



The College's 2003-2008 Strategic Plan

(INTEGRATED WITH TWO ANNUAL MAINTENANCE REPORT "PROGRESS UPDATES" FROM 2003-04 AND 2004-5 AND "PRIORITY UPDATES" FOR 2005-06 AND 2006-08)

The Moody College of Business seeks to enable the success of its students in a broad range of organizations and in so doing enhance businesses and other organizations within Acadiana. To facilitate this aspiration, the Moody College of Business has incorporated input from many relevant stakeholders to derive the following strategic imperatives and associated objectives. These strategic goals were formulated and validated by the Planning Committee and are being pursued by various college committees and departmental structures. The strategic objectives are organized around three major mission-related imperatives: (1) *sustain a learning environment that enables students to achieve educational goals*, (2) *attract and retain qualified learning-community participants*, and (3) *foster and improve relationships with external stakeholders capable of enriching the learning experience*. We embrace our new identity of the "B.I. Moody III College of Business Administration" with enthusiasm and with renewed determination to become a college of distinction, one worthy of the designation "*Université des Acadiens*."

IMPERATIVE 1 → Sustain a learning environment that enables students to achieve educational goals.

Objective 1.1 ► Enhance undergraduate and graduate student exposure to the workings of regional profit and not-for-profit organizations through initiatives such as community outreach, classroom experiences, and internships.

To enhance the professional development of managers, the Moody College plans to strengthen the quantity and quality of contacts students have with the business environment. This objective is consistent with the ULL Lafayette Five Year Planning Document.

Year	Progress and Plans
2003-2004	<p><u>Community Outreach</u>: Created very successful MBA-level Management Practicum (MGMT 585).</p> <p><u>Classroom Experiences</u>: Encouraged all faculty to incorporate outreach projects into their courses whenever appropriate, resulting in projects being completed for 60+ regional organizations.</p> <p><u>Internships</u>: Stabilized internship program; Improved selection process of internship graduate assistant; Introduced incoming students to internship opportunities during orientation; Studied expansion to unpaid internships and course renumbering.</p>
2004-2005	<p><u>Community Outreach</u>: Capped MGMT 585 projects to three or four per academic year and instituted selection criteria for students; Drafted Endowed Chair Proposal dedicated to regional business development and secured full private.</p> <p><u>Classroom Experiences</u>: Continued Spencer Foundation Risk-Manager-in-Residence; Experimented with guest-lecture format in MGMT 320; Honors service-learning course.</p> <p><u>Internships</u>: Increased the number and quality of internships; Allowed non-paid MBA internship; Recruited for internship sites through Greater Lafayette Chamber of Commerce; Began program to list all internships on Blackboard.</p>

2005-2006	<p><u>Community Outreach:</u> Continue MGMT 585 course, requiring participation for experience-challenged MBA students; Pursue matching state funding for Endowed Chair in regional business development (funding pending); Created Speaker's Series Committee and pursued University grants for funding speakers.</p> <p><u>Classroom Experiences:</u> Assess extent of guest-lecturers in classes; Continue Spencer Foundation; Increase involvement in University honors program.</p> <p><u>Internships:</u> Replace retiring Internship Director with expectations rooted in benchmarking and innovating the program; Promote internships on electronic message boards and interactive kiosks; Create discipline-specific internship courses; Work with donor and Foundation to attach professorship to Internship Director position.</p>
2006-2008	<p><u>Long-range plans</u></p> <p><u>Community Outreach:</u> Benchmark other business schools' community-project and service-learning programs.</p> <p><u>Classroom Experiences:</u> Assess quality and effectiveness of guest-lecturers and speakers.</p> <p><u>Internship:</u> Measure quality of internship placements by improved field-supervisor survey instrument and through community assessment of the program; Improve supervision of internships through MBA graduate network.</p>

Objective 1.2 ► Evaluate the benefits of pursuing AACSB International accreditation for the accounting program while simultaneously utilizing AACSB International standards to guide the department's continuous improvement initiatives.

The proposed accounting accreditation standards offer a strategic roadmap to continuous improvement of that discipline's program, and as such pursuit of accreditation will be considered by a college committee. The accounting profession is in the midst of significant scrutiny and change, and we believe the expectations and recommendations articulated in the accounting standards can offer valuable guidance not only for the department but also for the entire college.

Year	Progress and Plans
2003-2004	Created Accounting Standards and Accreditation Committee charged with assessing the feasibility of achieving accounting accreditation. The committee has determined it is a feasible goal.
2004-2005	Committee requested the creation of an accounting advisory board; Held strategic planning meetings; Revised departmental mission statement; Began assessing progress towards AACSB International Standards;
2005-2006	Develop formal approach to the 150 credit-hour requirement of the CPA exam; Investigate need for all faculty to become "active" CPAs; Attend AACSB International accounting accreditation conference to explore proposed 'fast track'; Carefully assess elective offerings; Upgrade accounting technology exposure in fundamentals classes; Ensure optimal match between faculty expertise and teaching assignments.
2006-2008	<p><u>Long-range plans</u></p> <p>Achieve AACSB International Accreditation in Accounting (by 2011 at latest); Consider orienting curriculum to enable students to pursue certifications beyond or in addition to the CPA (e.g., CFA, CMA) if warranted by market; Improve overall level of faculty qualifications in department through more effective faculty recruitment; Modernize teaching pedagogy throughout curriculum; Assess and ensure optimal departmental structure.</p>

Objective 1.3 ► Improve learning opportunities by offering novel scheduling to ensure time and other resource limitations do not impede academic progress.

In this environment of constrained state-provided resources, it is imperative to optimize infrastructure utilization. This obligation, combined with technological learning advances and the completion of Moody Hall, presents us with the unique opportunity to reevaluate the scheduling and delivery of college courses.

Year	Progress and Plans
2003-2004	Established Teaching Excellence Committee (TEC) charged with a comprehensive evaluation of the College's position regarding electronic learning; Evaluated summer session offerings to improve on student progression within program; Gave faculty greater latitude in proposing non-traditional course schedules; Included "Special Summer Research Support" Endowment in College's <i>Developmental Initiatives and Priorities</i> to increase the number of faculty teaching courses in the summer sections.
2004-2005	TEC drafted College protocol titled MELO: Moody Electronic Learning On-Line; Created on-line student evaluation of instruction instrument for electronic learning sections; Received Student Advisory Council recommendation of course scheduling on Monday-Wednesday and Tuesday-Thursday classes; Offered compressed video format of MBA Foundation course to underserved population in Central Louisiana simultaneously with local "live" students; Successfully offered first 7:00 a.m. course.
2005-2006	Offer a Saturday MBA course; Schedule electronic course sections on Saturdays to increase available classrooms; Develop proposal to administration to allow nontraditional course time scheduling; Work with physical plant and transit to ensure student access and comfort when courses are offered at nontraditional times; Ensure faculty qualifications review process is as rigorous in Summer semester as in the Fall and Spring; Carefully manage class sizes throughout the schedule to ensure appropriateness and equity.
2006-2008	<u>Long-range plans</u> Consider niche-expansion of course offerings; Carefully and systematically monitor electronic course delivery and success; Develop on-line evaluations of summer offerings; Systematically assess which courses can be delivered effectively in compressed format in the summer.

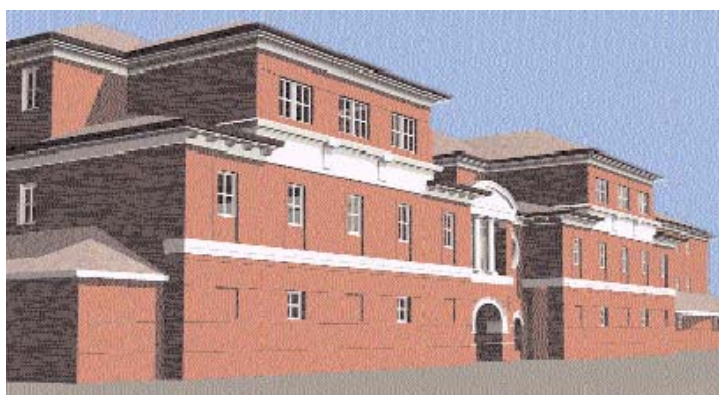
Objective 1.4 ► Increase faculty and student opportunities and participation in global learning, with particular emphasis on enhancing exchanges that preserve our historical and cultural connections.

Because of its location in the heart of Southwest Louisiana, UL Lafayette must continue its leadership role in maintaining instruction and research programs that preserve Louisiana's history and the rich Cajun and Creole cultures. Moody College faculty members have historically participated in the UL Lafayette Study Abroad Program and we have traditionally hosted exchange graduate students from the University of Caen. However, it is of long-term importance to explore additional options and encourage continued participation in international programming to contribute to the university's mission of maintaining links with other cultures.

Year	Progress and Plans
2003-2004	Formation of College's International Programs Team; Faculty member taught at University of Caen; Promoted UL Lafayette Study Abroad Program with two students receiving scholarship funding; Dean became member of UL Lafayette Study Abroad Committee and attended closing ceremonies of UL Lafayette Study Abroad France.
2004-2005	Discussions with Modern Language Department on creation of "language and cultural minors" in Francophone and Latin America; Discussions with Grenoble to explore a

	joint MBA Program; Faculty member received year-long visiting appointment in Hong Kong; Faculty member received Fulbright support to visit China; Dean assisted in the expansion of UL Study Abroad Program site to Florence, Italy.
2005-2006	Implement “language and cultural minors;” Increase the number of students enrolled in UL Lafayette Study Abroad sites; Increase the number of faculty engaged in exchange programs; Finalize contract with the University of Caen; Charge committee with exploring all the various means through which we can strengthen our international education; Work with Le Centre Internationale to explore collaborations.
2006-2008	<u>Long-range plans</u> Assess appropriateness of international curriculum delivery throughout College; Implement plans and recommendations of the Internationalization Committee; Increase number of students enrolled in International minors.

Objective 1.5 ► Plan and manage the College’s physical infrastructure to ensure optimal learning environment.



While the new construction and renovation of our physical facilities present significant opportunities, we must also endeavor to ensure appropriate infrastructure and technological appropriateness. Challenges that must be considered in the intermediate term include equitable assignment of office space, exploration of naming opportunities, and appropriate aesthetics conducive to optimal learning. In the short-term, it will be necessary to carefully manage the transition from old to new facilities in order to ensure an appropriate learning environment for the students.

Year	Progress and Plans
2003-2004	Submitted STEP “Smart classroom” grant to convert 8 new classrooms in FGM expansion and funding received for 4 classrooms; Submitted change orders to revise technology infrastructure in classrooms; Planned for new lobby design including electronic message board system and programming; Pursued incorporation of wireless infrastructure during construction; Created College “Infrastructure and Information Technology Committee” charged with developing technology purchase/replacement policies, and maintaining the aesthetic qualities of the building through developing and implementing public-space decor.
2004-2005	Planned for College relocation to “FGM expansion” including contingency plans for completion during semester; Instituted process for departmental floor location and faculty office selection; Relocation to FGM expansion from December 2004 to February 2005; FGM expansion officially named “Moody Hall;” Studied naming opportunities in Moody Hall; Planned for completion of wireless infrastructure in Moody Hall.
2005-2006	Plan for relocation to renovated FGM facility; Develop plans for intended use of FGM by January 2006; Implement Assessment Lab and related technologies; Develop protocol for Moody Hall office relocation and reassignment; Collaborate with physical plant on optimizing building access, security, and maintenance processes; Acquire rubber flooring for unfinished concrete flooring; Implement wireless infrastructure in Moody Hall; IIT committee to develop simple protocol for determining priority acquisitions, use of university-owned technology, and faculty back-up responsibilities.

2006-2008	<u>Long-range plans</u> Conclude naming opportunities in Moody Hall and FGM; Plan for third floor space utilization of renovated third floor of FGM; Student organization retail carts; Determine public space art themes; Assess furnishing needs. <i>Eventual accomplishment and elimination of this objective.</i>
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Objective 1.6 ► Enhance both student access to and quality of academic and career advising while ensuring faculty time and resources are optimally utilized.

Advising is critical to overall student success and satisfaction. While services are available within the university community for career advising, there are insufficient resources at the college-level to ensure consistent, optimal academic advising. Placement of college majors is also a challenge given that the local economy job outlook is uncertain and limited placement assistance is provided to graduates at the college-level.

Year	Progress and Plans
2003-2004	Hosted first-ever “College-to-Career” Seminar for graduating seniors and graduate students; Advising satisfaction survey administered.
2004-2005	Implemented freshman advising cohorts; Selected and rewarded Freshman Advisors; Established Continuous Improvement Committee charged with revising the College’s advising policies and procedures; Examined appropriateness of pooled advising; Used Noel-Levitz study to improve advising processes; Hosted College advising seminars for faculty development; Department Heads attended retreat on student recruitment and retention; College faculty member received University’s Advisor of the Year award; Student organization hosted dining etiquette seminar.
2005-2006	Host career preparation and etiquette seminars for undergraduates and graduate students; Review and implement recommendations from Continuous Improvement Committee; Expand dining etiquette seminar to include graduate students; Develop support faculty advising skills to facilitate participation in the life of the college; Educate students in alliance between career services and monster.com. Reallocate junior division Management majors to BSAT and ECFN departments to equalize advising loads and increase time available for advisees.
2006-2008	<u>Long-range plans</u> Develop intervention strategies for early advising, year-round advising, and floor advising; Ensure equitable and appropriate distribution of advising loads.

IMPERATIVE 2 → Attract and retain appropriately qualified learning-community participants.

Objective 2.1 ► Assess and adopt appropriate college admissions standards for students to enable a high-quality learning environment.

With our desire to develop professionals, we are considering raising the minimum GPA needed to be admitted to the college. However, these measures are being debated in an environment where the University is vigorously promoting student recruitment and retention for revenue-generation purposes as well as for enhancing the overall educational level of the citizenry of the State of Louisiana. Indeed, it may even be perceived that a potential conflict exists between maintaining and enhancing enrollment (strategic goal articulated in the 2001-2005 Strategic Plan of UL Lafayette) and strengthening admissions criteria to the college. Parallel challenges exist in the MBA Program.

Year	Progress and Plans
2003-2004	The College's Assessment Committee was charged with internal and external peer benchmarking of admission standards for undergraduates, and committee found our minimum GPA was lower than others and required an evaluation of the impact of higher admission standards on enrollment; MBA Program reviewed GMAT scores and instituted more rigorous admissions criteria, including writing samples and resumes; Average GMAT scores increased from 500 to 530; Average acceptance rates decreased and yield rates increased.
2004-2005	Determined increasing minimum GPA by .25 for admission would adversely impact enrollment by at least 20%; In Fall 2005, University is implementing higher admission standards which should address some of our current concerns in this domain; MBA acceptance rates dropped from 73% to 50% because of the more rigorous admission criteria.
2005-2006	Assess impact of higher University admission standards on College enrollment to determine whether additional measures are warranted; Continue improvement in quality acceptances into the MBA Program.
2006-2008	<u>Long-range plans</u> Consider alignment of admissions standards (undergraduate and graduate) with aspirant schools.

Objective 2.2 ► Seek to recruit a qualified faculty whose demographic composition reflects that of the student body.

Management of diversity has traditionally been assumed to be the responsibility of the departments. However, we have found that efforts are fragmented, and we lack solid indicators of success. Although a statistical analysis of our data as compared to the relevant markets indicates we comply with legal expectations, we believe we are compelled to improve our efforts of recruiting diverse faculty members. Despite economic constraints, we believe we can accomplish our goals through the proactive recruiting and development of minority supporting faculty.

Year	Progress and Plans
2003-2004	Hired a female economics professor in a tenure track position in August 2004 into a department with no tenured/tenure track females; Hired a female African-American business law professor in a tenure track position in February 2004; Created College Diversity Task Force charged with developing Diversity Plan for the College.
2004-2005	Hired a female African-American management/ethics professor in a tenure track position in August 2004 utilizing a professorship to aide in our recruiting effort; Diversity Task Force drafted College Diversity Plan; Dean participated in selection of new University Office of Campus Diversity Director; Created first-ever ADA-compliant podium in College's new "Smart classrooms."
2005-2006	Assess recruiting efforts and strategy aimed at increasing minority supporting faculty; Hired female African-American supporting faculty member; Finalize college diversity plan; Work with university Office of Campus Diversity to ensure our working environment is conducive to minority faculty retention.
2006-2008	<u>Long-range plans</u> Increase the number of minority professorships designed for recruiting minority faculty in targeted disciplines; Participate in minority recruiting forums; Achieve objectives in the Moody College's Diversity Plan; Actively recruit minority supporting faculty members.

Objective 2.3 ► Ensure faculty members are professionally- or academically-qualified according to AACSB International standards by (a) implementing sound human resource practices for participating and supporting faculty and (b) developing more specific screening mechanisms and increasing involvement of college stakeholders in the faculty recruiting and hiring processes.

Since our initial accreditation, the Moody College has been vigilant about emphasizing the importance of intellectual contributions and the need to track these accomplishments. In general, we have a very productive faculty; however, we currently have the common challenge of motivating unproductive tenured faculty. For supporting faculty, a systematic process for managing these stakeholders needs to be developed. What is needed is a job description, an advertisement plan for developing a pool of professionally-qualified faculty, recommended selection tools, an orientation plan, and a classroom observation instrument. Because we have not capitalized on opportunities to hire applicants who might contribute to more than one discipline or program, there may be a need to form a college recruiting committee for tenure-track positions. Furthermore, we have become less insistent about requiring applicants to make formal presentations to faculty and students during the recruiting process, a practice we need to reinstate.

Year	Progress and Plans
2003-2004	Expanded scope and charge of Faculty Qualifications Committee to identify participating faculty who were not maintaining qualifications; Advanced Human Resource Management class developed a teaching observation instrument, job description, and an advertisement to assist in the management of support faculty; Evaluated all supporting faculty in the classroom at least once per year; Initiated a supporting faculty orientation process to be conducted in coordination with general faculty meetings.
2004-2005	Instituted “zero-tolerance” for unqualified supporting faculty and severed employment of existing unqualified supporting faculty; Developed a centralized resume database for supporting faculty; Improved supporting faculty orientation process to include socialization as well as practical issues and ideal teaching behaviors; Instituted one-year compliance standard with focus on non-tenured faculty and participating faculty in leadership positions.
2005-2006	Formally document qualifications review, hiring procedures, and classroom observation protocol for supporting faculty; Teaching and administrative reassignments for tenured, tenure track, and non-tenured faculty who have not achieved or who are not maintaining qualifications; Implement Digital Measures electronic faculty database system; Appointed college’s first Recruiting Coordinator; Put in place retirement and/or developmental plans for all tenured “other” qualified faculty; Implement rigorous semester-by-semester qualifications review protocol for supporting faculty members to ensure currency and effectiveness; Develop viable and meaningful option to ensure appropriate supporting faculty members are “participating” according to Moody College definition.
2006-2008	<u>Long-range plans</u> Investigate post-tenure review option; Maintain zero-tolerance for unqualified faculty; Continually improve orientation for supporting faculty; Increase quality of publications.

Objective 2.5 ► Provide continuing support for intellectual contributions.

The College’s operational budget is predominately allocated (95%) towards faculty and staff salaries, whereas nearly 1% is allocated among the 5 departments, MBA Program, and Dean’s Office for travel. Several endowment accounts are used annually to supplement annual faculty travel and are critical to the College’s operation. The College also receives an annual

scientific equipment allocation from the University during the academic year. The College has historically funded faculty, staff, and student hardware and software needs as well as network support from this source; however it has been and will likely continue to be an unstable source based on upon the fiscal situation of the state of Louisiana.

Year	Progress and Plans
2003-2004	Assessed previous year's breadth and coverage of travel support at departmental and College level; Increased travel support from Dean's Office by approximately 50%; Established funding based on whether faculty were presenting research (90%) or whether they were attending a conference/meeting (60%); Funded supporting faculty member travel request to conference; Successfully maintained library subscription for ABI/Inform; Assessed faculty usage of Compustat database and continued subscription; Established charges for new Infrastructure and Information Technology (IIT) Committee which included an Information Technology Plan.
2004-2005	Encouraged department heads to exhaust all research-oriented travel funding during current budget cycle; Increased travel funding for supporting faculty members; Increased travel and other research support from Dean's Office; Formally moved review of faculty requests for scientific equipment, software, and databases to IIT Committee; Assessed faculty usage of SAS/SPSS-PC to determine continuation of licensing agreement; Evaluated proposed "help desk ticket-system" for computer-related problems and issues; Decided to continue purchase of CompuStat database.
2005-2006	Begin development initiative to establish endowed support fund for travel and endowed support fund for information technology; Continue licensing of both SAS and SPSS-PC, although reduced the number of SAS licenses needed based on faculty feedback; Environmental constraints dictate that professional conference travel-funding supplements from the Office of the Dean be limited and instead offer financial support for: (a) recruiting-related travel, and (b) necessary infrastructure and technology improvements that are unlikely to be funded by external donors (trash receptacles, rubberized floor covering, etc.); Implement ticket system to ensure the technology staff responds most efficiently to faculty technology problems.
2006-2008	<u>Long-range plans</u> Increase contributions to endowed support fund for travel and endowed support fund for information technology; Implement funding structure that rewards higher quality proceedings and/or publications; Encourage and support grant-funded research; Reduce support for non-prestigious, for-profit professional association conferences.

IMPERATIVE 3 → Foster and improve relationships with external stakeholders capable of enriching the learning experience.

Objective 3.1 ► Implement procedures and protocols to ensure optimal Executive Advisory Council member selection and utilization.

While the Executive Advisory Council (EAC) has always been considered to be a vital college asset, we have not always capitalized on members' business acumen. As a result, many have come to see EAC membership as a figurehead role rather than a strategic partner for the College. To begin changing this process, the Dean is personally visiting each member to convey our wish for a more active collaboration and to distribute our recently revised EAC handbook. We have also dedicated ourselves to regeneration and board enlargement of the EAC by selectively targeting and recruiting new and well-placed members representing diverse industries. The Dean will assist the reformulated EAC in clarifying issues of board terms, role expectations, and rewards. The EAC will regularly meet in either a "live" or virtual format, and more immediate issues to be discussed include opportunities for community outreach and optimization of information technology.

Year	Progress and Plans
2003-2004	EAC met twice during the academic year; Meetings were primarily oriented on discussions of the emerging College vision and goals as articulated by the new leadership team; EAC informed of new AACSB International standards and forthcoming Accreditation Maintenance process for College; Provided EAC with updated Member Handbook; Filled vacancy and improved industrial diversity with founder of Stuller, Inc., one of the world's largest jewelry settings manufacturers.
2004-2005	Surveyed EAC members for meeting preferences and structure; EAC met during Fall 2004 and briefed on FGM Expansion project and Accreditation Maintenance progress; Reconstituted EAC Executive Committee with intent to move the EAC to valued strategic partner; Executive Committee explored infrastructure needs of development campaign and recommends "community partners" for departmental advisory boards; EAC recommended fewer, possibly only one, regular meeting with more electronic communication for updates; EAC approved College vision and comments on the proposed Mission Statement revision were incorporated into the final document; Three member Executive Board of the EAC appointed/elected.
2005-2006	EAC plans to meet at least once "live" during academic year and to experiment with virtual meetings; Acting Dean to conduct introductory meeting and provide update on Accreditation Maintenance progress and schedule availability during site visit in November of 2005; Continue to incorporate more EAC members in strategic planning of College; Use expertise of EAC to strengthen the PLRM program.
2006-2008	<u>Long-range plans</u> Expand membership in EAC with focus on industrial and demographic diversification; Seek EAC assistance in capital campaign strategy.

Objective 3.2 ► Enhance the visibility and reputation of the College in the Acadiana region.

Economic development interventions at UL Lafayette have historically been fragmented and uncoordinated. However, we do believe that the College and its various centers are contributing to community enhancement. Alternatively, it is possible that other potential resources, such as those at the Acadiana Small Business Development Center (SBDC) and the Micro Business Development Center (MBDC) are being underutilized.

Year	Progress and Plans
2003-2004	Proposed and initiated collaborations with regional economic development agencies including the Lafayette Convention and Visitors Commission, Greater Lafayette Chamber of Commerce, Lafayette Economic Development Authority, Iberia Development Foundation, and Vermilion Parish Economic Development District; Received accreditation warning of Acadiana Small Business Development Center and replaced Director; Benchmarked aspirant best-practices regarding enhanced public profile and reputation; Implemented redesigned College and MBA website.
2004-2005	Proposed Moody Chair in Regional Business Development with duties including outreach and clearinghouse activities; Proactively pursued enhanced media relations and exposure; Submitted program data to a variety of ranking organizations and included in Princeton Review's <i>Best 143 Business Schools</i> ; Created MBA Program brochure; Developed and utilized Moody College <i>Press Release</i> document for immediate release of College activities; Continued and expanded collaborations with regional economic development agencies; Participated in a roundtable on fragmentation of regional economic development assistance agencies; Created Acadiana Consumer Confidence Index (ACCI) and entered into publishing partnership with <i>The Independent</i> ; Dean and Associate Dean enhance familiarity with Fast Track program.

2005-2006	Submit program data to a variety of ranking organizations; Review proposals for College marketing strategy including print advertisement goals; Moody faculty attend statewide summit on the Cultural Economy in Louisiana; Grand opening event. Revise department brochures.
2006-2008	<u>Long-range plans</u> Create electronic magazine to update Alumni and other stakeholders on College activity and progress; MGMT 585 to examine Moody College's ideal response to cultural tourism mandates in Acadiana.

Objective 3.3 ► Enhance the visibility and reputation of the College within the university community.

While the college has historically valued interdisciplinary research collaborations and publications, very few efforts have been formally undertaken to foster linkages with other colleges. While opportunities exist, the Moody College of Business has rarely succeeded in facilitating cross-college linkages. This is applicable to educational programming as well. In the past, the College has been approached by various other disciplines, such as nursing, telecommunications, architecture, computer science, and engineering management to sponsor joint programs, but has not yet strategically considered these opportunities. Other programs, such as hospitality management, education, and Francophone Studies, represent opportunities for development of our programming. Further, we can do much to improve our relationship with the university's top administration, including being more responsive in pursuing and securing external grant funding.

Year	Progress and Plans
2003-2004	Dean joined UL Lafayette Study Abroad Committee; Explored joint programs with the Colleges of Nursing and Allied Health Professions, Sciences, Arts, and Engineering; Associate Dean presented at University Deans/Department Heads/Director Retreat on best-practices for department heads; Reviewed proposed organizational structure of the Acadiana Technology Immersion Center to be located in the University Research Park; Re-involved College in University Honors Program.
2004-2005	Increased number of BORSF Enhancement Grant Proposals submitted by College (two awarded for a total of \$266,000); Search Committee representation for Vice President for Research and Graduate Studies and Dean of Engineering; Facilitated Entertainment Summit for regional visual and performing arts for internal and external stakeholders; Participated in proposal review for Governor's Information Technology Initiative funding; Reviewed "Faculty Club Membership" Proposal for University; Delivered Blackboard training in college.
2005-2006	Participate in Letter of Intent for Ph.D. in Telecommunications; Consider increased involvement with Hospitality Management Program; Create space in renovated facility for an Honors Study Lounge; Facilitate strategic priorities retreat and plan for University Athletics; Participate in experiment designed to assess viability of transition from Blackboard to Moodle; Involvement in Cinematic Arts program
2006-2008	<u>Long-range plans</u> Develop a "design" class with the College of the Arts; Finalize involvement in "Music Business" Option; Optimize relationship with Hospitality; Work with Foundation.