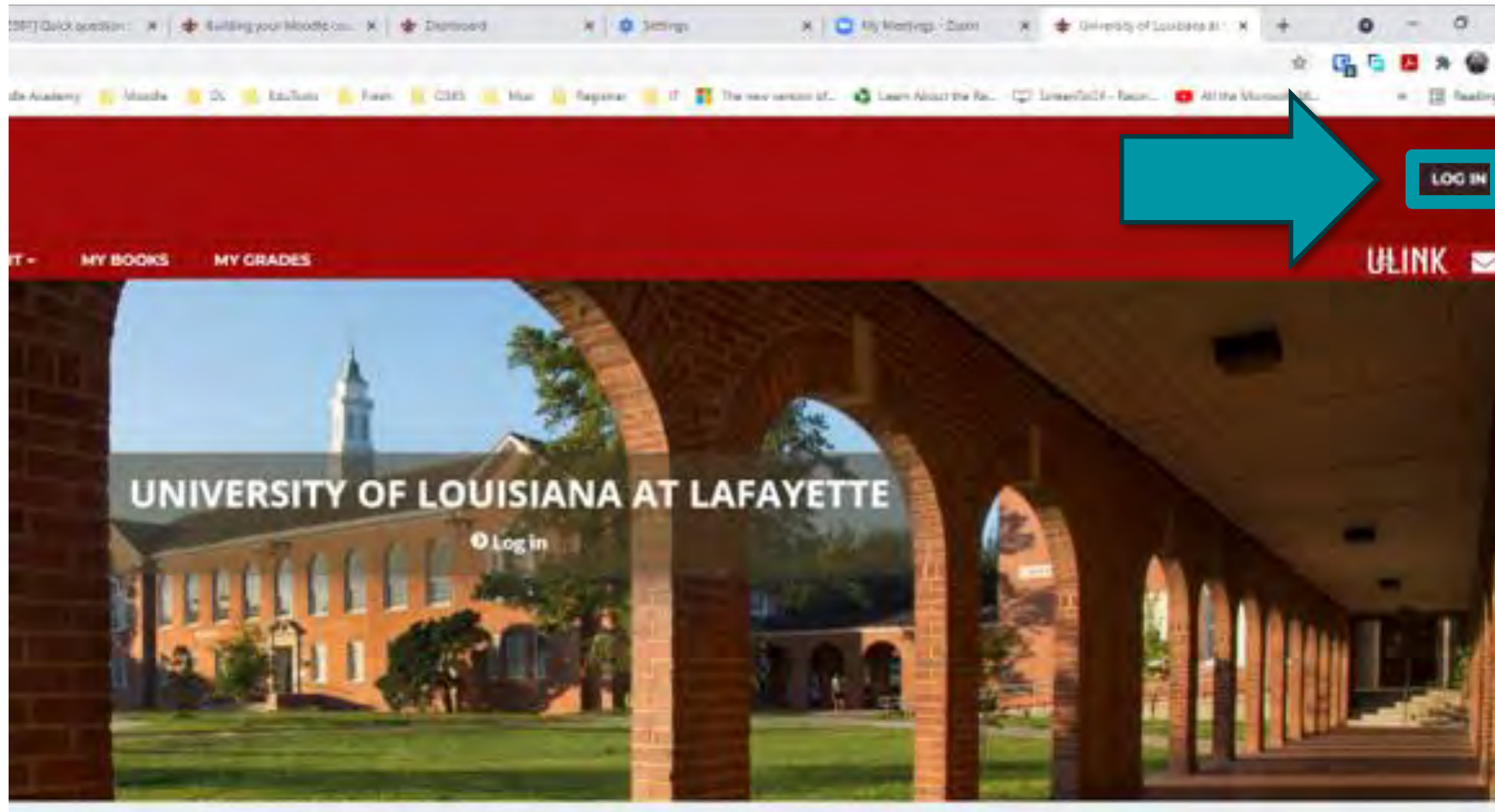


# Accessing Moodle Directly




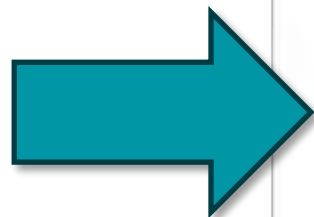


# Logging Into Moodle



# University Login Credentials

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Sign in

Sign in with your ULID@louisiana.edu

[Can't access your account?](#)

[Back](#) [Next](#)

If you are experiencing technical issues please contact the I.T. Service Desk: (337) 482-4357 | [ithelp@louisiana.edu](mailto:ithelp@louisiana.edu)

# Moodle Dashboard

**UNIVERSITY OF LOUISIANA LAFAYETTE**

Menu FACULTY SUPPORT STUDENT SUPPORT MY BOOKS MY GRADES MY COURSES

Dashboard

Customize this page

**MY COURSES**

- H5P Summer Workshop Series - 2022
- Moodle 3.9 Highlights
- Standard Layout (Hybrid)
- Standard Layout (Online)
- ODL 310 Course Design Practicum
- ODL 100 Basic Course Building (Archive Version)
- ODL 110 Strategies for Engaging Learners Online (Archive Version 2023)
- ODL 200 Aligning Course Content to Learning Objectives
- ODL 200 Aligning Course Content to Learning Objectives (Jan 30 - Feb 5, 2024)
- ODL 210 Beyond Design: Strategies for Online Course Delivery (Sept 28-Oct 4, 2021)
- ODL 400 Preparing Your Course for a QM Review
- ODL 200 Learning Objectives and Alignment (Archive Course)
- ODL 220 Creating Interactive Learning Content for Engaging Students (Model Course)
- LinkedIn Learning for Students -

**COURSE OVERVIEW**

All Search Sort by course name Card

|                                                                                  |                                                                            |                                                                                                   |                                                                    |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <br><b>Demo Course - Andrea</b><br>Testing Courses<br>0% complete                | <br><b>Demo Course - Mike</b><br>Testing Courses<br>0% complete            | <br><b>DIST100-001-202260</b><br>Distance Learning Child Course<br>Testing Courses                | <br><b>H5P Sandbox</b><br>Non-Academic Courses<br>0% complete      |
| <br><b>H5P Summer Workshop Series - 2022</b><br>Distance Learning<br>4% complete | <br><b>HUMN 400 SP24 Sandbox</b><br>ODL 310 Sandbox Courses<br>0% complete | <br><b>LinkedIn Learning for Students - TEST COURSE</b><br>ODL 310 Sandbox Courses<br>0% complete | <br><b>Mikes Testing Sandbox</b><br>Testing Courses<br>0% complete |

**TIMELINE**

Next 7 days Sort by dates

Search by activity type

No activities require action

**UPCOMING EVENTS**

There are no upcoming events  
[Go to calendar...](#)

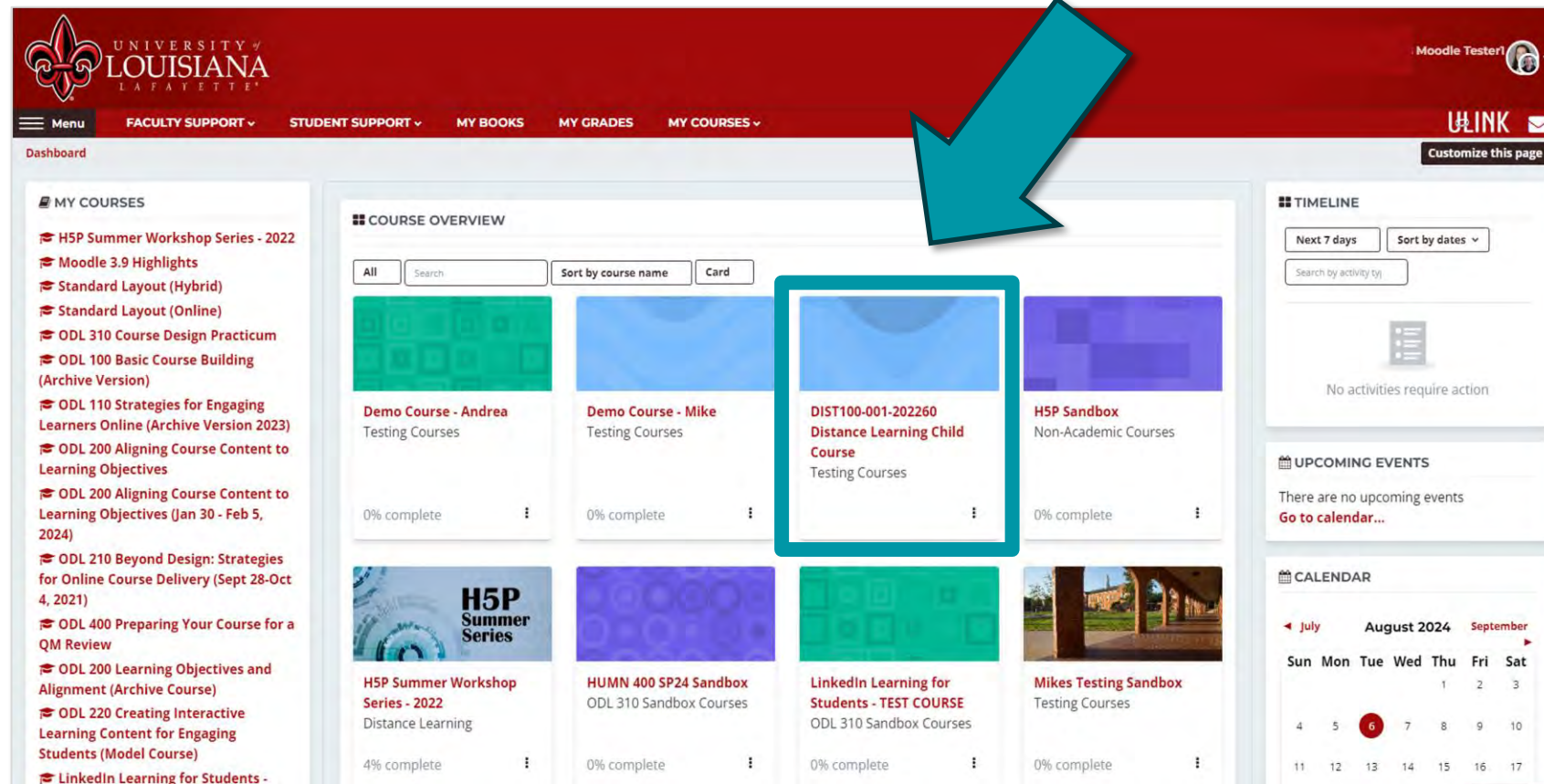
**CALENDAR**

July August 2024 September

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |



# Moodle Dashboard

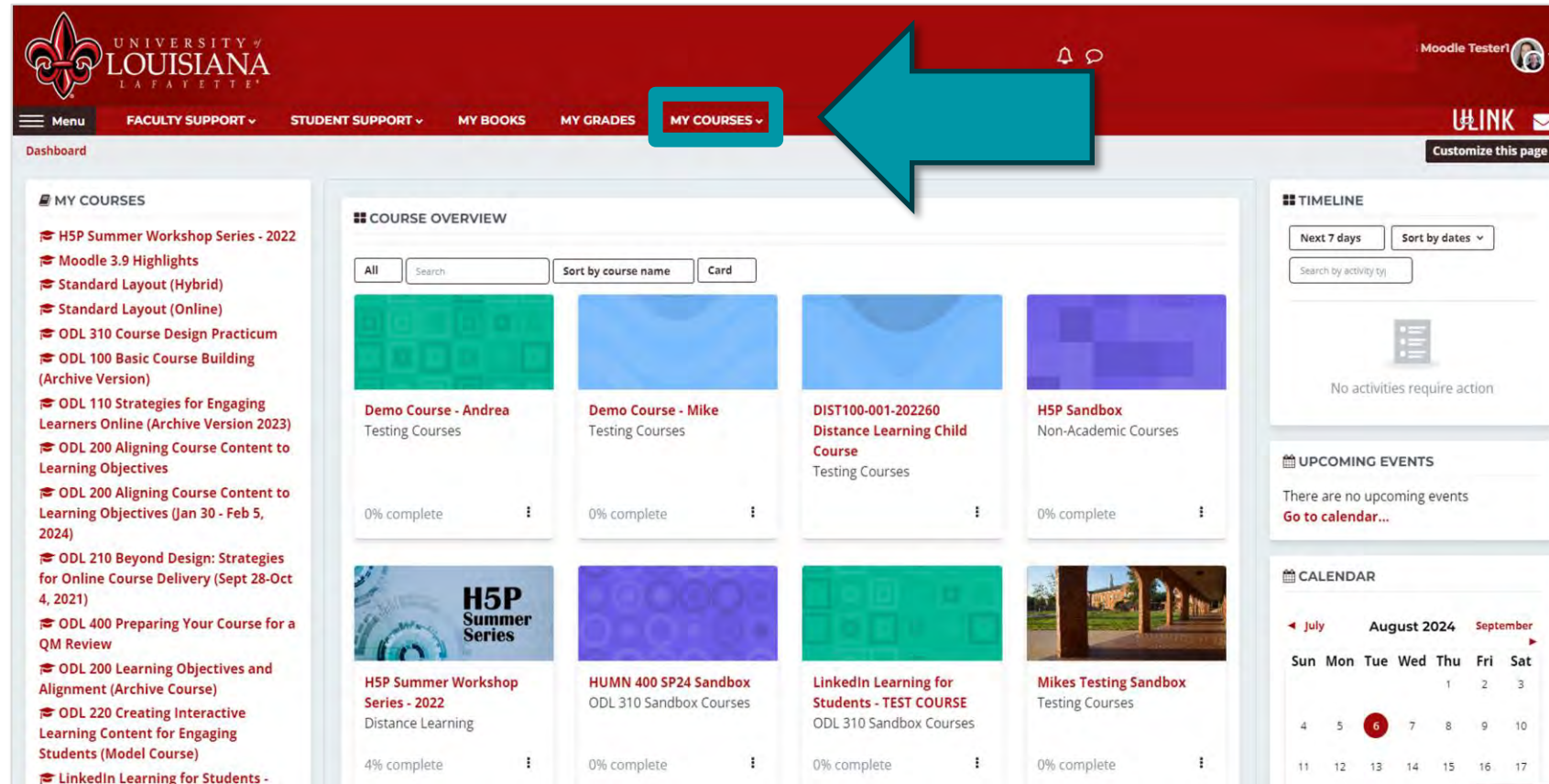


The screenshot displays the Moodle Dashboard for the University of Louisiana at Lafayette. The interface includes a top navigation bar with the university logo, a menu, and links for Faculty Support, Student Support, My Books, My Grades, and My Courses. A user profile for 'Moodle Tester' is visible in the top right corner.

The main content area is divided into several sections:

- MY COURSES:** A list of courses including 'H5P Summer Workshop Series - 2022', 'Moodle 3.9 Highlights', 'Standard Layout (Hybrid)', 'Standard Layout (Online)', 'ODL 310 Course Design Practicum', 'ODL 100 Basic Course Building (Archive Version)', 'ODL 110 Strategies for Engaging Learners Online (Archive Version 2023)', 'ODL 200 Aligning Course Content to Learning Objectives', 'ODL 200 Aligning Course Content to Learning Objectives (Jan 30 - Feb 5, 2024)', 'ODL 210 Beyond Design: Strategies for Online Course Delivery (Sept 28-Oct 4, 2021)', 'ODL 400 Preparing Your Course for a QM Review', 'ODL 200 Learning Objectives and Alignment (Archive Course)', 'ODL 220 Creating Interactive Learning Content for Engaging Students (Model Course)', and 'LinkedIn Learning for Students - 2022'.
- COURSE OVERVIEW:** A grid of course cards. The card for 'DIST100-001-202260 Distance Learning Child Course' is highlighted with a blue border and a large blue arrow. Other cards include 'Demo Course - Andrea', 'Demo Course - Mike', 'H5P Sandbox', 'H5P Summer Series', 'HUMN 400 SP24 Sandbox', 'LinkedIn Learning for Students - TEST COURSE', and 'Mikes Testing Sandbox'.
- TIMELINE:** A section for tracking activities, currently showing 'No activities require action'.
- UPCOMING EVENTS:** A section for upcoming events, currently showing 'There are no upcoming events' and a link to 'Go to calendar...'.
- CALENDAR:** A calendar view for August 2024, showing the date '6' highlighted.

# Moodle Dashboard



The screenshot displays the Moodle Dashboard interface for the University of Louisiana at Lafayette. The top navigation bar is red and contains the university logo, a menu icon, and several links: FACULTY SUPPORT, STUDENT SUPPORT, MY BOOKS, MY GRADES, and MY COURSES. The 'MY COURSES' link is highlighted with a blue box and a large blue arrow. To the right of the navigation bar, there are notification and message icons, a user profile for 'Moodle Tester', and a 'LINK' button. Below the navigation bar, the dashboard is divided into several sections. On the left is a 'MY COURSES' sidebar with a list of course links. The main area is titled 'COURSE OVERVIEW' and features a grid of course cards. Each card shows a course title, a progress bar, and a completion status. The right sidebar contains a 'TIMELINE' section, an 'UPCOMING EVENTS' section, and a 'CALENDAR' section.

**Navigation Bar:**

- Menu
- FACULTY SUPPORT
- STUDENT SUPPORT
- MY BOOKS
- MY GRADES
- MY COURSES**

**MY COURSES (Sidebar):**

- H5P Summer Workshop Series - 2022
- Moodle 3.9 Highlights
- Standard Layout (Hybrid)
- Standard Layout (Online)
- ODL 310 Course Design Practicum
- ODL 100 Basic Course Building (Archive Version)
- ODL 110 Strategies for Engaging Learners Online (Archive Version 2023)
- ODL 200 Aligning Course Content to Learning Objectives
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- ODL 400 Preparing Your Course for a QM Review
- ODL 200 Learning Objectives and Alignment (Archive Course)
- ODL 220 Creating Interactive Learning Content for Engaging Students (Model Course)
- LinkedIn Learning for Students -

**COURSE OVERVIEW (Main Area):**

| Course Title                                                         | Progress    | Status |
|----------------------------------------------------------------------|-------------|--------|
| Demo Course - Andrea Testing Courses                                 | 0% complete |        |
| Demo Course - Mike Testing Courses                                   | 0% complete |        |
| DIST100-001-202260 Distance Learning Child Course Testing Courses    | 0% complete |        |
| H5P Sandbox Non-Academic Courses                                     | 0% complete |        |
| H5P Summer Workshop Series - 2022 Distance Learning                  | 4% complete |        |
| HUMN 400 SP24 Sandbox ODL 310 Sandbox Courses                        | 0% complete |        |
| LinkedIn Learning for Students - TEST COURSE ODL 310 Sandbox Courses | 0% complete |        |
| Mikes Testing Sandbox Testing Courses                                | 0% complete |        |

**Right Sidebar:**

- TIMELINE:** Next 7 days, Sort by dates, Search by activity type. No activities require action.
- UPCOMING EVENTS:** There are no upcoming events. Go to calendar...
- CALENDAR:** July, August 2024, September. Calendar grid showing dates from Sunday to Saturday.



# Moodle Dashboard

**UNIVERSITY OF LOUISIANA LAFAYETTE**

Menu FACULTY SUPPORT STUDENT SUPPORT MY BOOKS MY GRADES MY COURSES

Dashboard

LINK Customize this page

**MY COURSES**

- H5P Summer Workshop Series - 2022
- Moodle 3.9 Highlights
- Standard Layout (Hybrid)
- Standard Layout (Online)
- ODL 310 Course Design Practicum
- ODL 100 Basic Course Building (Archive Version)
- ODL 110 Strategies for Engaging Learners Online (Archive Version 2023)
- ODL 200 Aligning Course Content to Learning Objectives
- ODL 200 Aligning Course Content to Learning Objectives (Jan 30 - Feb 5, 2024)
- ODL 210 Beyond Design: Strategies for Online Course Delivery (Sept 28-Oct 4, 2021)
- ODL 400 Preparing Your Course for a QM Review
- ODL 200 Learning Objectives and Alignment (Archive Course)
- ODL 220 Creating Interactive Learning Content for Engaging Students (Model Course)
- LinkedIn Learning for Students

**Course Cards:**

- Demo Course - Andrea**  
Testing Courses  
0% complete
- Demo Course - Mike**  
Testing Courses  
0% complete
- DIST100-001-202260 Distance Learning Child Course**  
Testing Courses  
0% complete
- H5P Sandbox**  
Non-Academic Courses  
0% complete
- H5P Summer Workshop Series - 2022**  
Distance Learning  
4% complete
- HUMN 400 SP24 Sandbox**  
ODL 310 Sandbox Courses  
0% complete
- LinkedIn Learning for Students - TEST COURSE**  
ODL 310 Sandbox Courses  
0% complete
- Mikes Testing Sandbox**  
Testing Courses  
0% complete

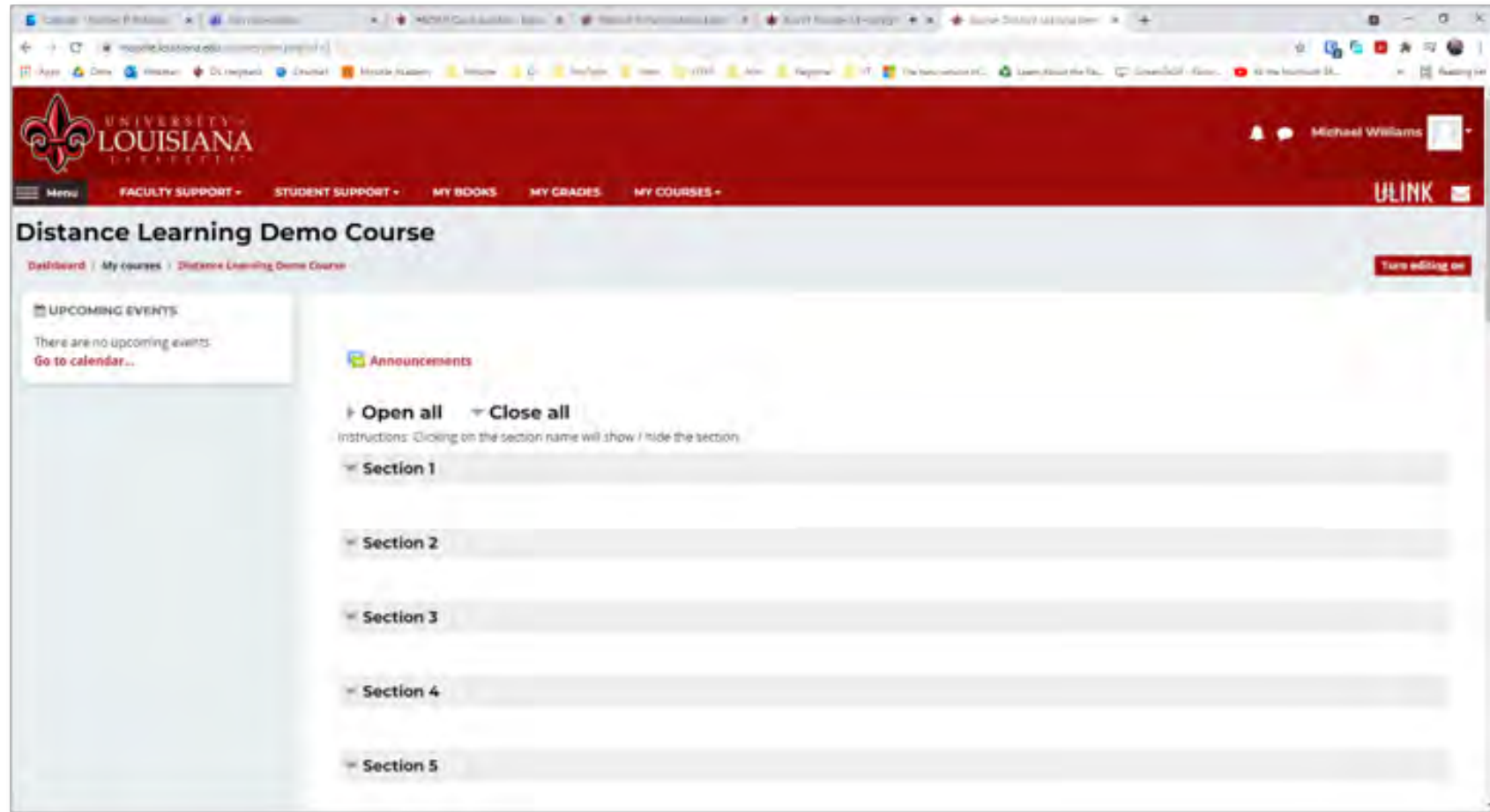
**TIMELINE**  
Next 7 days Sort by dates  
Search by activity type  
No activities require action

**UPCOMING EVENTS**  
There are no upcoming events  
Go to calendar...

**CALENDAR**  
July August 2024 September  
Sun Mon Tue Wed Thu Fri Sat  
1 2 3  
4 5 6 7 8 9 10  
11 12 13 14 15 16 17



# New Course (Blank)



# Standard Moodle Layout

**Standard Layout (Online)**

Dashboard / Courses / Departments / Distance Learning / DL Resource Courses / Standard Layout (Online)

Turn editing on

Course Settings Participants Grades Reports More

**INSTRUCTOR INFORMATION**

INSERT PHOTO HERE

Name:

Office and Virtual Hours:

eMail: fname.lname@louisiana.edu

Office:

**OBJECTIVES AND CHECKLIST FOR GETTING STARTED MODULE**

Moodle Tester1

**CALENDAR**

August 2024

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |
| 18  | 19  | 20  | 21  | 22  | 23  | 24  |
| 25  | 26  | 27  | 28  | 29  | 30  | 31  |

**Announcements**

- Check the **Announcements** Forum frequently; emails will also be generated within 30 minutes of posting.
- Post your course questions in the **Ask A Question** Forum.

Announcements

Ask a Question

Open all Close all

Instructions: Clicking on the section name will show / hide the section.

Getting Started

**Online Course Introduction**

This is an online course. All activities and assessments will occur online. Please refer to your syllabus and course calendar for more detailed information and descriptions of expectations.

The checklist below will help you track your progress in the current module. The items in checklists are automatically updated with a 60-second delay.

Objectives and Checklist for Getting Started Module

Check-off items: 100%

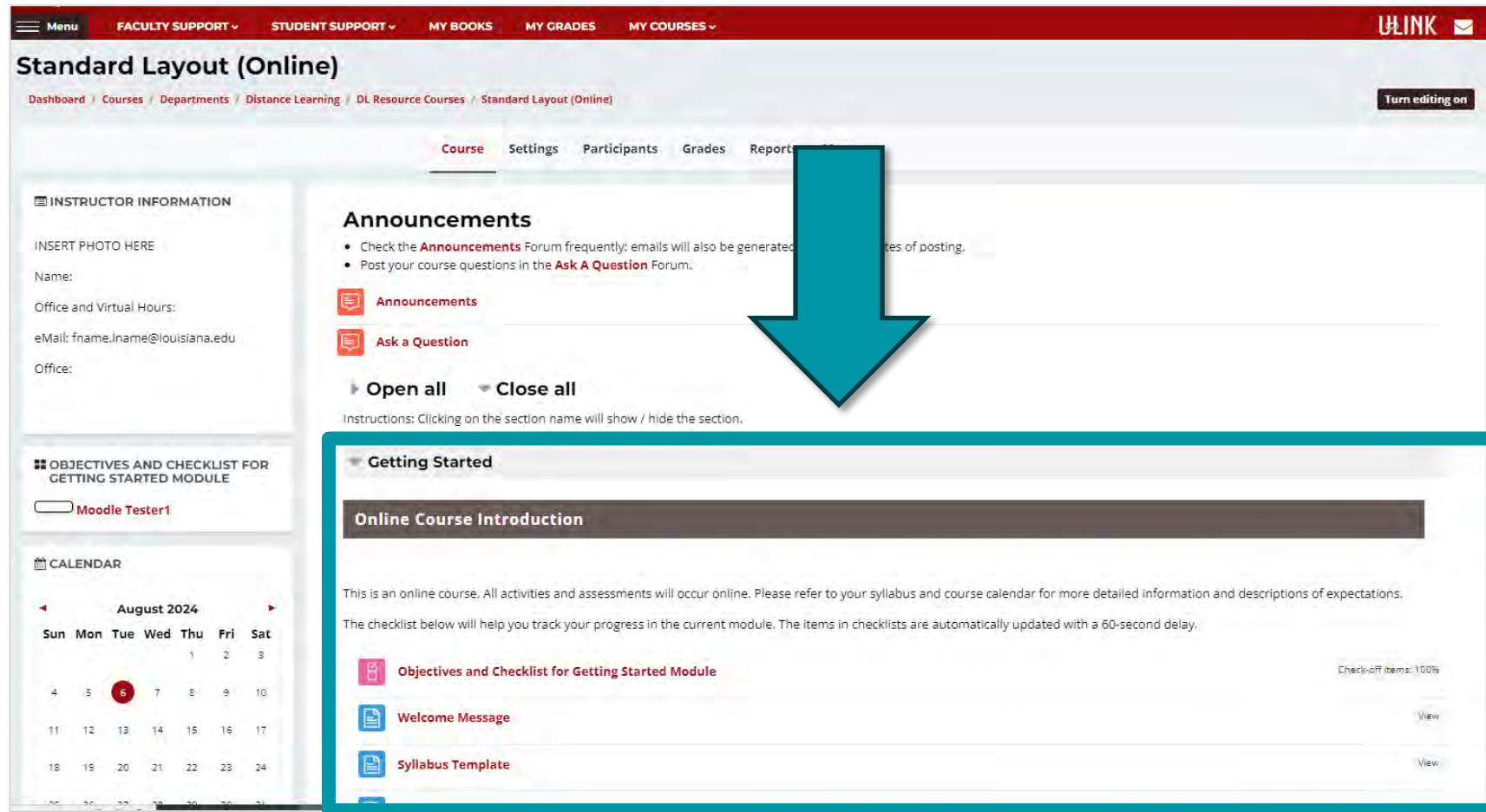
Welcome Message

Syllabus Template

View

View

# Standard Moodle Layout



The screenshot displays the Moodle course interface. At the top, a red navigation bar contains links for Menu, Faculty Support, Student Support, My Books, My Grades, and My Courses. The page title is "Standard Layout (Online)". Below the title, a breadcrumb trail shows the path: Dashboard / Courses / Departments / Distance Learning / DL Resource Courses / Standard Layout (Online). A "Turn editing on" button is visible in the top right corner.

The main content area is divided into two columns. The left column contains three sections: "INSTRUCTOR INFORMATION" (with fields for Name, Office and Virtual Hours, eMail, and Office), "OBJECTIVES AND CHECKLIST FOR GETTING STARTED MODULE" (with a "Moodle Tester1" checkbox), and "CALENDAR" (showing August 2024). The right column contains the "Course" tab, which is active. Below the tabs, there are sections for "Announcements" (with a list of announcements and a "Turn editing on" button), "Getting Started" (with a "Getting Started" section), and "Online Course Introduction" (with a "Getting Started" section). A large blue arrow points from the "Announcements" section down to the "Getting Started" section.

**INSTRUCTOR INFORMATION**

INSERT PHOTO HERE

Name:

Office and Virtual Hours:

eMail: fname.lname@louisiana.edu

Office:

**OBJECTIVES AND CHECKLIST FOR GETTING STARTED MODULE**

☐ Moodle Tester1

**CALENDAR**

August 2024

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |
| 18  | 19  | 20  | 21  | 22  | 23  | 24  |
| 25  | 26  | 27  | 28  | 29  | 30  | 31  |

**Announcements**

- Check the **Announcements** Forum frequently; emails will also be generated for new announcements.
- Post your course questions in the **Ask A Question** Forum.

**Announcements**

**Ask a Question**

**Open all** **Close all**

Instructions: Clicking on the section name will show / hide the section.

**Getting Started**

**Online Course Introduction**

This is an online course. All activities and assessments will occur online. Please refer to your syllabus and course calendar for more detailed information and descriptions of expectations.

The checklist below will help you track your progress in the current module. The items in checklists are automatically updated with a 60-second delay.

**Objectives and Checklist for Getting Started Module** Check-off items: 100%

**Welcome Message** View

**Syllabus Template** View

# Standard Moodle Layout

The screenshot displays the Moodle course interface. At the top is a red navigation bar with links for Menu, Faculty Support, Student Support, My Books, My Grades, and My Courses. A 'LINK' button with an envelope icon is on the right. Below the navigation bar is the page title 'Standard Layout (Online)' and a breadcrumb trail: Dashboard / Courses / Departments / Distance Learning / DL Resource Courses / Standard Layout (Online). A 'Turn editing on' button is in the top right corner. A secondary navigation bar contains links for Course, Settings, Participants, Grades, Reports, and More. The main content area is divided into three columns. The left column contains three sections: 'INSTRUCTOR INFORMATION' (with fields for Name, Office and Virtual Hours, eMail, and Office), 'OBJECTIVES AND CHECKLIST FOR GETTING STARTED MODULE' (with a 'Moodle Tester1' item), and 'CALENDAR' (showing August 2024). The middle column features an 'Announcements' section with a blue arrow pointing to it, followed by 'Getting Started' and 'Online Course Introduction' sections. The right column contains a checklist for the 'Getting Started Module' with items like 'Welcome Message' and 'Syllabus Template', each with a 'View' link. The bottom right corner shows a 'Check-off items: 100%' status.

**Standard Layout (Online)**

Dashboard / Courses / Departments / Distance Learning / DL Resource Courses / Standard Layout (Online)

Turn editing on

Course Settings Participants Grades Reports More

**INSTRUCTOR INFORMATION**

INSERT PHOTO HERE

Name:

Office and Virtual Hours:

eMail: fname.lname@louisiana.edu

Office:

**OBJECTIVES AND CHECKLIST FOR GETTING STARTED MODULE**

Moodle Tester1

**CALENDAR**

August 2024

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |
| 18  | 19  | 20  | 21  | 22  | 23  | 24  |
| 25  | 26  | 27  | 28  | 29  | 30  | 31  |

**Announcements**

- Check the **Announcements** Forum frequently; emails will also be generated within 30 minutes of posting.
- Post your questions in the **Question** Forum.

Open all Close all

Instructions: Clicking on the section name will show / hide the section.

**Getting Started**

**Online Course Introduction**

This is an online course. All activities and assessments will occur online. Please refer to your syllabus and course calendar for more detailed information and descriptions of expectations.

The checklist below will help you track your progress in the current module. The items in checklists are automatically updated with a 60-second delay.

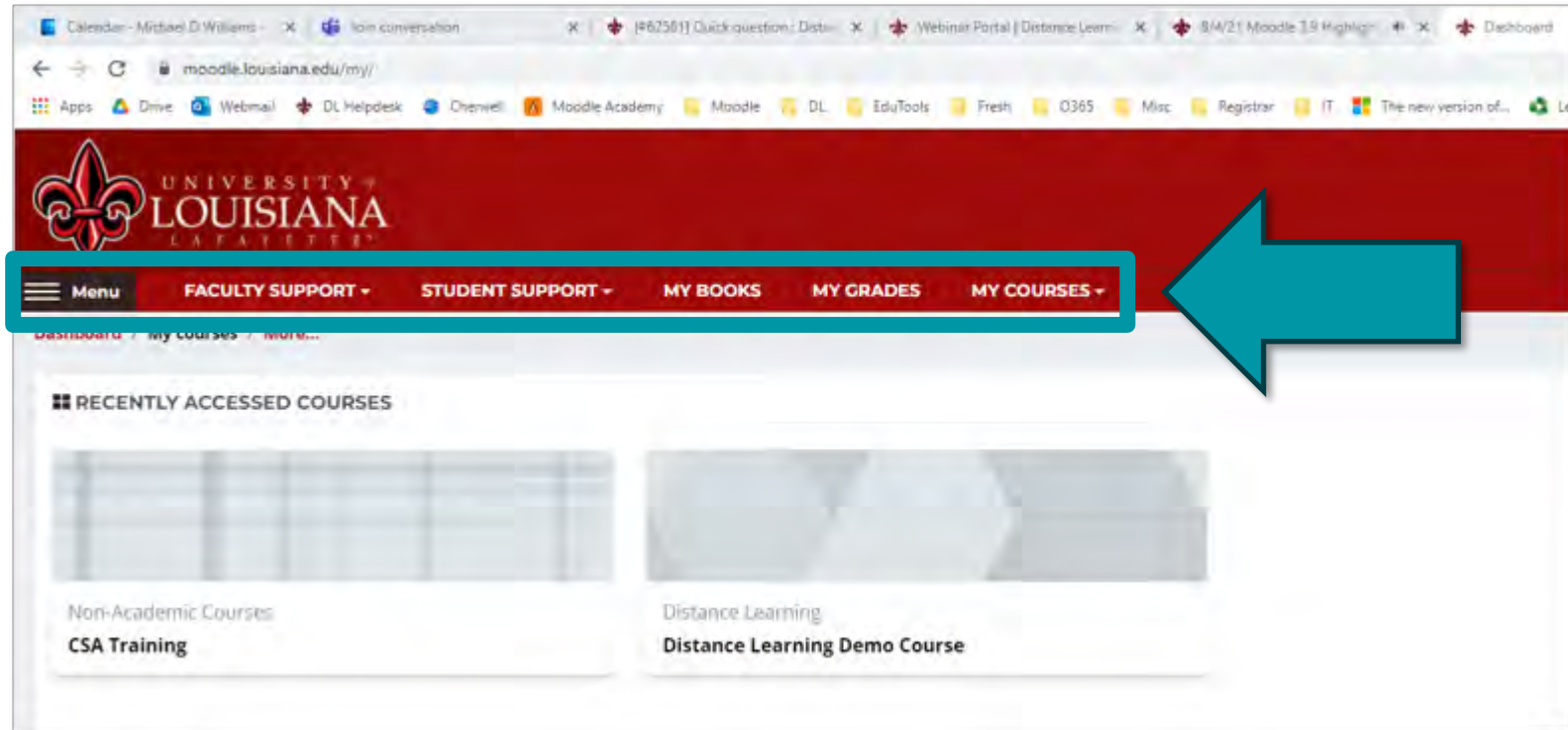
**Objectives and Checklist for Getting Started Module** Check-off items: 100%

Welcome Message View

Syllabus Template View

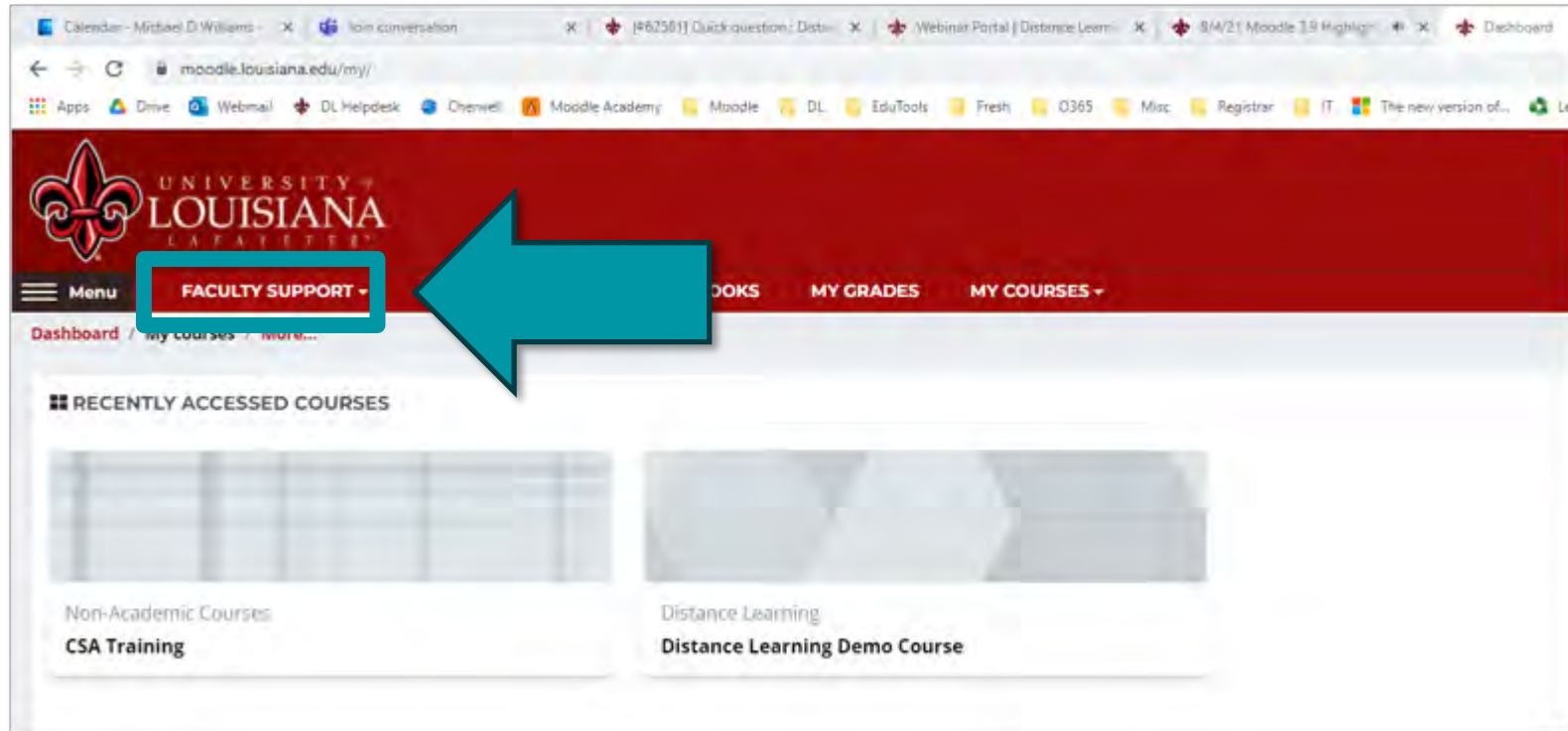


# Moodle Toolbar

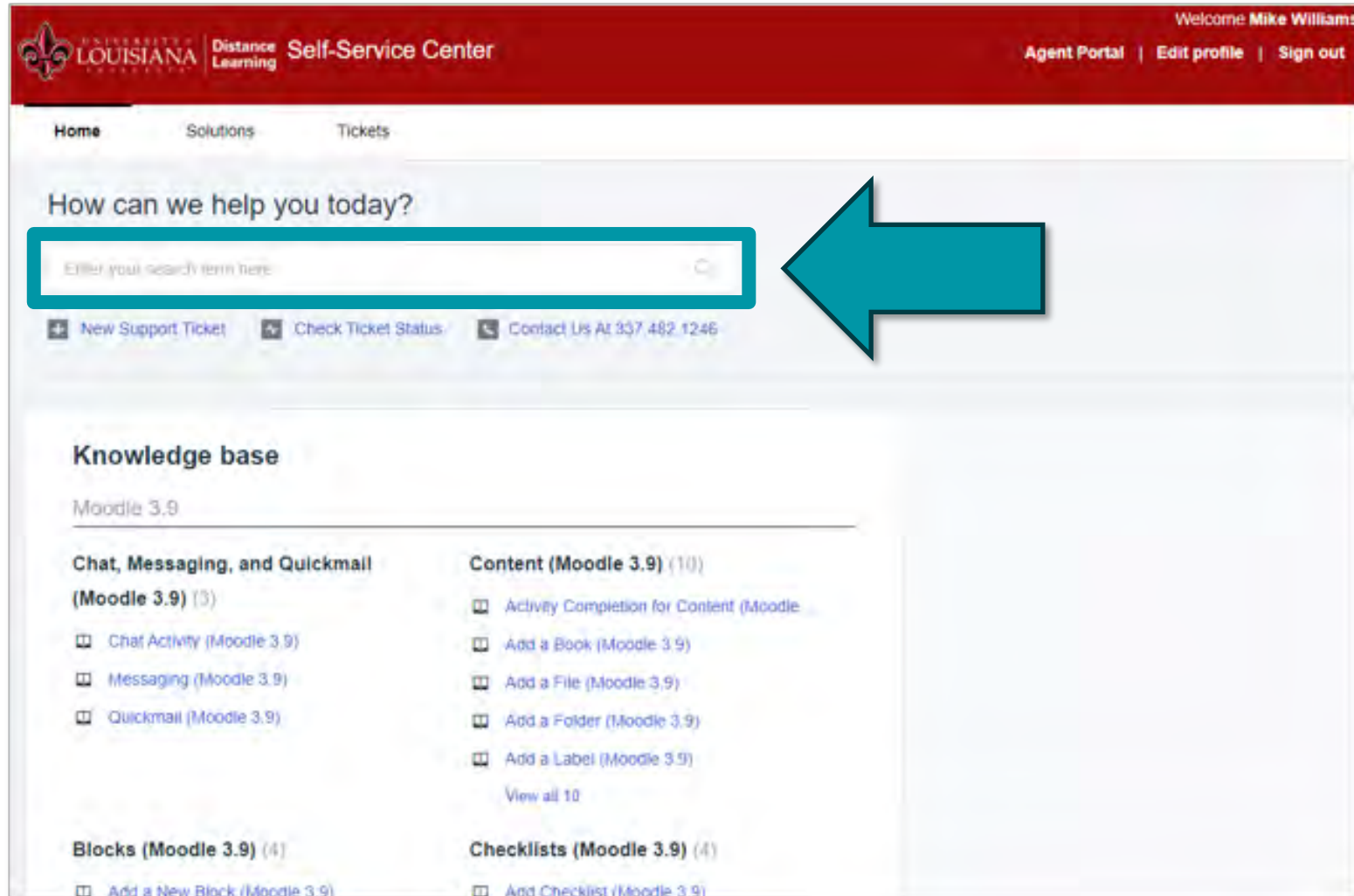




# Moodle Toolbar



# Distance Learning Support Center



The screenshot shows the 'Distance Learning Self-Service Center' website. The header is red with the University of Louisiana logo and navigation links: 'Home', 'Solutions', and 'Tickets'. A search bar is prominently displayed with the text 'How can we help you today?' and a placeholder 'Enter your search term here'. A large teal arrow points to this search bar. Below the search bar are links for 'New Support Ticket', 'Check Ticket Status', and 'Contact Us At 337.482.1246'. The main content area is titled 'Knowledge base' and lists various topics under the heading 'Moodle 3.9'. The topics are organized into two columns: 'Chat, Messaging, and Quickmail (Moodle 3.9) (3)' and 'Content (Moodle 3.9) (10)'. The first column includes links for 'Chat Activity (Moodle 3.9)', 'Messaging (Moodle 3.9)', and 'Quickmail (Moodle 3.9)'. The second column includes links for 'Activity Completion for Content (Moodle 3.9)', 'Add a Book (Moodle 3.9)', 'Add a File (Moodle 3.9)', 'Add a Folder (Moodle 3.9)', and 'Add a Label (Moodle 3.9)'. There are also links for 'Blocks (Moodle 3.9) (4)' and 'Checklists (Moodle 3.9) (4)'. A 'View all 10' link is present under the 'Content' section.

UNIVERSITY OF LOUISIANA  
Distance Learning Self-Service Center

Welcome Mike Williams

Agent Portal | Edit profile | Sign out

Home Solutions Tickets

How can we help you today?

Enter your search term here

+ New Support Ticket + Check Ticket Status ☎ Contact Us At 337.482.1246

### Knowledge base

Moodle 3.9

**Chat, Messaging, and Quickmail (Moodle 3.9) (3)**

- Chat Activity (Moodle 3.9)
- Messaging (Moodle 3.9)
- Quickmail (Moodle 3.9)

**Content (Moodle 3.9) (10)**

- Activity Completion for Content (Moodle 3.9)
- Add a Book (Moodle 3.9)
- Add a File (Moodle 3.9)
- Add a Folder (Moodle 3.9)
- Add a Label (Moodle 3.9)
- View all 10

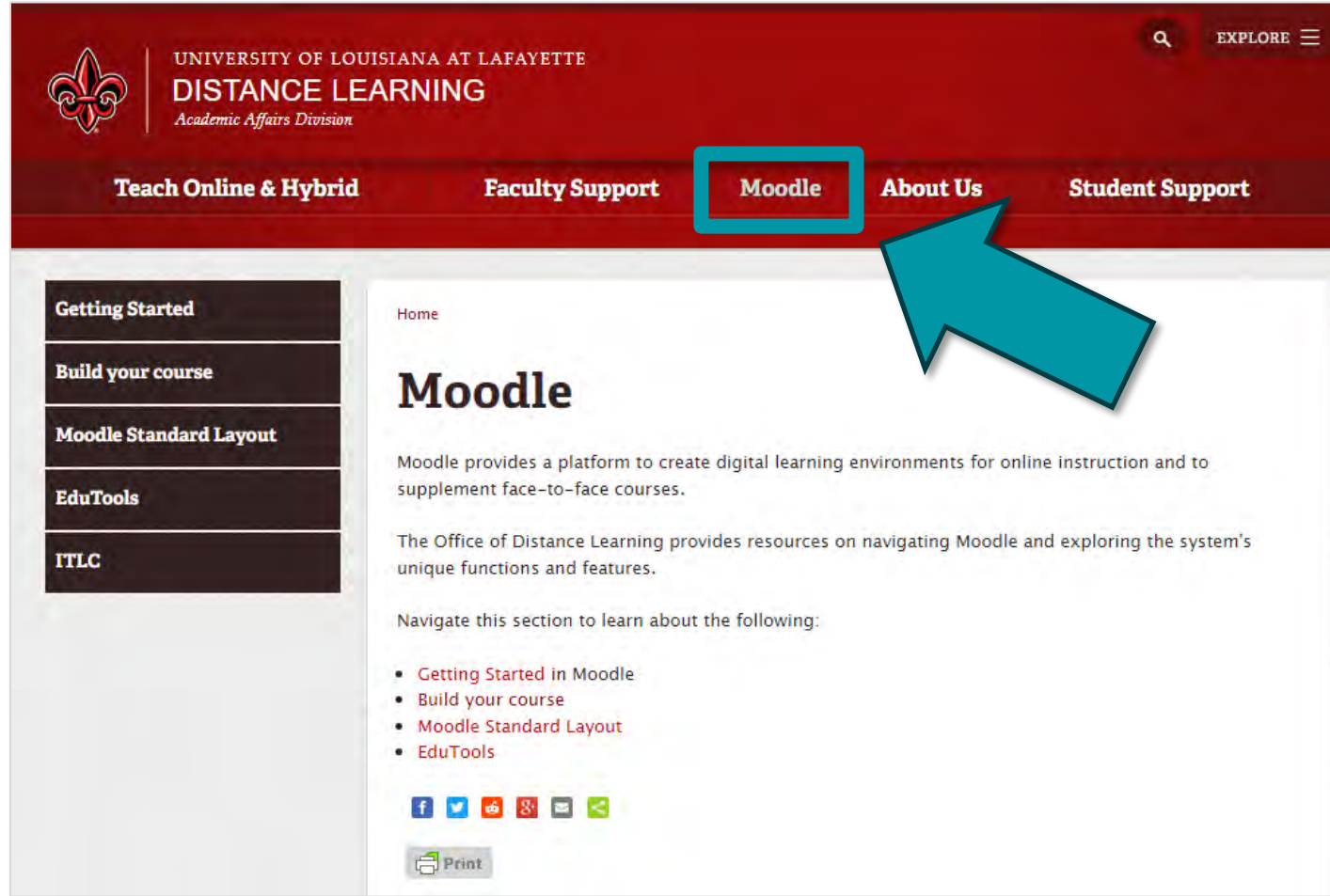
**Blocks (Moodle 3.9) (4)**

- Add a New Block (Moodle 3.9)

**Checklists (Moodle 3.9) (4)**

- Add Checklist (Moodle 3.9)

# Distance Learning Website



UNIVERSITY OF LOUISIANA AT LAFAYETTE  
DISTANCE LEARNING  
*Academic Affairs Division*

Teach Online & Hybrid Faculty Support **Moodle** About Us Student Support

**Getting Started**  
**Build your course**  
**Moodle Standard Layout**  
**EduTools**  
**ITLC**

Home

## Moodle


Moodle provides a platform to create digital learning environments for online instruction and to supplement face-to-face courses.

The Office of Distance Learning provides resources on navigating Moodle and exploring the system's unique functions and features.

Navigate this section to learn about the following:

- [Getting Started in Moodle](#)
- [Build your course](#)
- [Moodle Standard Layout](#)
- [EduTools](#)

[f](#) [t](#) [in](#) [g+](#) [v](#)

 Print

# Distance Learning Website

UNIVERSITY OF LOUISIANA AT LAFAYETTE  
**DISTANCE LEARNING**  
*Academic Affairs Division*

Teach Online & Hybrid Faculty Support Moodle About Us Student Support

**Getting Started**

**Build your course**

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Home

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- [Build your course](#)
- [Moodle Standard Layout](#)
- [EduTools](#)

f t y i e v

Print



# **Distance Learning Services**



UNIVERSITY OF  
**LOUISIANA**  
LAFAYETTE

**Distance Learning**



# **ULearn Certification for Faculty**

## **ULearn Certified Online Teacher**

Recognizes faculty who have completed training on current online teaching methodologies, pedagogies, and tools in order to prepare them to deliver quality online and hybrid courses.

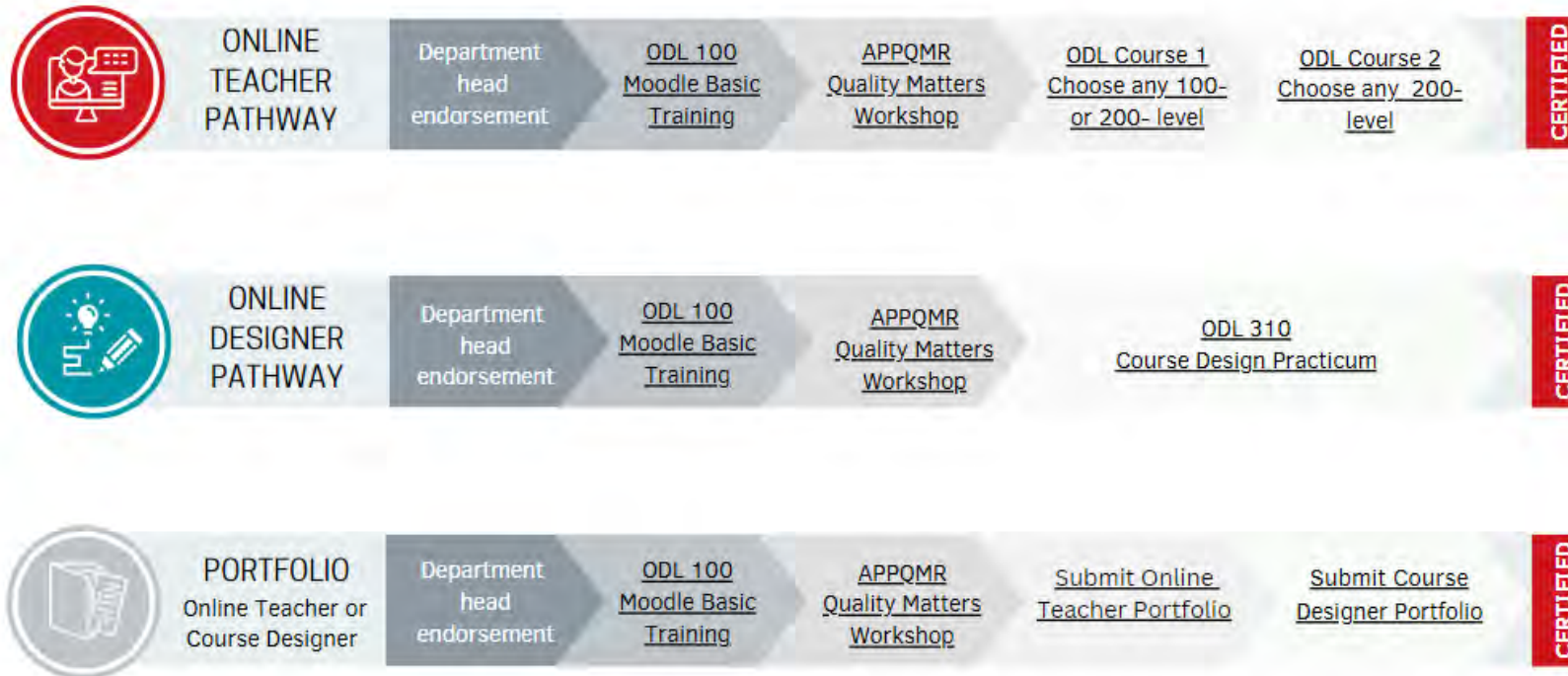
## **ULearn Certified Course Designer**

Recognizes faculty who have completed training to develop and design their own online or hybrid course in accordance with national design standards of quality.

# ULearn Certification Pathways

## UNIVERSITY OF LOUISIANA AT LAFAYETTE ULEARN CERTIFICATION PATHWAYS

Faculty assigned to teach an online or hybrid course must hold one ULearn faculty certification.



# ULearn Certified Faculty – Join Us!



Certified  
Online  
Teacher

= 389



Certified  
Course  
Designer

= 117

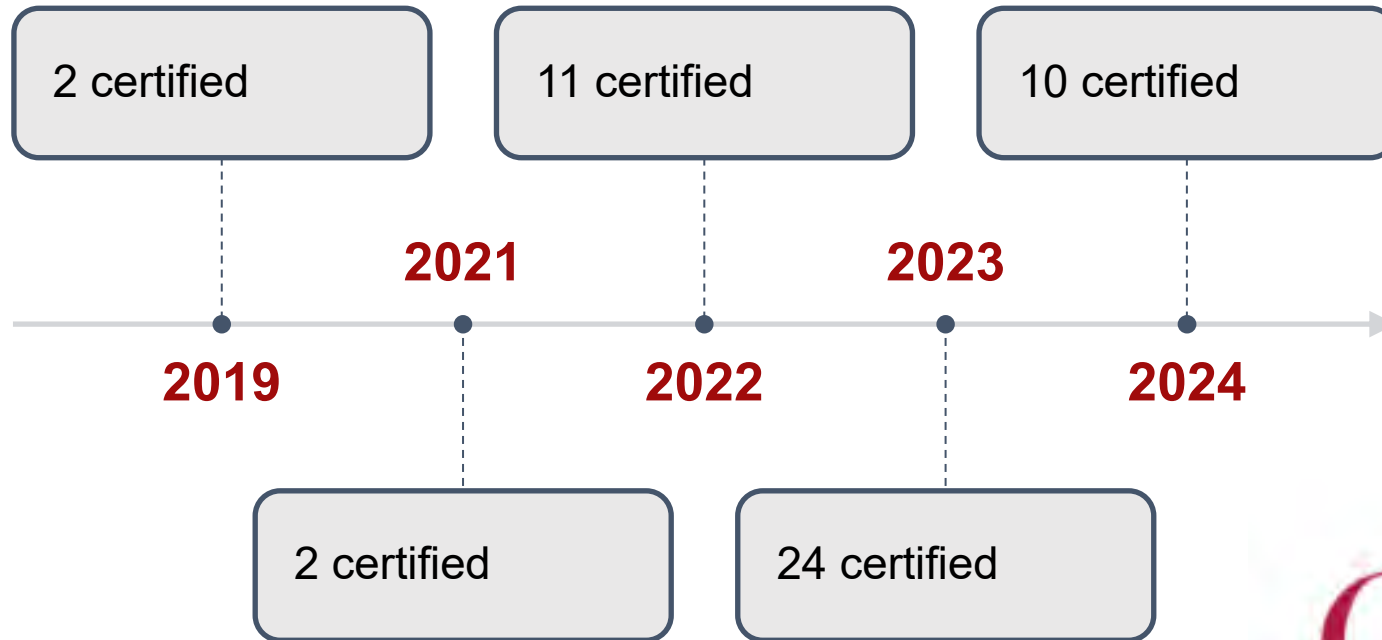


Certified  
Online Teacher  
& Course  
Designer

= 83

423  
Unique  
ULearn  
Faculty

# QM Course Certifications



**QM Certified Courses through  
Summer 2024 = 49**



# Faculty Professional Development

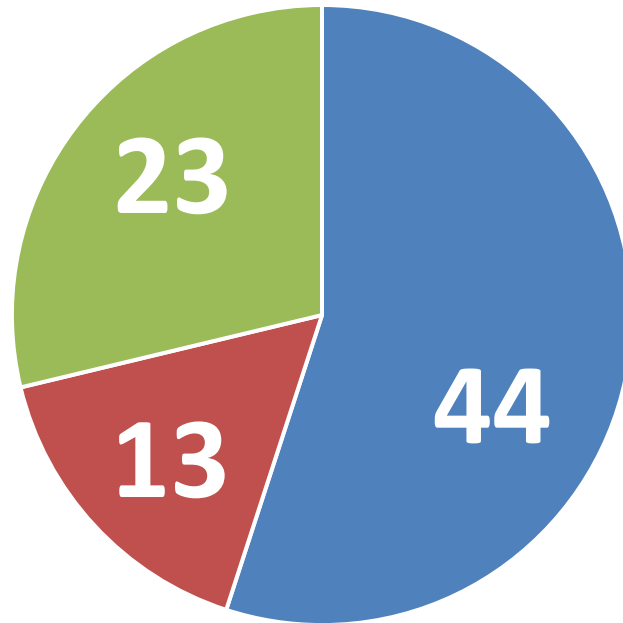
- Facilitated & Self-Paced Courses
- Innovative Teaching & Learning Week
- Tech Tool Expo
- 10-minute Tech Talks
- Webinars (current topics like AI)
- Faculty Learning Communities

**Scan for upcoming  
Professional  
Development!**





## Professional Development 2023-24



- Virtual events
- Campus events
- Facilitated workshops/courses

80

professional  
development  
opportunities  
for faculty

# Faculty Learning Communities

2021-2022



H5P



Office 365



OER



Video Best Practices

2022-2023



CURES



MS Teams



H5Px3

2023-2024



AI



Anti-Racism  
Digital Pedagogy

# AI Literacy Microcredential for Students

---

- Funded by an LA Board of Regents eLearning Innovation Grant
- Developed by a team of UL System faculty and staff
- Lives in our Moodle LMS
- Self-paced, asynchronous course
- Takes approximately 16 hours to complete
- Consists of five modules (e.g., Introduction to AI, Ethics, Digital Literacy, AI Tools, and Future of Work)
- Free to all UL System students
- Not for credit
- Issues a digital badge that can be shared on LinkedIn or other professional sites
- Piloted by nearly 400 faculty system-wide



# Contact Us for Support

- ✓ **Email:** [distancelearning@louisiana.edu](mailto:distancelearning@louisiana.edu)
- ✓ **Phone:** 337-482-1246
- ✓ **Website:** [distancelearning.louisiana.edu](https://distancelearning.louisiana.edu)
- ✓ **Teams:** Contact us directly on Teams
- ✓ **Office Location:** Whittington House (2250 Johnston St., adjacent to Blackham Coliseum)

# Upcoming Events

---

[Register Today](#)



|              |          |                                                             |
|--------------|----------|-------------------------------------------------------------|
| 8-31 to 8-23 | All Day  | Office of Distance Learning Open Office Hours               |
| 9-9 Monday   | 10:00 am | Touring New Moodle: Contextual Menu                         |
| 9-16 Monday  | 10:00 am | New Updates to Zoom                                         |
| 9-23 Monday  | 10:00 am | Humanizing TECHniques<br>What it Means to Humanize a Course |



# Innovative Teaching & Learning Community (ITLC)

---

Join the [Innovative Teaching and Learning Community](#) on Teams!

- Community discussion and feedback
- Moodle updates and announcements
- Tips, tricks, and strategies

*Everyone needs a little TLC!*



# Thank You!

---

Dr. Francesco Crocco  
Michael Williams  
Dr. Alise Hagan

Please send questions and  
comments to  
[distancelearning@louisiana.edu](mailto:distancelearning@louisiana.edu)



UNIVERSITY OF  
LOUISIANA  
LAFAYETTE  
Distance Learning

- Graduate School
  - Place Holder

# New Investments to support Faculty and Grad Student Scholarly Research and Development

**NCFDD  
INSTITUTIONAL  
MEMBERSHIP**



UNIVERSITY *of*  
**LOUISIANA**  
L A F A Y E T T E ®



# **WE ARE AN NCFDD INSTITUTIONAL MEMBER!**

On demand access to the mentoring, accountability,  
and support you need to thrive in the academy.



UNIVERSITY *of*  
**LOUISIANA**  
L A F A Y E T T E ®



The three-year NCFDD Institutional Membership--a \$60,000 investment--is funded jointly by the Office of the Provost, Office of the Vice President for Research, Innovation, and Economic Development, and the Graduate School.



# About the National Center for Faculty Development and Diversity (NCFDD)

**The NCFDD** is an independent professional development, training, and mentoring community for faculty, postdocs, & graduate students from over 500 colleges and universities.

The NCFDD is 100% dedicated to preparing the next wave of academic leaders for success to change the face of power in the Academy.

# NCFDD Institutional Membership

## for all faculty members and graduate students

- ✓ Annual access to our full suite of online, on-demand trainings and support resources for an unlimited number of users at your institution.
- ✓ Provides external mentoring and professional development training for every stage of the academic career, focusing on four key areas: **strategic planning, productivity, healthy relationships, and work-life balance.**

### How to Thrive in Academia

We focus on four key areas that help you achieve extraordinary writing and research productivity while maintaining a full and healthy life off campus.

#### 1. Strategic Planning

Learn how to plan your academic year, your term, and your weekly schedule in a way that is aligned with your tenure and promotion criteria

#### 2. Explosive Productivity

Learn the skills and strategies that will help you to publish more research, win more grants, and manage your internal resistance to writing



#### 4. Work-Life Balance

Learn how to reduce your stress, prioritize your self-care, and find balance in your personal and professional life

#### 3. Healthy Relationships

Learn how to manage your professional relationships and build a thriving network of mentors, sponsors, and collaborators



National Center for Faculty  
Development & Diversity



## **AS A MEMBER, YOU CAN ACCESS:**

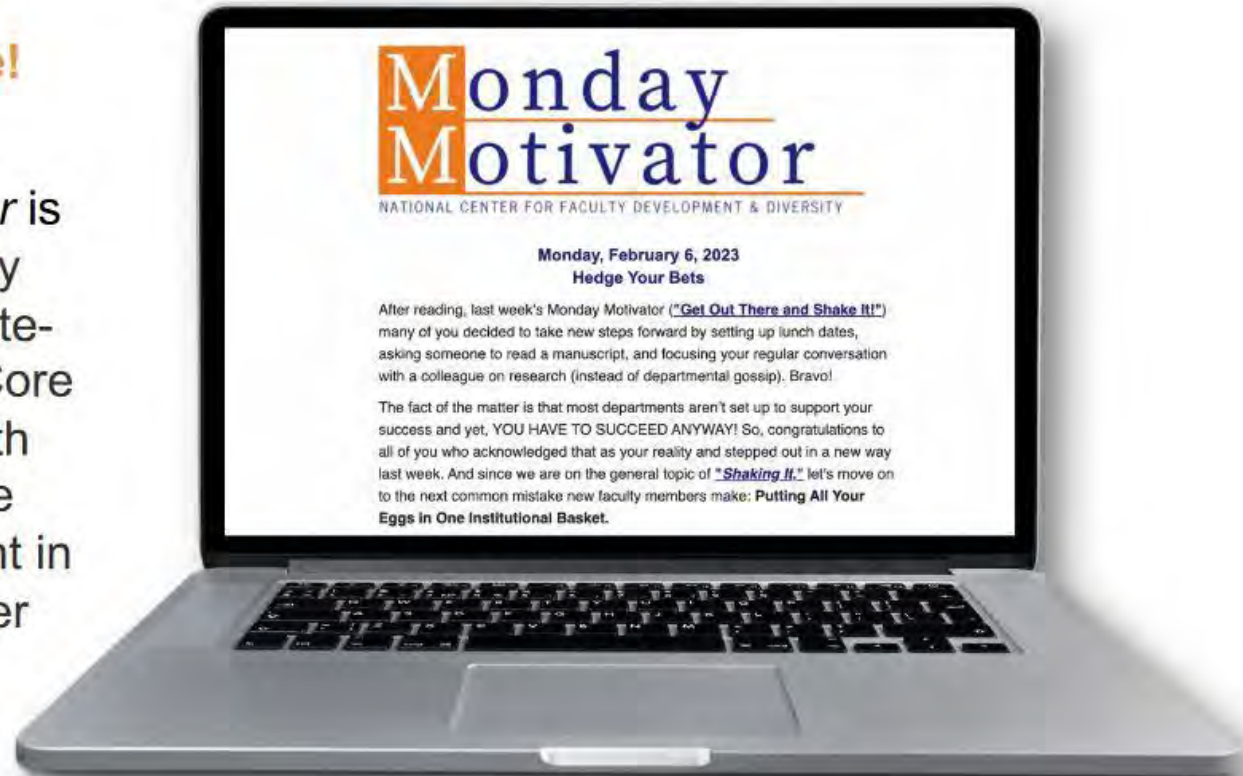
---

- *The Monday Motivator* delivered to inbox weekly
- Monthly Core Curriculum webinars
- Guest Expert Webinars
- Multi-Week Web Courses
- NCFDD's library of all previous webinars
- 14-Day Writing Challenges with *WriteNow* accountability tracking
- Peer-mentor ("buddy") matches by request
- *Dissertation Success Curriculum* for grad students
- Free Faculty Success Program (FSP) Alumni Program enrollment for FSP alumni

# Resources: The Monday Motivator

Our most popular  
membership resource!

The *Monday Motivator* is a weekly productivity email introducing a bite-sized element of our Core Curriculum along with concrete, actionable strategies to implement in the week or semester ahead.



National Center for Faculty  
Development & Diversity



# Monday Motivator

NATIONAL CENTER FOR FACULTY DEVELOPMENT & DIVERSITY

## Recent Monday Motivators

11/7: [The Last Stretch](#)  
11/14: [5 Secrets to Jumpstart Your Productivity](#)  
11/21: [Thanksgiving: Binge or Break?](#)  
11/28: [A Countdown to 2023](#)

## National Center for Faculty Development & Diversity

### June 2021 Newsletter

**Acting as an Ally Through Sponsorship and Advocacy**  
By Margaret M. Yacobucci, PhD, Professor, Bowling Green State University

This year has been a tough one. The COVID-19 pandemic has negatively impacted almost every aspect of academic work. Faculty have labored to completely reinvent the ways they teach while supporting their students and trying to carve out time and resources to keep their research going. Faculty administrators have faced budget crises and personnel cuts while needing to act quickly to keep their campuses and communities safe. Everyone has faced the personal stressors, anxiety, and grief wrought by the pandemic, though these impacts have disproportionately affected women (especially caregivers) and communities of color. The trauma brought by the pandemic has been compounded by the epidemic of racist violence and unprecedented political upheaval of the last year. We have all been struggling.

During times of duress, I am gratified that many people have a natural impulse to think "How can I help?" Perhaps now more than ever, all faculty – but especially early-career faculty – need colleagues who can advocate for them and help advance their careers. I will be providing a guest expert webinar this month to guide faculty in developing an action plan to serve as a sponsor or advocate for their colleagues.

[Read more](#)



## AUG 2023 NEWSLETTER

### Advice on Moving from Associate to Full Professor

It's not uncommon for mid-career professors to feel conflicted about going for a promotion to full professor. Once tenure is earned, it's easy to fall into a routine and say yes to everything you are asked to do, like engaging in too many service activities that could get in the way of the activities that lead to promotion to full professor. This is especially true if you didn't have a clear idea about your post-tenure pathway, which helps you determine what role you want to play on your campus after earning tenure and focuses your activities on the goals you want to achieve.

There is also the uncertainty of not knowing how to move toward full professorship, which can be discouraging. Every time you move from one step on the academic ladder to the next, you'll discover a new set of rules (written and unwritten), new challenges to navigate, and new skills needed for success. If you don't have the scholarly or professional networks and mentors to support you, it's easy to get lost along the way.

[Read More](#)



## MAR 2023 NEWSLETTER

### 5 Secrets to a Super Productive Semester

It's no secret that the semester presents many challenges for faculty. Here's what we commonly see:

- **Uneven accountability structures.** Teaching and service have higher accountability, while writing and health/wellness have lower accountability.
- **Varied and time-consuming commitments.** Every time we say yes to something, we are giving away a piece of time without realizing the time it takes to do what we agreed to.
- **Work-crastination.** You're working all the time on low-priority tasks at the expense of the high-priority work that is necessary for your long-term success—specifically, tasks related to your research and writing and your health and wellness.
- **Lack of clarity on how long research and writing tasks take.** This makes us feel like we are constantly behind.
- **Institutional cultures glamorize working all the time.** While it may be normalized on your campus, it is unhealthy and challenging.
- **Fantasy: large uninterrupted blocks of time.** We often think that, somehow, we will get large uninterrupted blocks of time, so we wait to write. But for the typical faculty member, we never see that large block of time.

So the question is, how can we create a structure to overcome these challenges? Better yet, how can we create a structure to overcome these challenges and support our research/writing productivity and health/wellness?



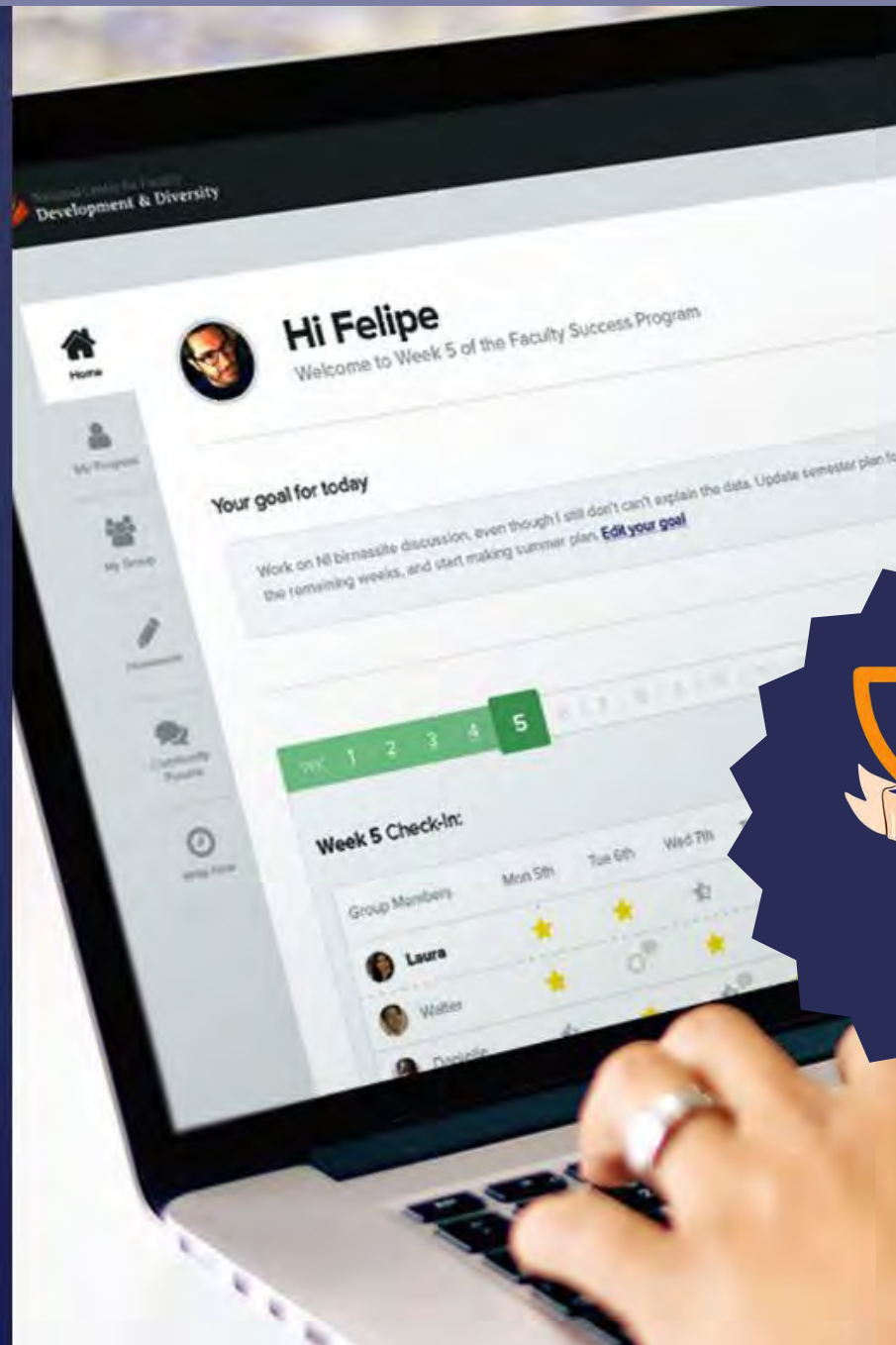
# Resources: Core Curriculum Webinars

Our Core Curriculum webinars teach **10 Key Skills** for thriving in academic positions.



# Resource: 14-Day Writing Challenge

- ✓ Every semester, members are invited to join a 14-Day Writing Challenge.
- ✓ It provides the opportunity to experiment with daily writing, online community, and supportive accountability on our WriteNow platform.
- ✓ Participants can also look forward to a daily dose of encouragement in their inbox from the NCFDD Team.



## THE CHALLENGE IS SIMPLE.

Write for at least 30 minutes every day - Monday through Friday - for two weeks.

Writing, in this case, refers to any scholarly activity ranging from the spark of a new idea to polishing a near-complete project (article, chapter, grant proposal, exhibit, book chapter, etc.).





## Dissertation Success Resources

The Dissertation Success Program is designed for doctoral candidates who are focused on finishing their dissertation. The program is built on the assumption that there is only one way to complete a dissertation: WRITE IT! The program teaches students how to navigate around three common obstacles to finishing in the context of a supportive community.

[Learn More](#)



Dissertation for advanced graduate  
Success Curriculum students

# isolation . perfectionism .

## Dissertation Success Resources

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[Learn More](#)



Dissertation for advanced graduate  
Success Curriculum students



## The Help You Need to Finish Your Dissertation

Learn how to navigate around the common barriers to finishing the dissertation in the context of a supportive community. As an Individual or Institutional Member, you have access to:

- 12 Dissertation Success Training Modules, facilitated by Kerry Ann Rockquemore, PhD
- The NCFDD Core Curriculum trainings
- A moderated discussion forum for peer mentoring and tracking your daily writing
- An Accountability Buddy Match for additional support through the program

## The Dissertation Success Curriculum teaches you to:

- ✓ Develop and maintain a daily writing routine
- ✓ Systematically plan weekly writing goals
- ✓ Understand the academic writing process
- ✓ Develop positive writing habits and rituals
- ✓ Identify and overcome academic perfectionism
- ✓ Track research and writing time for ongoing self-assessment
- ✓ Belong to a community of supportive, productive academic writers
- ✓ Create an extended network of mentors for long-term success

Ready to finish your dissertation?

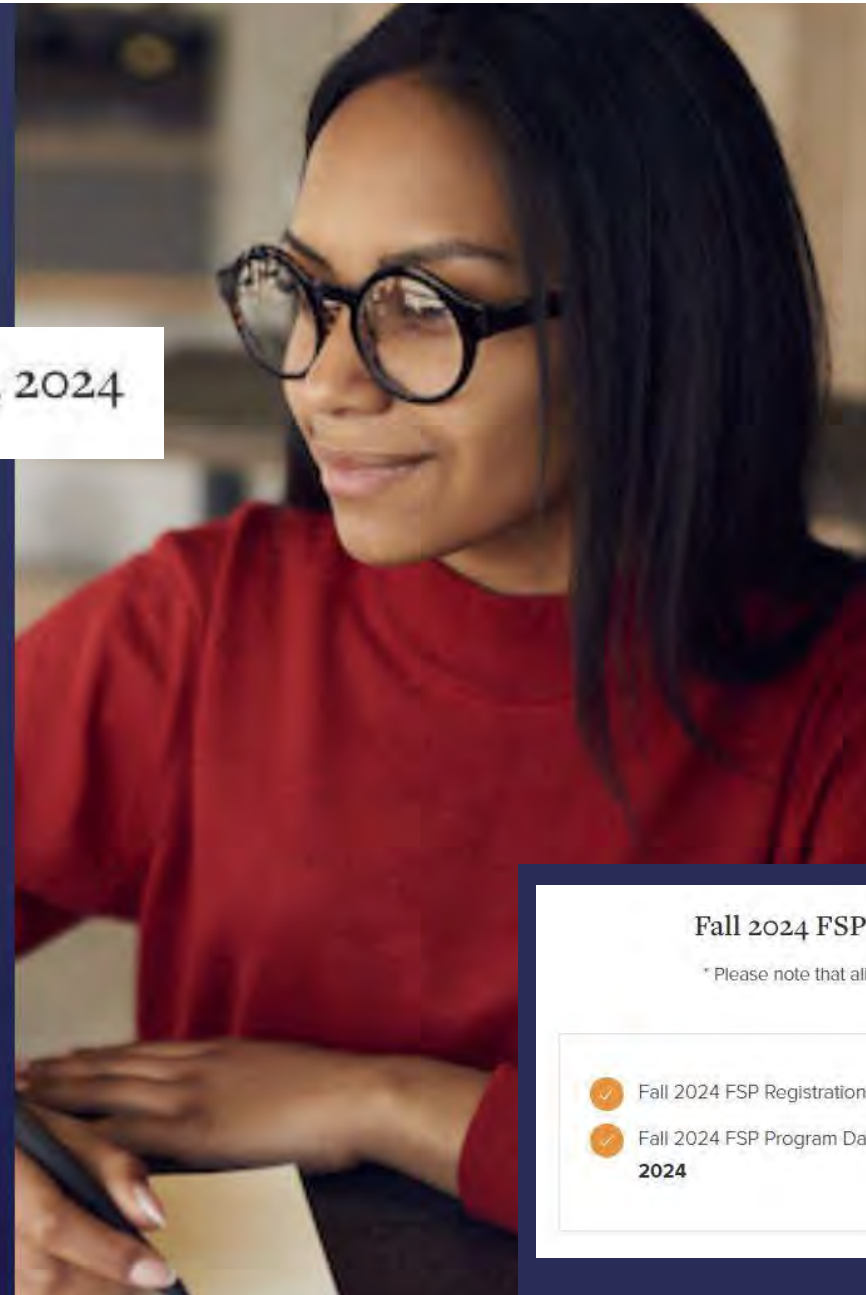
Dissertation Success Curriculum for advanced graduate students

# The Faculty Success Program (FSP)\*

Fall 2024 Session Dates: September 30 - December 8, 2024

Non-tenure, tenure-track, and tenured faculty participants work directly with an experienced faculty coach and a carefully curated small group of peer faculty to explore and implement the skills and strategies introduced in the NCFDD Core Curriculum. 12-Week Program.

\* Not included in Institutional Membership, separate tuition required



## Fall 2024 FSP Registration Dates

\* Please note that all dates are subject to change.

- ✓ Fall 2024 FSP Registration Ends: **August 28, 2024**
- ✓ Fall 2024 FSP Program Dates: **September 30 - December 8, 2024**

# Faculty Success Program: What's Included?



## Individual Coaching Sessions

For those times when you could use some individualized support, we offer one-on-one private coaching sessions with an NCFDD-Certified Individual Coach.



## Weekly Training

You have access to weekly training modules where you learn empirically tested skills, strategies, and practices that will help you to align your time and spark your productivity.



## Accountability Calls

Each week, you will also have a small group call led by an NCFDD-Certified Coach where you set goals and are held accountable for meeting those goals.



## A Supportive Community

The Faculty Success Program community supports your success. Interact with other program participants, ask questions, get feedback, share resources, and exchange ideas with your peers.



## Time Tracking

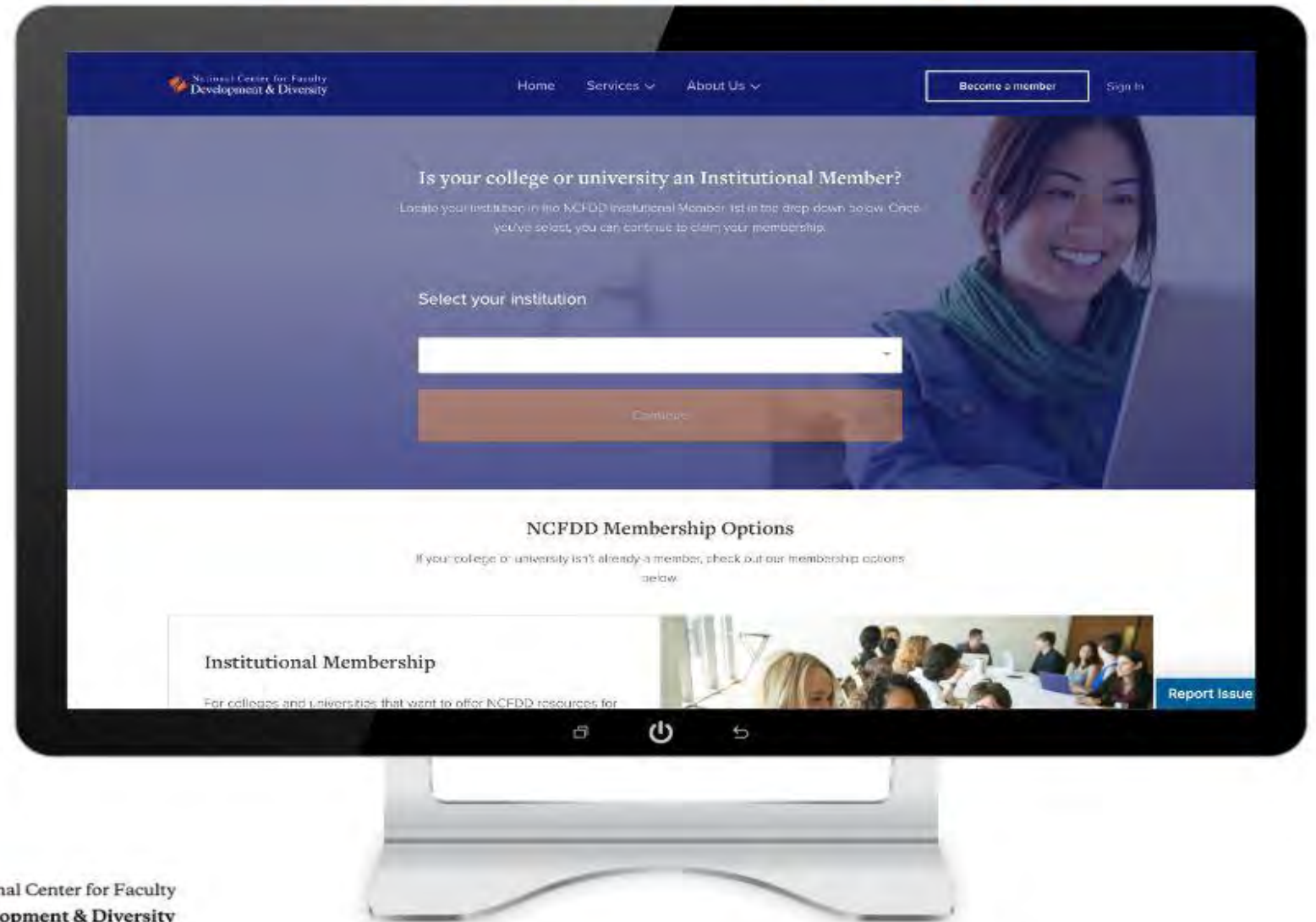
Using the custom WriteNow platform designed specifically for the Faculty Success Program, you can collect data regarding your own writing and research productivity.





Activate your account!  
[www.facultydiversity.org/join](http://www.facultydiversity.org/join)

Activate your  
individual  
membership  
now!



National Center for Faculty  
Development & Diversity

# YOU BELONG HERE

UL Lafayette Office for Campus Inclusion



UNIVERSITY of  
**LOUISIANA**  
L A F A Y E T T E

**Office for  
Campus Inclusion**

Kiwana T. McClung, Assoc. AIA, NOMA

Chief Inclusion Officer and Director of Diversity, Equity, and Community Engagement

Professor of Architecture and Design



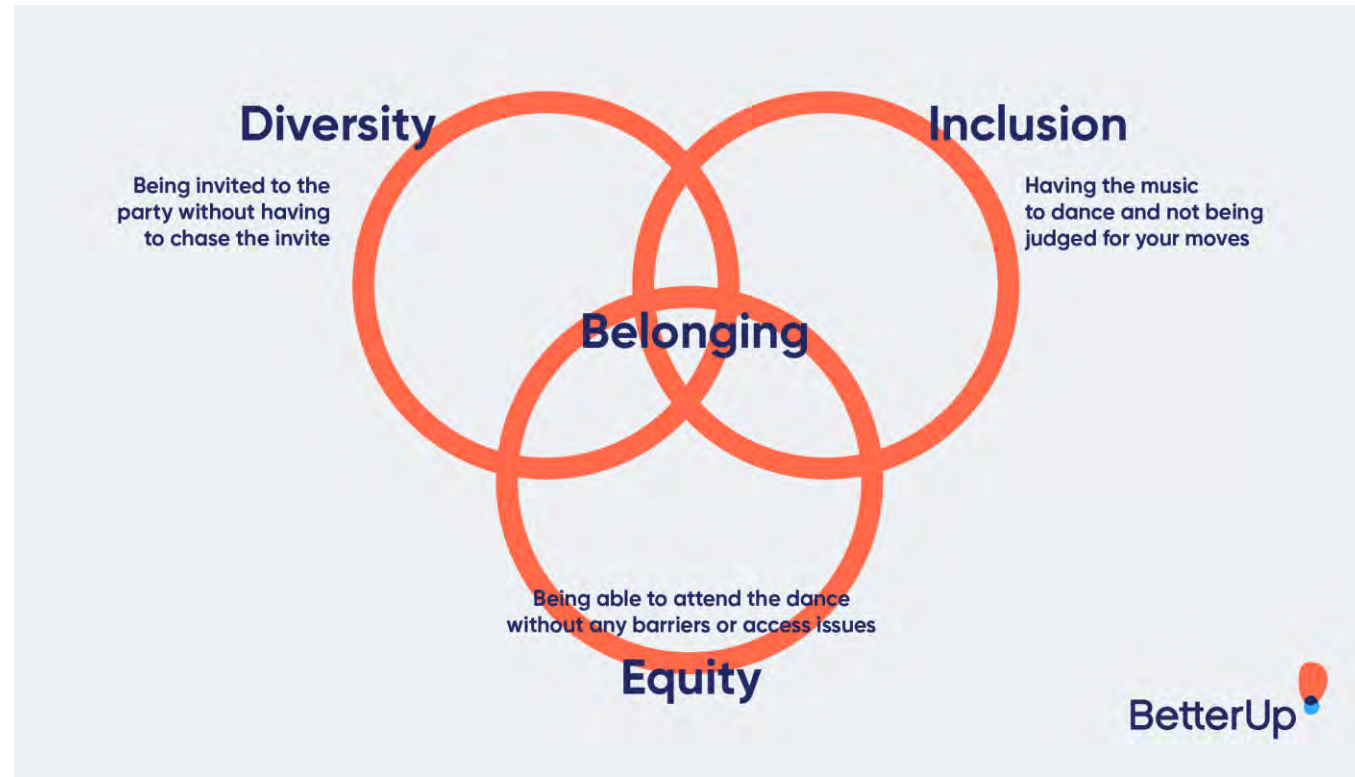


## Our Vision

Thus, our institution's Vision for *Inclusive Excellence* is  
*"The cultivation of an environment where everyone on our campus and in the surrounding community has accessible pathways to educational, professional, infrastructural, scholarly, and social opportunities for their personal growth and success."*

**WHAT DO WE DO...**

# Promote a Culture of Belonging that is Actual, not Performative



# Expanding to a True Inclusivity Model



An isometric illustration depicting various educational resources and activities. On the left, a large globe is shown with several people interacting with it. In the center, a stack of books is topped with a pair of glasses and a large apple. To the right, a yellow cup holds several pens and pencils. In the foreground, a rolled-up diploma is visible. People are shown walking, standing, and using a laptop, symbolizing a dynamic learning environment.

# Resources



- Safety
- Belonging
- Engagement and Dialogue
- Inclusive Teaching
- Academic



# Courageous Conversations



# COURAGEOUS CONVERSATIONS

A series of workshops providing resources and education  
for Inclusive Excellence at UL Lafayette



UNIVERSITY of  
**LOUISIANA**  
L A F A Y E T T E

Office for  
Campus Inclusion

# Courageous Conversations Topics - 23-24 AY: Mental Health

- The Intersection Between Identity, Neurodiversity, and Mental Health (September 2023)
- Unmasking Mental Health Stigmas Across Cultural Differences (February 2024)
- Cross-sections in Mental Health Issues and Stigmas Within the LGBTQ+ Community (Fall 2024)
- Partnership w/ the UL LIFE Program (Fall 2024)

A group of diverse people, including men, women, and a dog, are standing together and holding large rainbow and transgender flags. The scene is set against a dark background, and the overall tone is supportive and inclusive.

# LGBTQ+ Resources & Support



**PROJECT**  
 **ALLIES**

A dark, low-key photograph of a group of diverse people in a meeting or collaborative setting. In the foreground, a person is seated in a wheelchair, facing away from the camera. To their left, a person is seated on the floor, leaning forward. In the background, several other individuals are standing and interacting. The scene is dimly lit, with the primary light source highlighting the text in the center. 

# Foster Inclusive Practices

The background is a dark, muted illustration. In the center, a person is depicted wearing a graduation cap and gown, holding a diploma. They are surrounded by a crowd of people, some of whom are raising their hands in a celebratory gesture. The overall tone is celebratory and academic.

# First 2 Geaux First Generation College Student Celebration



The background features a dark, muted illustration of a diverse group of people in the foreground, some holding hands. Above them are several speech bubbles containing various symbols: a group of people, a shield with a star, a profile of a head, a heart with a pulse line, a laurel wreath, a globe, and a heart with a rainbow border. The overall theme is community and support.

# Support Affinity Groups



A group of diverse people, including men and women of various ethnicities, are standing and holding up flags of many different countries. The flags are visible in the background, creating a colorful mosaic. The text "Celebrate Heritage" is overlaid in the center in a white, sans-serif font.

Celebrate Heritage

A dark background featuring a row of stylized, semi-transparent silhouettes of a diverse group of people of various ages and ethnicities. The silhouettes are positioned behind the main text, creating a sense of community and inclusivity. The text is centered and reads: 

# Community Outreach, Service, & Engagement

A blurred background image showing two people in a meeting. One person is sitting on the left, and another person is standing on the right, possibly presenting or discussing a document. The image is dark and out of focus, serving as a backdrop for the text.

# Assessment: Campus Climate Survey DEI Reports & Needs Assessments



INSIGHT

viewfinder®

**Campus Climate Surveys**

# EXECUTIVE SUMMARY & PRIORITIES REPORT

UNIVERSITY OF LOUISIANA AT LAFAYETTE  
CAMPUS CLIMATE SURVEYS

Administered by Viewfinder® Campus Climate Surveys



Compiled by the Office of Campus Diversity | [diversity.louisiana.edu](https://diversity.louisiana.edu)



2022-2023  
ACADEMIC YEAR



University of Louisiana  
at Lafayette

Custom Benchmarking Data Report for Students  
February 24, 2023



University of Louisiana  
at Lafayette

Custom Benchmarking Data Report for Employees  
February 24, 2023



University of Louisiana  
at Lafayette

Campus Climate Survey  
Comparison Report  
February 24, 2023



2022-2023  
HEED AWARD  
INSTITUTIONS  
COMPARISON  
REPORT

UNIVERSITY OF LOUISIANA  
AT LAFAYETTE

INSIGHT  
Into Diversity

ADVANCING THE CONVERSATION ON DIVERSITY, EQUITY, AND INCLUSION IN HIGHER EDUCATION AND BEYOND



The background of the image is a dark, grayscale photograph showing the silhouettes of a group of people in a meeting or conference setting. Some individuals are seated at tables, while others are standing and gesturing, suggesting an active discussion. The lighting is low, emphasizing the shapes of the people against a slightly lighter background.

# Council for Inclusive Excellence

A stylized illustration of a woman in a business suit watering a bar chart with a watering can. The bar chart has four bars of decreasing height from left to right. The woman is positioned behind the chart, and the watering can is tilted over the second bar from the left. The entire scene is set against a dark background.

# Athletics Diversity and Inclusion Designee



# 2021 NCAA Inclusion Forum

## *VIRTUAL*

ATHLETICS DIVERSITY AND INCLUSION  
DESIGNEE (ADID)

#NCAAIInclusion





The background features a dark, textured design. On the left, a hand silhouette is shown with the index finger pointing upwards. Behind the hand and text are faint, large gears. A horizontal process flow diagram spans the width of the image, consisting of a dark bar, a curved arrow, a circle with a checkmark, a horizontal line, two small colored circles (blue and orange), another curved arrow, and a large red circle.

# Strategic Plan for Inclusive Excellence



# STRATEGIC PLAN FOR INCLUSIVE EXCELLENCE

2024-2027



## CONTENTS

Introduction, Vision, & Guiding Principles  
Strategic Framework & Guiding Body  
Campus Inclusion | By The Numbers  
Campus Climate Survey Highlights

Holistic Access & Success  
Education, Scholarship, & Professional Development  
Institutional Climate & Intergroup Relations  
Institutional Infrastructure  
Community Engagement

Appendix I - Recognition and Awards  
Appendix II - Glossary of Terms  
Appendix III - Council for Campus Inclusion Membership  
Appendix IV - Acknowledgments

# 01

Overview

# 02

Strategic Framework

# 03

Appendices





A stylized illustration in a flat, modern style. The background is a dark reddish-brown. On the left, there are large, interlocking gears in shades of blue, yellow, and red. In the center, a large, glowing yellow lightbulb with a wavy line inside represents an idea. Several stylized human figures are depicted: a man on the left holding a laptop, a woman in the foreground sitting and working on a laptop, a woman in the center holding a document, and a man on the right gesturing towards the lightbulb. The overall scene suggests a collaborative professional environment.

# Professional Development: Women's Leadership Conference

# WOMEN'S **LEADERSHIP** CONFERENCE



## **THE FUTURE OF WORK**

**The Role of Women in a Changing Landscape**

**SAVE THE DATE**  
**03.21.24**

*#ULWomenLead*

The background of the slide features a dark, textured surface with numerous faint, overlapping silhouettes of people's heads and shoulders. These silhouettes are rendered in various shades of brown, tan, and grey, representing a diverse range of ethnicities and hair styles. The overall effect is a sense of a large, inclusive group of people.

# Faculty Diversity

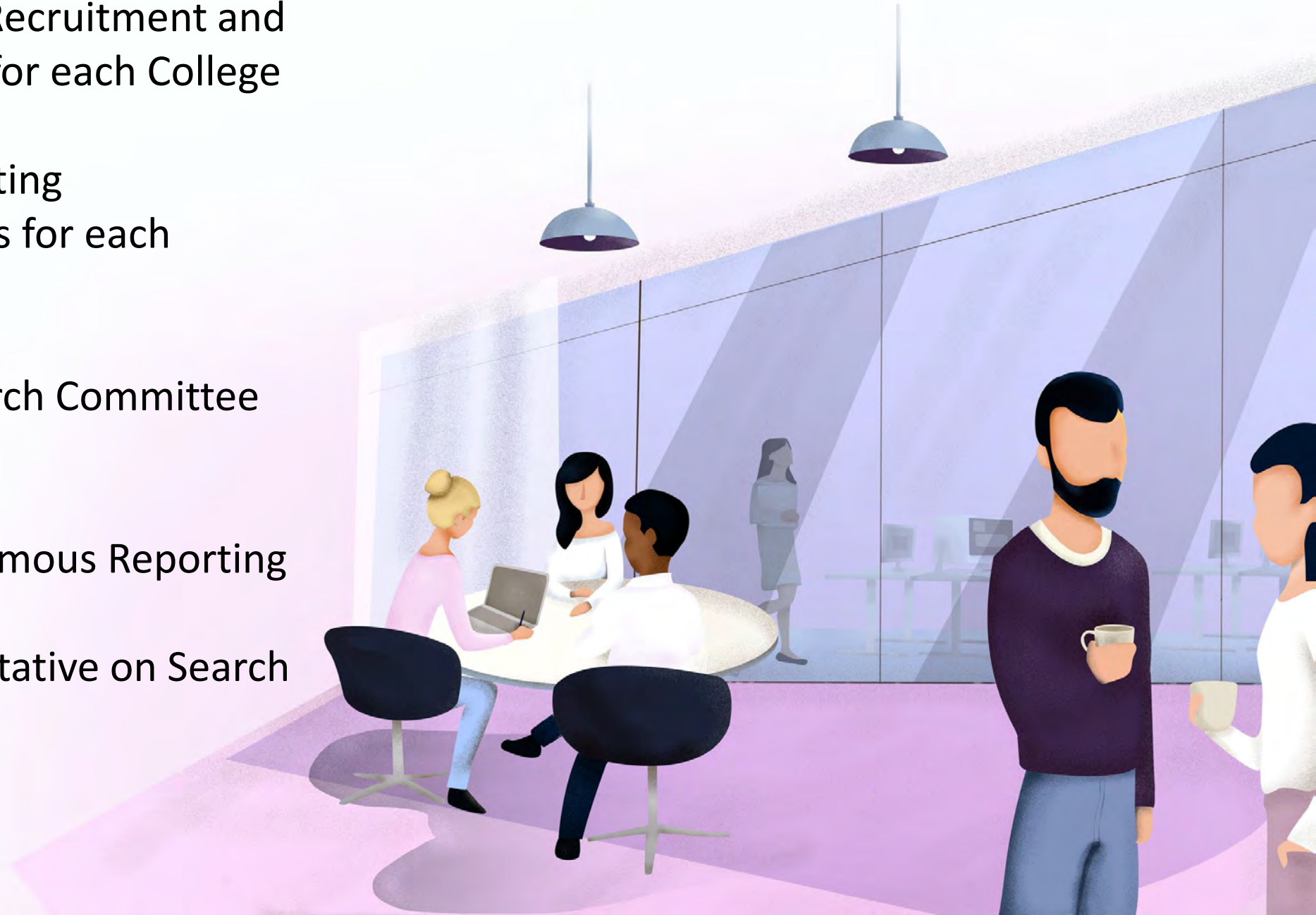




# ASPIRE

THE NATIONAL ALLIANCE FOR  
INCLUSIVE & DIVERSE STEM FACULTY

- Review of Faculty Recruitment and Search Guidelines for each College
- Identifying Job Posting Advertising Options for each Discipline
- Assignment of Search Committee Training
- Avenues for Anonymous Reporting
- Inclusion Representative on Search Committees





A dark, stylized illustration of two people, a woman and a man, sitting at a desk and working together. The woman is on the left, wearing a red dress, and the man is on the right, wearing a red sweater. They are both looking at a computer monitor. In the background, there are several charts and graphs, including a pie chart and a bar chart. The word "Collaboration" is written in white text across the center of the image.

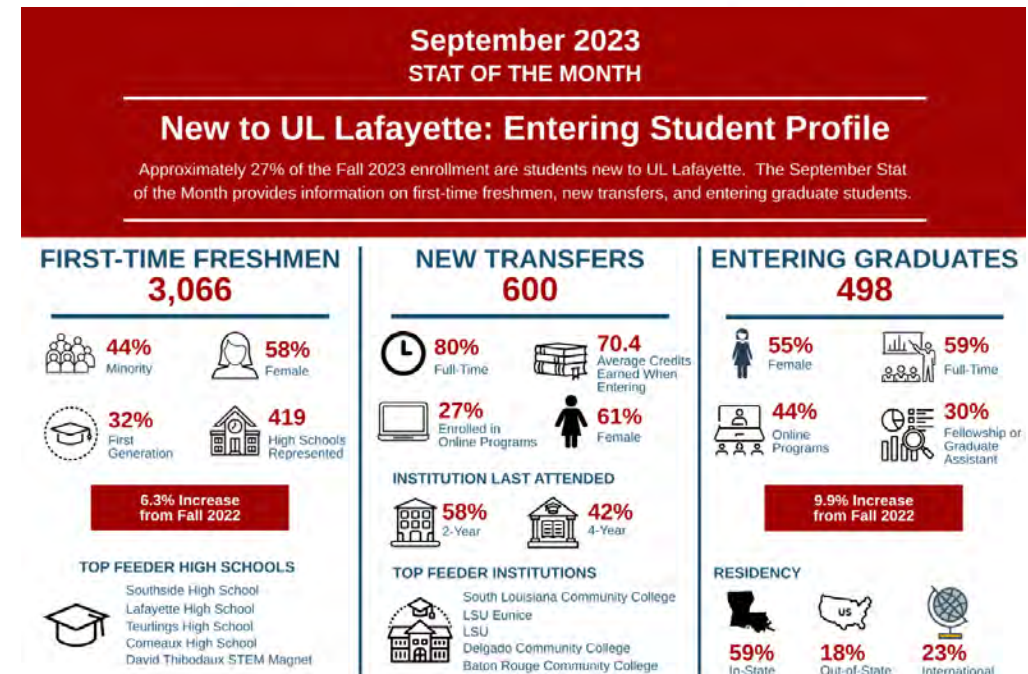
# Collaboration

The background features a dark blue gradient with faint, stylized illustrations. In the center, three diverse students are walking towards the right. To the left, a lightbulb icon symbolizes ideas. To the right, a ruler and pencil icon represent learning. Small white plus signs are scattered throughout the background.

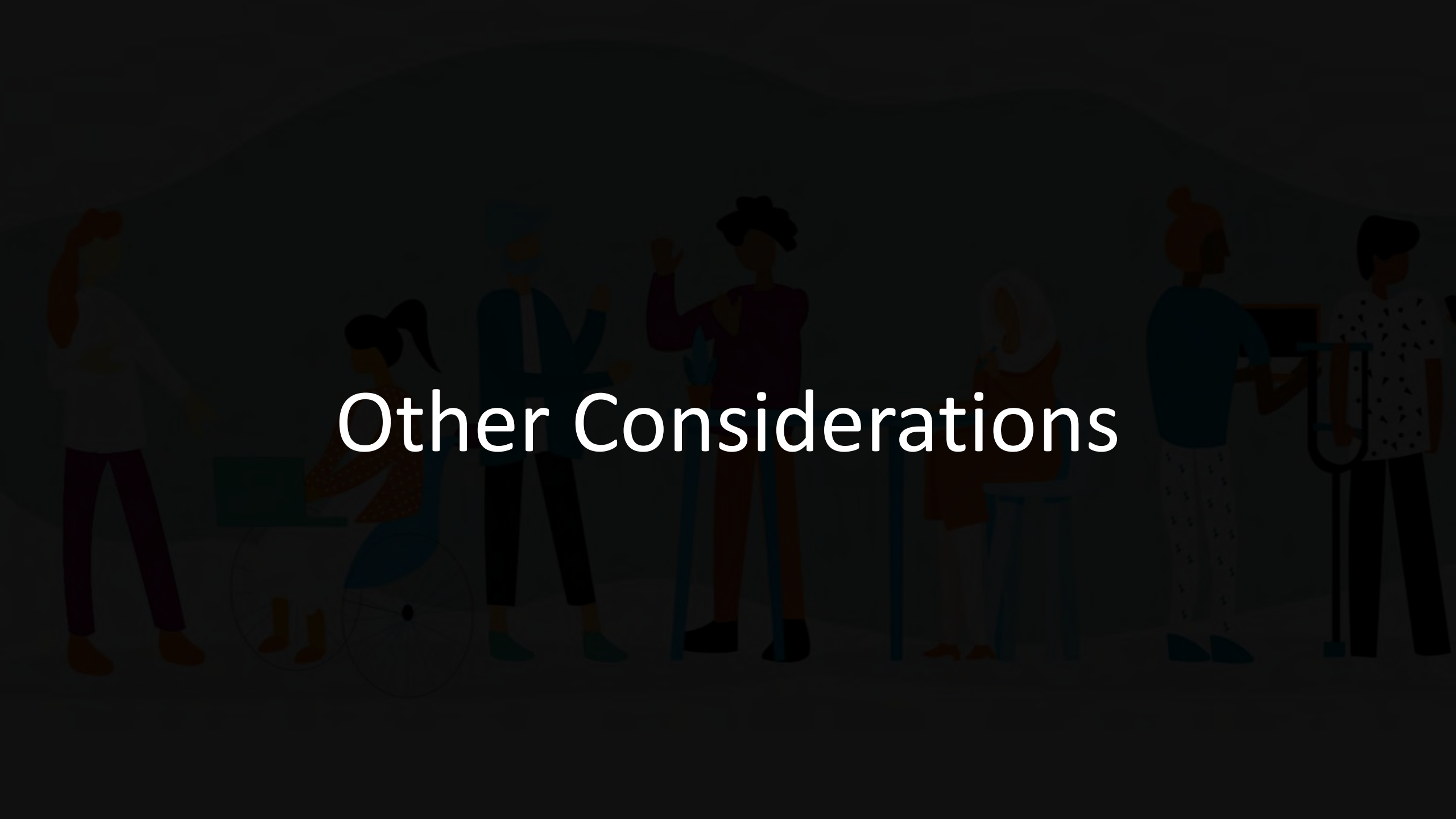
# Campus Culture for Belonging

# UL Lafayette DEI Successes

- National Recognition (HEED Award - Last 6 Years)
- LEAD Award (Inaugural Award – 1st Time Winner)
- Diverse Administration (3% Above National Average)
- Improvements in Student Diversity
- Engagement in Initiatives for Faculty Diversity
- Faculty, Staff, and Student Affinity Groups



# Other Considerations



# Other Considerations

## Alignment Efforts

- Office Alignment with the Inclusive Excellence Framework
- Language from the University Strategic Plan
  - **Access, Opportunity and Success** is striving to achieve inclusive excellence beyond the boundaries of comfort to engage across cultures, discovering, appreciating and leveraging the rich diversity of our campus community.
- Language from the Strategic Plan for Inclusive Excellence
  - "...we must work collectively to cultivate a learning environment that values different backgrounds, identities, talents, challenges, and perspectives, in order to promote community engagement and student success.
- NADOHE Standards of Professional Practice

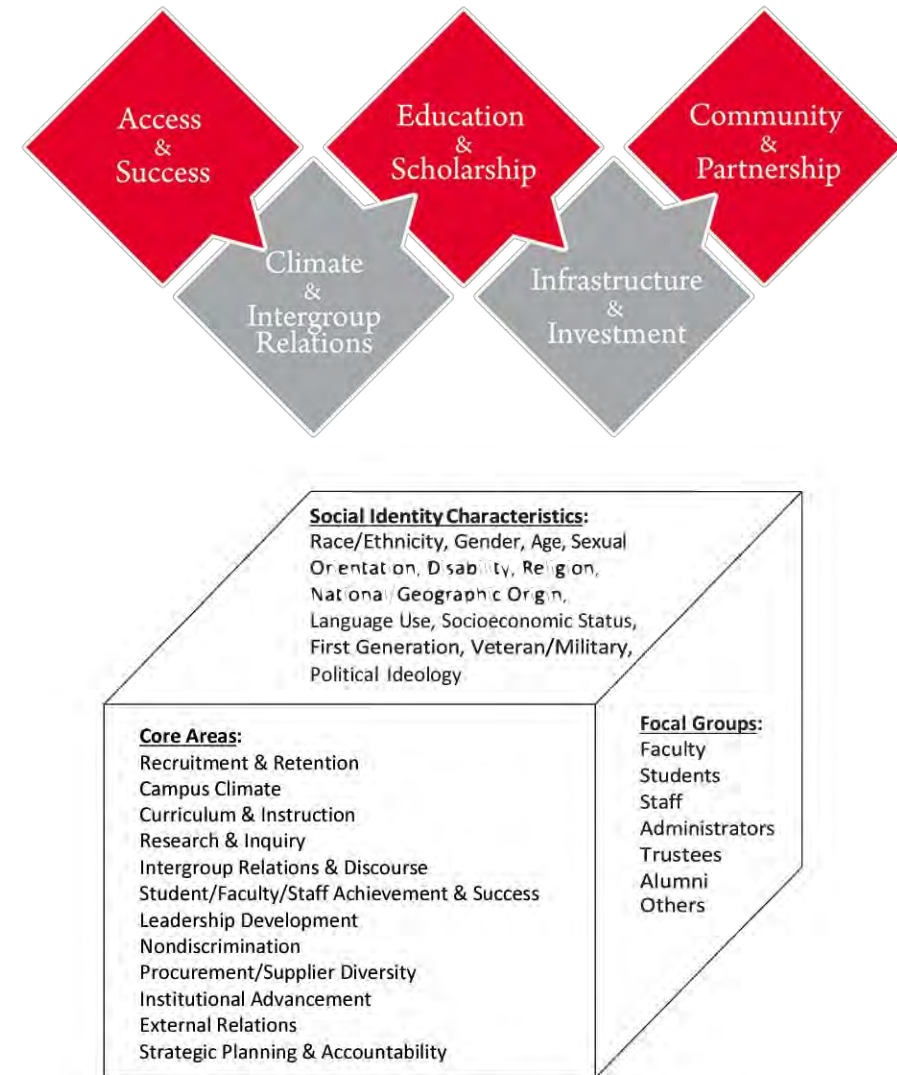


Figure 1: Three-Dimensional Model of Higher Education Diversity  
Adapted from Worthington (2012).



# Other Goals & Considerations

## Physical Issues & Research Collaborations

- Americans with Disabilities Act
- Research Grant Proposals (DEIB Plans)
- Other Spaces
  - Multicultural Center
  - More Lactation Spaces & Gender-Neutral Restrooms
  - Multifaith, Wellness, and Prayer Spaces



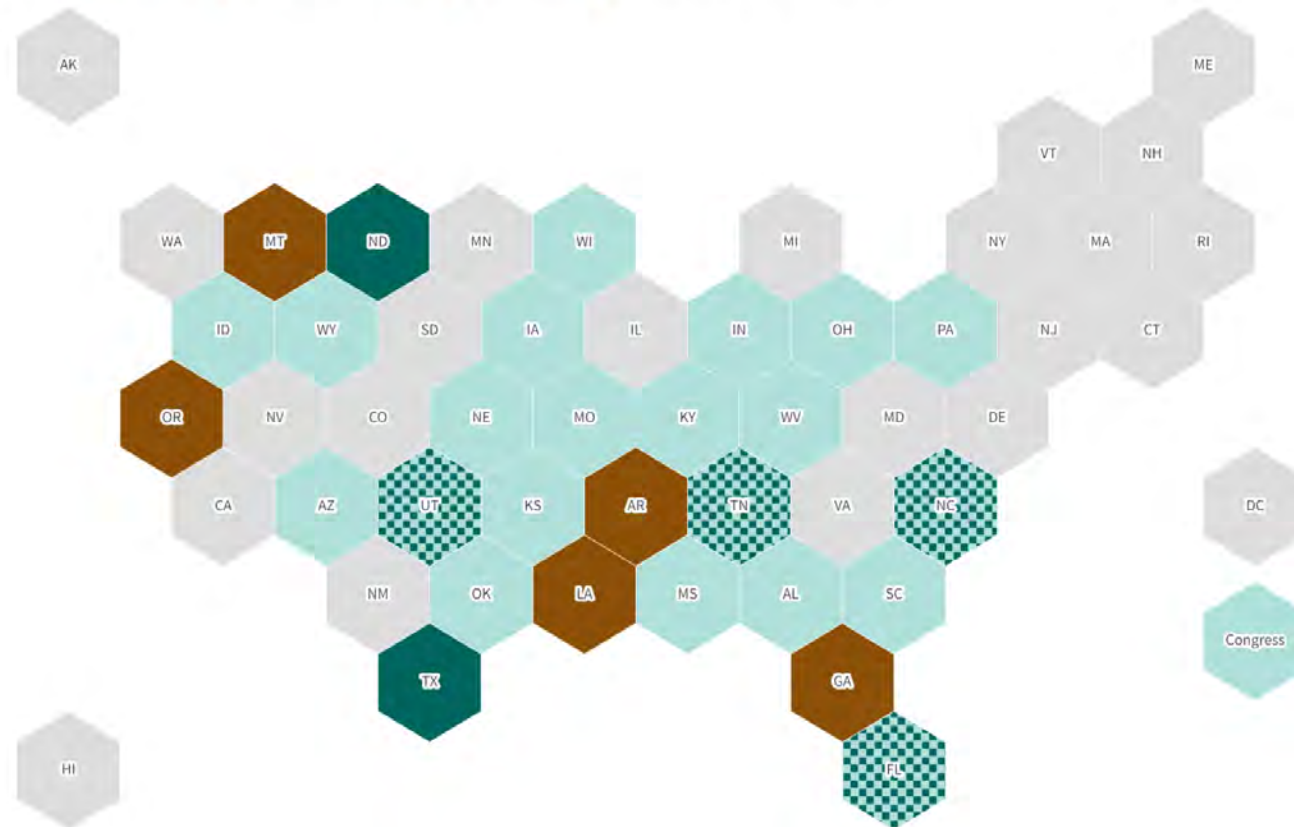
# Other Considerations

## State of DEI Across the Country

### Where Anti-DEI Legislation Has Been Proposed

A pattern indicates active bills in different statuses.

No bill Introduced Final legislative approval Signed into law Tabled, failed to pass, or vetoed



### Louisiana

Louisiana has 2 bill(s) that have been introduced.

### Current Status

Introduced: 1

Final legislative approval: 0

Signed into law: 0

Tabled, failed to pass, or vetoed: 1

### 4-year institutions

29

### 2-year institutions

26

### Students\*

153,553, 45% are nonwhite.

### Employees

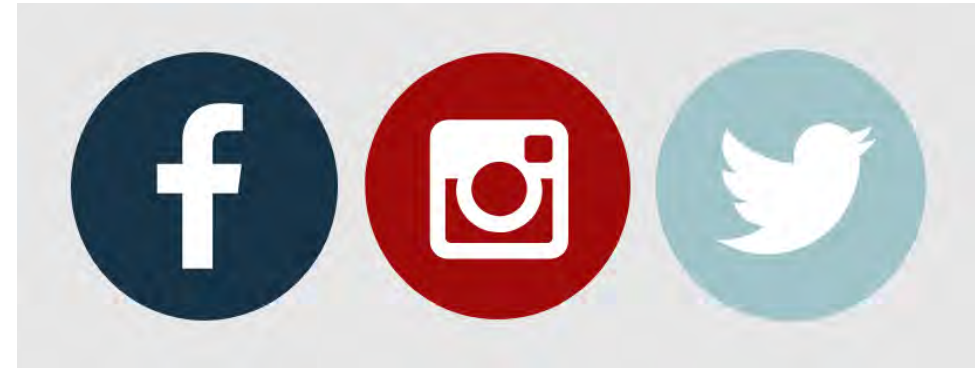
30,438, 38% are nonwhite.

\*Figures above represent full-time employees and students only.

# Questions?

UL Lafayette Office for Campus Inclusion

[inclusion.louisiana.edu](http://inclusion.louisiana.edu) | [inclusion@louisiana.edu](mailto:inclusion@louisiana.edu)



**Kiwana T. McClung, Assoc. AIA, NOMA**  
Chief Inclusion Officer and Director of Diversity, Equity  
& Community Engagement  
Professor of Architecture and Design  
University of Louisiana at Lafayette

Follow us on social media using hashtags  
**#ULInclusion, #inclusiveUL and #ULwomenlead.**  
Facebook: [@ULcampusinclusion](https://www.facebook.com/ULcampusinclusion)  
Instagram: [@ulinclusion](https://www.instagram.com/ulinclusion)  
Twitter: [@ULinclusion](https://twitter.com/ULinclusion)



**Sherry Krayesky-Self,  
Director**

**Student Center for  
Research, Creativity,  
and Scholarship**

**ADVANCE**  
STUDENT RESEARCH  
EXPERIENCE

**Visit our Website at  
[advance.louisiana.edu](http://advance.louisiana.edu)**

# What is **ADVANCE**

STUDENT RESEARCH EXPERIENCE

**ADVANCE is the Quality Enhancement Plan (QEP) for the University of Louisiana at Lafayette.**

**ADVANCE**  
STUDENT RESEARCH EXPERIENCE



University of Louisiana at Lafayette  
Quality Enhancement Plan  
2020

**Provides students with opportunities to acquire and demonstrate knowledge, skills, and abilities used to complete a student research experience. (SRE)**

**Develops a campus culture that supports and rewards students, faculty and staff that recognize the value of SREs as a high-impact practice that facilitates engaged learning.**

**Prepares students to present and publish the results of an SREs in appropriate formats, venues and delivery modes.**





# What is Undergraduate Research?

- **MURE:** Mentored Undergraduate Research Experience
- **CURE:** Course Undergraduate Research Experience
- **PURE:** Program Undergraduate Research Experience
- **SURE:** Summer Undergraduate Research Experience



Student Center for  
Research, Creativity  
and Scholarship



# Established Practices

1. **The University of Louisiana at Lafayette has an *established definition* of a Student Research Experience (SRE)** it is defined as a sustained effort by a student to apply subject knowledge, skills, and abilities to a project that is valued by the discipline.
2. **UL Lafayette has set criteria for an effective CURE = a course-embedded SRE**
  - ✓ The SRE is embedded into the course curriculum
  - ✓ All students in the class engage in the SRE in some fashion
  - ✓ Outcomes of the SRE are ***unknown*** beforehand
  - ✓ Students work collaboratively as much as possible
  - ✓ SRE projects introduce students to the professional research methodologies of the discipline
  - ✓ Outcomes of the SRE are communicated to a stakeholder that is not the course instructor of record



UNIVERSITY of  
LOUISIANA  
LAFAYETTE

Student Center for  
Research, Creativity  
and Scholarship

**ADVANCE**  
STUDENT RESEARCH  
EXPERIENCE  
The Quality Enhancement Program of UL Lafayette

# Established Practices

3. Advance has partnered with established groups to maximize the use of existing resources

- ✓ **Louisiana Counsel on Excellence in Undergraduate Research (LaCOEUR)** = continues to serve as the program's steering committee & to oversee the review of Advance grants and awards.
- ✓ **Distance Learning = Supports Faculty Learning Communities (FLC).** SCRCs facilitates FLCs focusing on Course-embedded Undergraduate Research Experiences (FLC-CUREs).
- ✓ **First Year Experience, and UNIV-100** courses focusing on critical thinking.
- ✓ **Dupre' Library** = Research Librarians offer special programing for ASRE Pathways.

4. Advance / SCRCs has established a set of **annual events** that service faculty, staff, and students.

5. Advance / SCRCs has established and maintains a **webpage and several social media sites.**



The Advance Student Research Experience **(ASRE) Pathways** expands innovation, discovery, exploration and analysis IDEAs as well as hands-on experiences for undergraduate students.

The Advance Pathways (Distinction, Excellence) will clearly designate activities that increase the quality of students' knowledge and marketable skills as well as their self efficacy and engagement

Supporting Advance Pathways enhances the influence of UL Lafayette's R1 status.



**ADVANCE**  
STUDENT RESEARCH  
EXPERIENCE  
**Pathways**



**Student Center for  
Research, Creativity  
and Scholarship**

**ADVANCE**  
STUDENT RESEARCH  
EXPERIENCE  
The Quality Enhancement Program of UL Lafayette



# ASRE PATHWAYS


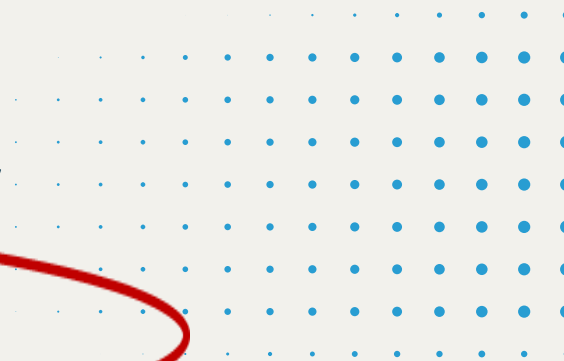
## ● Curricular

The curricular component utilizes discipline specific courses that introduce skills and offer dissemination opportunities.

Coursework is verified through Banner & DegreeWorks.

## ● Co-Curricular

The co-curricular component requires research events typically outside of the classroom. Co-curricular events will be verified through Campus Groups.





# ASRE PATHWAYS EXAMPLE

| Advance SRE Pathway of <b><u>Distinction</u></b><br>Curricular* and Co-curricular Events Required                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Advance SRE Pathway of <b><u>Excellence</u></b><br>Curricular* and Co-curricular Events Required                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Curricular</b><br>1. UNIV 100<br>2. BIOL 113<br>3. BIOL 231<br>4. <b><u>Two</u></b> BIOL 300 or 400 level courses identified as providing research skills. <sup>1</sup><br>5. BIOL 300 or 400 level course that includes scientific writing. <sup>2</sup><br>6. BIOL 452<br><br><b>Co-Curricular</b><br>7. <b><u>Three</u></b> (3) approved <u>workshops</u> <sup>3</sup><br><b>OR</b><br>BIOL 202<br><br>8. BIOL 300 or 400 level course identified as a research-embedded course <sup>4</sup><br><b>OR</b><br><u>mentored research</u> <sup>5</sup><br><br>9. <u>Presentation</u> at a university, regional, national, or international professional conference. | <b>Curricular</b><br>1. UNIV 100<br>2. BIOL 113<br>3. BIOL 231<br>4. <b><u>Two</u></b> BIOL 300 or 400 level courses identified as providing research skills. <sup>1</sup><br>5. BIOL 300 or 400 level course that includes scientific writing. <sup>2</sup><br>6. BIOL 452<br><br><b>Co-Curricular</b><br>7. <b><u>Three</u></b> (3) approved <u>workshops</u> <sup>3</sup><br><b>OR</b><br>BIOL 202<br><br>8. BIOL 300 or 400 level course identified as a research-embedded course <sup>4</sup><br><b>OR</b><br><u>mentored research</u> <sup>5</sup><br><br>9. <u>Leadership experience</u> <sup>6</sup><br><br>10. <u>Dissemination</u><br>Presentation at a regional, national, or international professional conference<br><b>OR</b><br>Honor's thesis<br><b>OR</b><br>manuscript submission (author or co-author). <sup>7</sup> |

## Biology ADVANCE SRE Pathways

\* ASRE-approved courses only. Students who have earned credits for a course that is not ASRE approved may petition to substitute that course with a course BIOL 300 or 400 level course identified as providing research skill<sup>1</sup>. The SCRCS Advance office will review the petition for approval. Approved substitutions are only for the purpose of completing an Advance Pathway and are not approved as substitution for the degree.

<sup>1</sup>Choose from: BIOL 307, BIOL 309, BIOL 321, BIOL 325, BIOL 328, BIOL 360, BIOL 400, BIOL 401, BIOL 405, BIOL 407, BIOL 409, BIOL 412, BIOL 413, BIOL 414, BIOL 416, BIOL 417, BIOL 424, BIOL 426, BIOL 427, BIOL 440, BIOL 441, BIOL 443, BIOL 444, BIOL 445, BIOL 446, BIOL 458, BIOL 461, or BIOL 482.

<sup>2</sup>Choose from: BIOL 307, BIOL 309, BIOL 321, BIOL 337, BIOL 345, BIOL 360, BIOL 407, BIOL 409, BIOL 412, BIOL 415, BIOL 424, BIOL 430, BIOL 435, BIOL 440, BIOL 441, BIOL 445, BIOL 471, or BIOL 485.

<sup>3</sup>Approved workshops can include, but are not limited to SCRCS, library, or university workshops. SCRCS Advance Workshops can be found on the UL Lafayette SCRCS website. 1 in person SCRCS workshop is equivalent to 2 virtual SCRCS workshops. Other workshops focused on research skills are possible by approval from the Biology Undergraduate Research Committee.

<sup>4</sup>Choose from: BIOL328, BIOL 405, BIOL 414, BIOL 424, BIOL 443, BIOL 444, BIOL 445, or BIOL 461.

<sup>5</sup>Student has been involved in at least 40 hours of mentored research. Mentored research includes, but is not limited to, BIOL 410, BIOL 499, volunteer, scholarship, paid from grants. The Biology Undergraduate Research committee will evaluate the mentored research based on the research product submitted by students and input from their mentor.

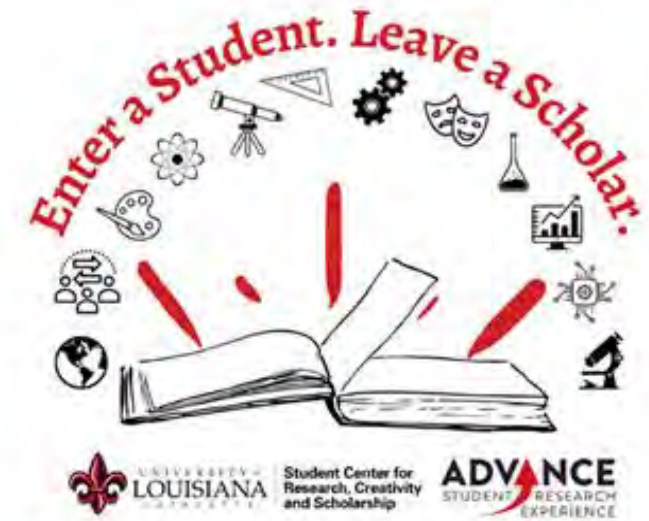
<sup>6</sup>Leadership experiences include, but are not limited to, departmental service events, officership in departmental club, SGA officership, student tutor/mentorship. The Biology Undergraduate Research Committee will evaluate and approve leadership experiences based on documentation submitted by students.

<sup>7</sup>A faculty mentor can petition for an exception to this requirement. The Biology Undergraduate Research committee will evaluate these requests.



Five departments offered ASRE Pathways in 23/24 academic year.

- Biology
- Chemical Engineering
- History
- Psychology
- School of Architecture & Design



**8 total completers Fall 2023 (not on transcript)**

**28 total completers Spring 2024 (on transcript)**

3 School of Architecture & Design (3: Excellence)

14 Biology (9: Distinction; 5: Excellence)

5 Chemical Engineering (2: Distinction; 3: Excellence)

6 Psychology (5: Distinction; 1: Excellence)



**QEP states UL Lafayette will enroll 85% of the degree granting departments in the Advance Program, we are at approximately 58%**

Implementation of the new Advance Program faced challenges:

- time = Covid,
- funding
- limited numbers of faculty
- lost momentum

## **Solution: (PUREs)**

**Program Undergraduate Research Experience**

= Entire department establishing Advance Pathways for their students.



### **College of the Arts**

- Architecture & Design
- Visual Arts

### **B.I. Moody III College of Business Administration**

- Accounting
- Economics
- Finance
- Insurance & Risk Management

### **College of Education & Human Development**

- Early Childhood Education K-3
- Elementary Education 1-5
- Middle School Education 4-8
- Secondary Education & Teaching

### **College of Engineering**

- Chemical Engineering
- Electrical & Computer Engineering
- Engineering Technology
- Mechanical Engineering

### **College of Liberal Arts**

- Criminal Justice
- History
- Mass Communication
- Psychology
- Strategic Communication

### **College of Nursing & Health Sciences**

- Health Information Management
- Health Services Administration
- Nursing

### **Ray P. Authement College of Sciences**

- Biology
- Chemistry
- Computer Science
- Informatics
- Physics





Competitiveness:  
When you are applying to  
graduate schools or  
professional schools

Career Advancement:  
Support when apply for your  
first professional job

Career Preparation



Marketable Skills

Transcript Designation

Rewards: recognition for  
your professional products



Lead to professional satisfaction and success

**ADVANCE**  
STUDENT RESEARCH  
EXPERIENCE  
**Pathways**



UNIVERSITY of  
**LOUISIANA**  
L A F A Y E T T E

**Student Center for  
Research, Creativity  
and Scholarship**



Self Efficacy

Engagement in your  
professional and personal  
development and education.

## Undergraduate Research Funding

- » [Advance Program Funded Grants: Faculty](#)
- » [Mini-Grant Program](#)
- » [Academic Year Due Dates 24/25](#)
- » [Advance Undergraduate Student Support Grant](#)

## FREE On-Campus Academic Resources

### Research Opportunities

### Creating an Academic Poster

### Poster Printing Services

### Council on Undergraduate Research

### Other University Resources

[Home](#) » [Resources](#)

# Undergraduate Faculty Grants

The University of Louisiana at Lafayette provides funding to faculty working with undergraduate researchers, [Advance Equipment Grants](#), [Advance Faculty Undergraduate Research Support Grants](#), and [Undergraduate Research Mini Grants](#). The University also provides [Undergraduate Student Support Grants](#). Use the links to learn more information about applying each of these opportunities.





# SCRCS Annual Events & New Initiatives

## Faculty Summit

New hybrid event we have sought outside presenters

## Leaf Awards

### SRE Excellence

Coupled with revision of honors convocation and University awards

## Mastering First Year

Previous QEP, coupling the two focusing on support for Critical Thinking

## Advance Research Showcase

New virtual event

## Undergraduate Research Conference

[ has existed for years]

## Undergraduate access to Professional Resources

## Advance Workshops (three per semester) Online, Hybrid, In- Person

## Reporting Undergraduate Research activity

Seek assistance from the Deans

## Advance Website Social Media

November 15<sup>th</sup> & 16<sup>th</sup> , 2024

Fall 2024

[Home » For Students](#)

# Undergraduate Research Conference

Undergraduate Research Conference

SCRCS hosts an annual Undergraduate Research Conference (URC) at UL Lafayette. Undergraduates from colleges and universities across Louisiana meet to present Oral Presentations, Lightning Talks, and Posters of their research. The conference is held each November and provides students and mentors across the state with an opportunity to gather and share their knowledge and experiences.

## Past Conferences:

[URC 2022](#)

[URC 2021](#)

**ADVANCE**  
STUDENT RESEARCH  
EXPERIENCE



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**Student Center for  
Research, Creativity  
and Scholarship**

# Attend the 2024 Advance Faculty Summit

**RSVP**

**by**

**Aug. 30**



September 4-6, 2024



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STUDENT RESEARCH  
EXPERIENCE  
The Quality Enhancement Program of UL Lafayette

**RSVP Today**  
**Sept. 4-6**





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L A F A Y E T T E ®

**Carl Taz Winingar, Director**

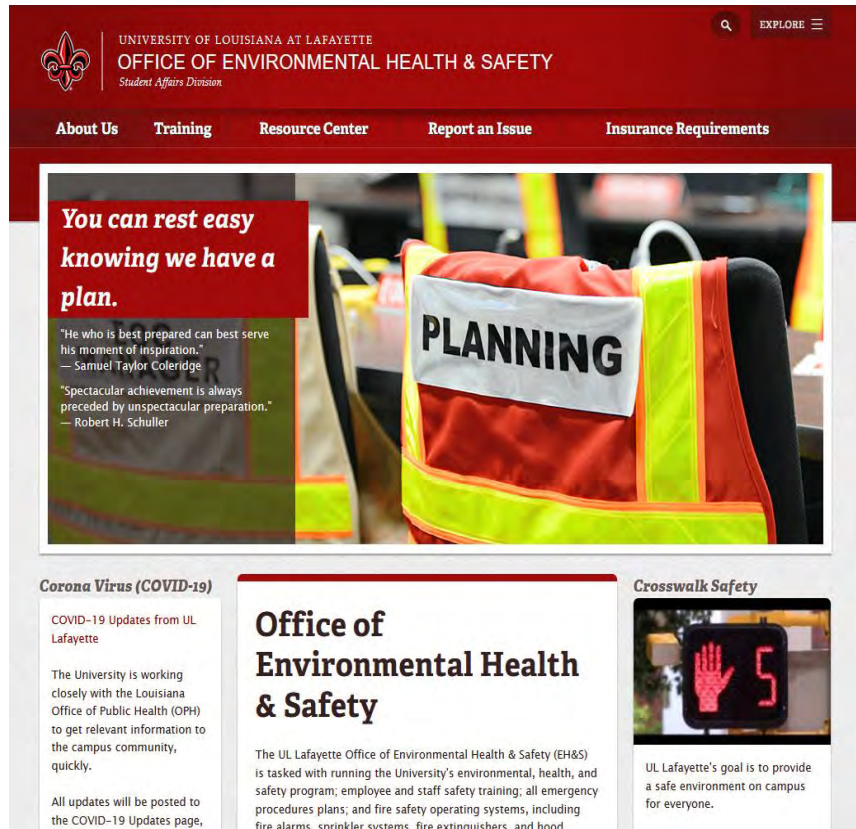
Office of Environmental, Health & Safety

Office of Risk Management



Welcome to University of Louisiana at Lafayette. It is the mission of the Environmental Health & Safety Office (EHS) to provide a safe and secure educational environment to our students, employees, visitors, and volunteers. Our office is committed to administering this program successfully to ensure the patrons of our campus experience a safe and pleasant atmosphere during their time spent on campus. Please review the linked items below and return the acknowledgement on the following page.





- Departmental Safety Coordinators
- Safety Rules & Responsibilities
- Policies
- Training Resources
- Emergency Preparedness and ENS
- Safety Meeting Archive
- Forms
- Incident/Injury Reporting
- Insurance

[www.safety.louisiana.edu](http://www.safety.louisiana.edu)

## Individual Safety Responsibility

All members of the University community are individually and collectively the owners of safety and share the responsibility to provide and maintain a safe environment. Each individual is expected to comply with health and safety regulations and University policies, programs, and procedures; perform work in a safe and sensible manner and to act to ensure the health and safety of self, workers, students, and all others at the University.

# The University's Environmental, Health & Safety Program:

- A. Policy Statement and Purpose
- B. Safety Responsibilities
- C. Safety Rules
- D. Inspection Programs
- E. Safety Meetings
- F. Accident Reporting and Investigations
- G. Employee and Student Training
- H. Driver Safety Initiatives
- I. Bonds and Crime Programs
- J. Maintenance and Equipment Management
- K. Water Vessel Safety Program
- L. Records Retention

# Safety Committee

The UL Lafayette Safety Committee is devoted to minimizing safety issues and accidents/incidents on all University-owned property, missions, research projects and functions (including athletics). Members of this committee are represented from across all areas of campus which allow for open discussions to address situations reported by students, visitors, faculty and staff. The committee members:

Environmental Health & Safety Office

Risk Management Office

University Police

Operational Review

Marketing

Student Engagement Leadership

Allied Health

Students Disabilities Services

College of Sciences

Admissions

Office of University Housing

Human Resources



## **Enforcement of Policy**

With respect to Employees, the Environmental, Health and Safety Director, as well as individual supervisors, are responsible for the enforcement of this Policy. Supervisors are responsible for ensuring adherence to this Policy and are required to take immediate action to ensure compliance.

With respect to students, the Environmental, Health and Safety Director, as well as the Dean of Students, are responsible for the enforcement of this Policy.

Sanctions imposed pursuant to violations of this Policy will be commensurate with the severity of the offense and may include disciplinary action up to and including termination of employment or dismissal of a student.



# Employee Training

The University offers many training programs that are available at any time in the Cornerstone Learning Management System (CSOD) and Moodle. Common courses taken by Faculty, Staff and Students include:

- [ORM Defensive Driving Online Training Course](#) (if you drive for your position)
- ATV / UTV Training (all terrain vehicle / utility vehicle use)
- [Boat Operator Safety Training](#) (for boat operators)
- [Blood Borne Pathogens Training](#) (annual requirement for high-risk employees)
- [Hazard Communication Training](#) (annual requirement Laboratory Faculty, Staff and Students)
- Preventing Back Injuries
- Preventing Slips and Falls
- Camps on Campus: Keeping Minors Safe (for sponsors of programs w/ youth)
- [Building Emergency Action Plans \(BEAP\)](#)

# New Hire Required Trainings

## CURRICULUM

### Safety Curriculum

Last Updated 12/06/2023    Duration 1 hour, 20 minutes

#### Details

The curriculum for safety policies and procedures is designed to equip individuals with the knowledge and skills necessary to create and maintain a safe working environment. This curriculum covers a comprehensive range of safety topics to ensure that employees are well-informed and capable of promoting a culture of safety within the University.

|                       |                                               |
|-----------------------|-----------------------------------------------|
| Provider              | UL Lafayette Environmental, Health and Safety |
| Version               | 1.0                                           |
| Available Language(s) | English (US)                                  |
| Points                | 50                                            |
| Subject(s)            | <a href="#">Safety Training</a>               |

[Show Less](#)

# Required Training Content:

## Contents

8 Trainings

|              |                                       |
|--------------|---------------------------------------|
| MATERIAL     | University Safety Policy              |
| MATERIAL     | Safety Responsibilities               |
| MATERIAL     | Work Order Procedures                 |
| MATERIAL     | Alcohol & Drug Policy                 |
| MATERIAL     | Return to Work Information Guide      |
| MATERIAL     | BEAP - Building Emergency Action Plan |
| ONLINE CLASS | SC - Back Injury and Lifting          |
| ONLINE CLASS | SC - Slips, Trips and Falls           |

## Safety Meetings

May be conducted in face-to-face departmental meetings, emails, or handouts.  
Conducted once a quarter during the months of:

- August/September
- November/December
- January/February
- April/May

Many of the topics selected are designed to address local and time sensitive safety information. Many of the topics are required by the University Insurance. All employees must participate by reading, viewing or acknowledging the topics selected. This is not negotiable.

## Safety Inspections & Reporting of Hazards

Formal Inspections are conducted once a quarter during the months of:  
August/September; November/December; January/February and April/May

Although the Departmental Safety Coordinators are designated to conduct inspections, anyone has (and is encouraged to report a hazard).

Reports for facility issues can be sent to the Office of Facility Management:

- [Online Work Order Form](#) or [workorder@louisiana.edu](mailto:workorder@louisiana.edu)
- Calling in an emergency repair to 337-482-6440

Reports for safety, hazmat, or health hazards can be sent to the Safety Office

- [safety@louisiana.edu](mailto:safety@louisiana.edu) or calling in to 337-482-1840

Reports for public safety emergencies may be called into 911 or University Police

- 337-482-6447





## Emergency Notification System

The University's Emergency Notification System (ENS) is designed to provide immediate alerts for emergencies and threats on campus. All students and employees must opt into the Emergency Notification System to receive the messages.

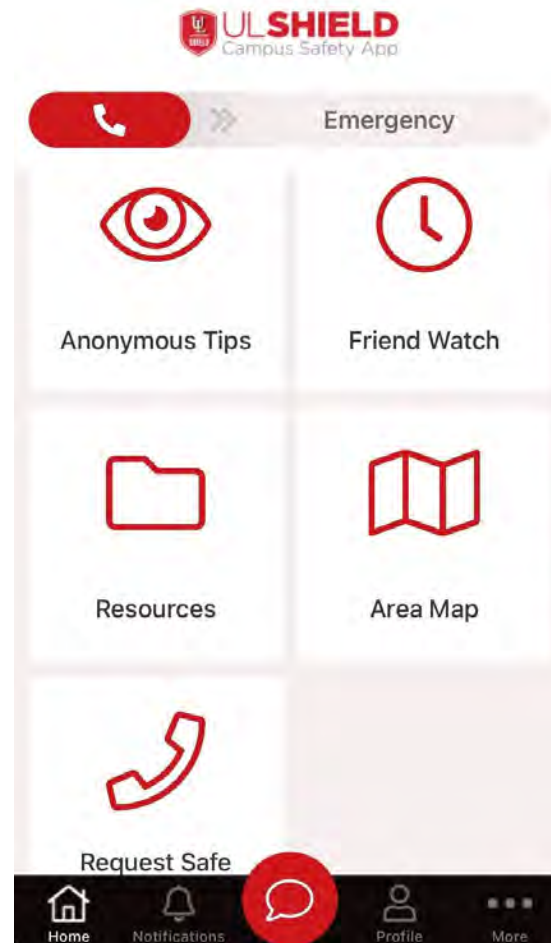
- You can register and update your ENS profile by logging into ULink.
- You can download the application on your mobile device “UL Shield”
- Text is usually sent by University Police or other authorized personnel to communicate only emergencies affecting our campus.
- The University can send text with its ENS to all of the following technologies:
  - Text messages
  - Cellular telephone calls
  - Campus landline telephone calls
  - University website
  - University social media sites



## Emergency Preparedness

- Emergency Preparedness is ultimately the responsibility of every faculty, staff, student, and visitor at the University of Louisiana at Lafayette. Every occupant of a building should prepare for emergencies and disasters through the following methods:
  - Take the time to visit the [University Police Website](#)
  - Maintain accountability of your personal belongings.
  - Keep your work area(s) clean and free of debris and other combustible materials.
  - Become familiar with your work area(s) and building. Pay attention to the location of evacuation maps, fire extinguishers, fire alarm pull stations, and other fire and life safety equipment in the building.
  - Take the Building Emergency Action Plan (BEAP) Training as soon as possible.
  - Recognize potential fire hazards and report them immediately.
  - Remain aware of your surroundings and immediately call 911 to report suspicious persons or activities.

# Campus Safety Application





## **Hurricanes and Tropical Weather Emergencies**

Preparing for and recovering from emergencies is truly a team effort for the University. An extensive Hurricane Preparedness Plan exists with representation from all areas of the campus including our upper administration.

Our University Plan operates on a site-specific document that references preparations and recovery plans for all facets of our campus, including your department.

Please request information on this plan from your supervisor, so you are aware of the role you will play in our University Hurricane Plan.

- Training takes place each year in the month of June for Essential Personnel.
- For more information, visit [Hurricane/Tropical Storm Preparedness](#)
- Remember to “opt-in” and update your ENS profiles

## Accidents on Campus

In all cases that are true emergencies (life or limb threatening), the priority is to get the employee, student or visitor to immediate medical care. Call the University Police Department at 337-482-6447, or DIAL 911.

- UL Lafayette Police officers are trained first responders.
- Student Health Services **does not treat employees or visitors** for accidents, on-the-job injuries, or worker's compensation cases.
- Contact your [Departmental Safety Coordinator](#) or obtain all facts pertaining to the injury using one of the following reports:

DA 3000 (non-employees accident/incident report form)

DA 2000 (employees, student worker & volunteers accident report form)

All accidents are investigated for root cause and contributory factors to prevent reoccurrence and to keep employees and students safe.



## Auto Accidents

Automobile accidents that occur while on approved University related business must be reported immediately. Ensure that the jurisdictional law enforcement are contacted and that a police report is issued. The report will include contact information for the opposite vehicle which will be needed later. Accidents should be documented on a [DA2041](#) (vehicle accident report form).

If an employee is injured in a motor vehicle accident, the DA2000 is **NOT** to be used. This can be reported to Human Resources using the 1st Report of Injury form.

## Contacts to Remember

**Biological Safety:** William “Bill” Holmes 2-2939

**Radiation Safety:** William “Andy” Hollerman 2-5063

**University Police Dispatch:** 2-6447

**Facility Management:** 2-6440 or 2-2001

**Environmental, Health & Safety / Risk Management** Carl “Taz” Wininger 2-1840

**Occupational Health:** Madeline Husband 2-1335

**Human Resources (Workman’s Compensation):** Carolyn Richards 2-6242

# Ragin' Cajun Student Athletes

Dr. Anita Hazelwood  
Faculty Athletics Representative



# Louisiana's Student Athletes



- We serve 429 student athletes
- Sixteen teams
- SA GPA as of Spring 2024 =
- SAs have a higher graduation rate than the overall student population by about 12%
- Community Involvement – thousands of hours each year

# The Student-Athlete Academic Center



- Located on the 3<sup>rd</sup> floor of Dupre Library
- Interim Director is Ashlee Jennings
- Academic Counselors assigned to the various sports
- Information on competitions



# University Athletics Committee

- Comprised of faculty representatives from each College and staff members from a variety of areas
- Establish policy for class absences due to competition
  - UL Lafayette policy
- Review all competition schedules/Sun Belt schedules
- Work closely with the SAAC and the Athletic Department

# Faculty Athletic Representative (FAR)

- Academic Integrity
- Compliance and governance
- Student-Athlete Welfare
- Institutional control
- Policy development
- Attend all Sun Belt Conference Meetings
- Participate in Staff and Coach Interviews
- Exit interviews
- Serve on NCAA national committees
- Work closely with SAAC
- Meet monthly with AD
- Meet with President

# What You Can Do to Support our SAs

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- Complete Grade Checks
  - College competition
- Contact SAAC if you are having an issues at any time
- Working with students when they miss class for competition
- Go to sporting events!
- Join RCAF



# Your Benefits

- Getting to know these great young student-athletes
- Discounts on competition tickets
- Various faculty events throughout the year
  - End of semester breakfast
  - Faculty recognition night at certain events



# Final Points

- Our coaches value academics
- The policy of UL Lafayette is that coaches can not contact faculty members about student athletes and their academic grades
  - Faculty can contact the SAAC and meet with coaches but coaches can not contact faculty
  - No perception of pressure to give grades – we don't treat SAs any differently from other students who represent our university
- Coaches may monitor class attendance
- Call the FAR, the SAAC or your college UAC member if you have a question



# Any Questions?????

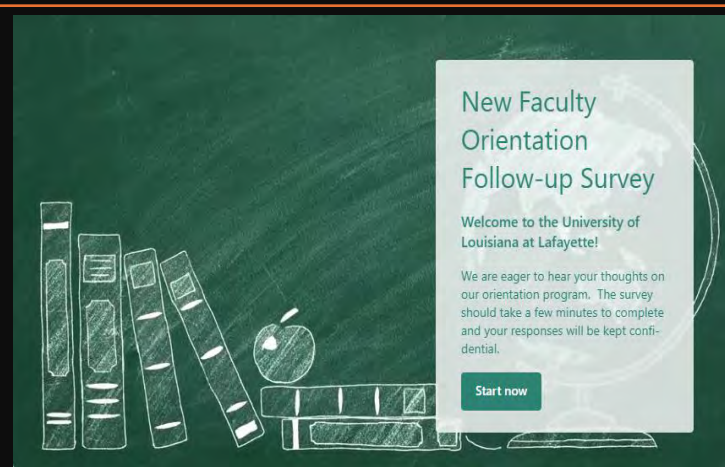


*Thank you!*

Slides will be available at the following QR code:



# Follow-up Survey



# Contact Us

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