



Part I
Strategic Plan Overview and Introduction
2013-2018

I. Planning Process

The planning process at Lincoln Memorial University incorporates:

1. commitment from the President and Board of Trustees;
2. broad-based participation at all institutional levels;
3. an integrated planning, budgeting and assessment schedule;
4. compliance with Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC) requirements;
5. identified institutional priorities; and
6. utilization of sound institutional effectiveness oversight practices.

Lincoln Memorial University has a strong commitment to an orderly and timely planning, budgeting and assessment process which facilitates institutional effectiveness. The President, Board of Trustees, Cabinet and other administrative officers, faculty and staff have responsibilities for and opportunities to participate in the process. The University Mission and Values have provided guidance in the prioritization of activities and funding necessary for the achievement of the overall Vision. Seven Strategic Goals have been identified as critical to achieving regional distinction. These Strategic Goals are consistent with SACS-COC expectations for institutional improvement. These Strategic Goals have been affirmed by the University President and the Board of Trustees. Unit and division planning and budgeting have been aligned with appropriate assessment and analysis of outcomes. Unit and division activities are planned to accomplish the Institution's Strategic Goals. Projected budget allocations to support the planned activities are detailed in the Five-Year Budget Pro Forma, (2010-2015). Progress toward the achievement of the Strategic Goals is measured via established benchmarks and monitored by institutional effectiveness practices. Progress toward achievement of the Strategic Goals is documented in an annual Progress Report.

II. Mission and Purpose

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students, Lincoln Memorial University seeks to advance life throughout the Appalachian region and beyond through teaching, research and service.

Revised July 2012; approved by Board of Trustees, November 13, 2012

INSTITUTIONAL GOALS

Lincoln Memorial University is a private, independent, non-sectarian University with a clearly defined mission that distinguishes it from other educational institutions. While the University cherishes its heritage and rich traditions, it recognizes that dynamic growth and change are required to meet the needs of today's students. The University has identified the following institutional goals, which are derived from its mission and reflect its vision for the future:

1. Make educational opportunities available to all persons without reference to social status. The University seeks to maximize enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
2. Maintain fiscal integrity in all its activities, programs and operations through concerted efforts to continuously increase its endowment and financial standing.
3. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
4. Advance the Cumberland Gap and Appalachian region through community service programs in continuing education, leadership development, recreation and the fine and performing arts.
5. Serve as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind and spirit.
6. Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research and service.
7. Commit resources to support the teaching, research, and service role of the Institution.

8. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty, staff and students.
10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
11. Provide a caring and nurturing environment where students, faculty and staff with varied talents, experiences and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
12. Provide quality educational opportunities through selected degree programs for students who live or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

III. Values

1. **Lincoln Memorial University values integrity**
 - honesty
 - openness
 - commitment to principles

2. **Lincoln Memorial University values excellence**
 - teaching
 - learning
 - operations management
 - scholarship
 - leadership

3. **Lincoln Memorial University values creativity**
 - teaching
 - learning
 - research
 - administration
 - artistic expression

4. **Lincoln Memorial University values diversity**
 - ethnic
 - cultural
 - belief systems

5. **Lincoln Memorial University values community**
 - communication
 - honesty and integrity
 - caring and helpful
 - teamwork
 - responsibility
 - respect

- safe and secure environment

6. Lincoln Memorial University values accountability

- planning
- assessment
- evaluation
- improvement

7. Lincoln Memorial University values service

- LMU community
- Appalachian region
- academic and intellectual communities
- humanity

8. Lincoln Memorial University values the process of life-long learning

IV. Vision Statement

Lincoln Memorial University strives to achieve regional distinction as a student-centered, educational and service-oriented intellectual and cultural community defined by excellence, creativity and diversity in its people, procedures and programs.

V. Strategic Goals

Lincoln Memorial University has identified seven Strategic Goals. The Strategic Goals were developed from a review of SACS-COC expectations, internal outcomes assessment data and external factors influencing the University. These seven goals reflect the University Mission, Purpose and Values and are crucial to achieving regional distinction. Section II of this plan describes the activities, responsibility for accomplishment, time frames, required resources, assessment methods and use of results for each objective related to each Strategic Goal.

Strategic Goal 1: Assess and enhance academic quality

Strategic Goal 2: Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society

Strategic Goal 3: Strengthen planning, budgeting and assessment

Strategic Goal 4: Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites

Strategic Goal 5: Ensure effective and efficient use of technology

Strategic Goal 6: Enhance external resources

Strategic Goal 7: Assess and enhance University-wide research

**Strategic goals 1 and 2 were revised July 2012; approved by Board of Trustees, November 13, 2012*

VI. Benchmarks for Regional Distinction

Strategic Goal 1: Assess and enhance academic quality

- Review/Revise Institutional Mission Statement as appropriate.
- Maintain Expanded Statement of Institutional Purpose articulating linkages between Institutional Mission Statement and all institutional units emphasizing shared values.
- Revise Institutional Strategic Plan annually.
- Conduct annual University financial audit.
- Balance annual fiscal year operating budget.
- Produce five-year operating budget pro forma.
- Secure necessary funding levels for institutional strategic initiatives and priorities.
- Produce Annual Performance Report.

Strategic Goal 2: Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society

- Conduct annual comparative analysis of Public Relations activities.
- Conduct Preview Day/College Day evaluations.
- Utilize potential student market analysis/trends/demographic measures and research to direct enrollment and retention efforts.
- Increase residential enrollment.
- Increase commuter enrollment at the main campus.
- Increase enrollment at extended learning sites.
- Improve student academic and racial/ethnic profiles.
- Track enrollment patterns and trend analyses for academy, undergraduate and graduate students.
- Improve retention and graduation rate statistics for all categories of students.
- Survey results measuring students' use of, satisfaction with and success resulting from student support services.
- Improve financial aid participation rates, award profiles and satisfaction with services.

Strategic Goal 3: Strengthen planning, budgeting and assessment

- Achieve and maintain accreditation and state approval of programs when external accreditation and/or approval organizations exist.
- Improve faculty and staff salaries.
- Fortify faculty scholarly and professional development activity (and staff professional development activities).
- Boost number of grant applications and grant funding.
- Amplify use of instructional technology at all levels for all programs.
- Increase reliability of the faculty evaluation process.
- Enhance use of assessment results for academic program and support service program improvement.
- Create and/or revise academic programs based on assessed/demonstrated need when consistent with the Institutional Mission.
- Intensify use of academic support resources and services.
- Strengthen the library and Abraham Lincoln Library and Museum and their services.

Strategic Goal 4: Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites

- Update and improve the Facilities Master Plan as appropriate.
- Conduct Facilities Assessments (specific to building/site physical and learning environment).
- Monitor compliance with Comprehensive Safety and Security Guidelines and Plans.
- Maintain Occupational Safety and Health Administration (OSHA), Americans with Disabilities Act (ADA) and other regulatory compliance assessments.
- Enhance Human Resources and provide and encourage Staff Development

Strategic Goal 5: Ensure effective and efficient use of technology

- Maintain a Comprehensive Technology Plan.
- Use technology user survey results to make improvements.
- Monitor technology problem tracking logs.
- Assess effectiveness of technology training for faculty, staff and students.
- Improve Technology for both Academic and Administrative Operations.

Strategic Goal 6: Enhance external resources

- Monitor trends in unrestricted giving.
- Increase faculty/staff participation in annual fund giving.
- Raise alumni participation and giving levels.
- Strengthen the endowment.
- Increase student scholarship support and faculty development funding.
- Conduct a successful integrated marketing and promotion campaign.
- Monitor Certified Association Executive (CAE) report for peer institutions.
- Conduct trend analyses for all types of fund raising.
- Monitor comprehensive capital campaign and capital projects status.

Strategic Goal 7: Assess and enhance University-wide research

- Monitor and evaluate research activities.
- Improve research capacity and infrastructure to support research.
- Improve support for faculty research efforts.
- Improve facilities for research.

2012 Progress Reports on Strategic Goals

STRATEGIC GOAL 1:

Assess and enhance academic quality.

Objective 1.1: Connect all development, improvement, and implementation of curricula and programs to the University mission and planning, budgeting and assessment processes.

Progress

Academic Affairs

- The LMU University Honors Scholars Program was approved by Academic Council. Current and new students have been recruited to participate in the Honors Program starting Fall 2012.
- Academic Affairs received approval to establish and staff an Academic Excellence Program beginning Academic Year 2012-2013.

School of Allied Health Sciences

- Medical Technology class of 2011 achieved a 100% pass rate on the American Society of Clinical Pathology (ASCP) Board of Registry Exam.
- Veterinary Technology class of 2011 achieved a LMU VT graduates had a 100% pass rate in 2 out of 3 AAVSB test windows. The overall success ratio was 11/14 passed the national board test.
- Medical Technology Program was granted full accreditation by NAACLS after a successful reaccreditation site visit.
- Social Work Program and Athletic Training Education Program prepared reaccreditation self-study reports for programmatic site visits. The Social Work Program CSWE site visit will occur in September 2012. The Athletic Training Program CAATE Site Visit will be in AY 2014-2015.
- The School of Allied Health Sciences has played an integral part in the University's plans to seek approval from the Southern Association of Colleges and Schools (SACS) and the AVMA to begin a proposed College of Veterinary and Comparative Medicine.
- Medical Technology Program and Veterinary Technology Program courses were offered at the Kingsport extended learning site during the 2011-2012 academic year.

Physical Education and Kinesiology

- Development and revitalization of a Health major.
- Development of Strength and Conditioning minor.
- Work on a Department Name change.
- Update the Sport Science Curriculum.
- Update the Physical Education Curriculum.
- Several students had two presentations at the Tennessee Association for Health, Physical Education, Recreation and Dance annual convention.
- Added three new classes that currently can be taken as electives.

Paul V. Hamilton School of Arts and Sciences

- Nine graduating seniors in the Fall of 2011 and 22 graduating seniors from the Spring 2012 completed discipline-specific exit testing. Major Field Test assessments from the Educational Testing Service (ETS) were administered in Criminal Justice, Literature in English, Mathematics, Biology and Psychology. Results are being used to inform program decisions and institutional effectiveness processes for these programs. A three-year rolling average of scores on these tests indicates strengths and challenges in the academic portion of the program.
- Notable revisions to the academic programs of Chemistry, Biology, English, Criminal Justice, Mathematics, Psychology, and History were approved by Departments, School, and Academic Council as the result of feedback from Outcomes Assessment and Program Review processes.
- Notable work in revising academic programs in Arts and Sciences which lead to initial teacher licensure was begun. Numerous faculty representing all disciplines within Arts and Sciences which lead to initial teacher licensure have been actively involved with the School of Education either through formal committee meetings or via *ad hoc* work to improve curricula and processes for students in these programs.
- Twenty-seven students in the second cohort of the Post-Baccalaureate Medical Science Program (PMSP) completed the requirements and earned certificates. Eighty percent of this group, with MCAT scores of 20 or higher, gained admittance to the Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM). Feedback from participants, and those who declined to participate, indicates that this program needs to be a master's degree program. Planning is currently underway to gain the necessary approvals to offer this program as a master's degree program by Fall 2013. This program continues to attract a wide diversity of students while also providing access to medical education and expanding the reach and reputation of the University.
- The Railsplitter Playhouse presented the musical, "Oklahoma" in collaboration with the music program in the Fall 2011. The Playhouse also produced, Noël Coward's "The Blythe Spirit" in April 2012. Both were produced in the Sam and Sue Mars Center for Performing Arts. The Music Program hosted the internationally acclaimed men's vocal group, "Cantus," in February 2012. This well-attended performance was also produced in the Sam and Sue Mars Center for Performing Arts. Several recitals, ensembles, band and choir events also performed in the Center. Students, faculty, staff, and community members were able through these events to see the commitment to expand performance art exposure as part of a liberal arts education.
- During the 2012 May Term another interdisciplinary course which combined art and environment learning was offered. This was a course that focused on ecosystems of Southern Africa and nine students participated with faculty members from art and biology. This course exposed students to a broader learning environment and continues to receive positive feedback from participants.
- The Cumberland Mountain Research Center (CMRC) continues to facilitate the scholarly investigations of numerous students and faculty. Undergraduate research, funded grants and contracts associated with the University via the CMRC, add to the knowledge base about our regional ecosystem resources and management while enhancing the academic program with relevant hands-on experience. The continued support of the research center also evidences the University's commitment to faculty and student research to enhance LMU's reputation and increased research capacity.

School of Business

- The School of Business was accredited by the Accreditation Council of Business Schools and Programs (ACBSP) for all graduate and undergraduate Business programs in Fall 2011. This represents significant progress in ensuring that the School maintains a modern and relevant Business curriculum and continues to raise standards.
- The School of Business reviewed and revised its Mission Statement. The new Mission Statement is: To prepare leaders who are able to meet and exceed the challenges of today's integrated world economy, who can balance ethics and social responsibility with the creation of profits and wealth for the betterment of society.
- In comparison to the overall LMU graduation rates, the School of Business graduation rates remain higher. In addition, the MBA graduation rates climbed to the 75th percentile, improving over last year's rates.
- The School of Business program retention rates remain high; most are above the 75th percentile.
- The SIFE team had their best ever finish at the SIFE National Championship with an opening round first runner-up finish.
- The School of Business has been approved as the Mu Kappa Chapter of Delta Mu Delta as its 298th Chapter. This is a business honor society; induction into this society will begin in Fall 2012.
- The School of Business made a number of curricular and programmatic changes and updates to ensure excellence and high quality of programming including:
 - A new minor in Management Information Systems
 - Additional courses and curriculum updates
 - CIS prefix changed to ISYS
 - Improvements to the MBA program
- The number of Business related internships grew from nine in 2008 to 31 this year.

Carter and Moyers School of Education

- The School of Education is in the process of preparing the self-study for the Tennessee Department of Education (TDE) for state accreditation of all education programs; the Board of Examiners visit is scheduled for Spring 2013.
- The School of Education has applied for and received approval as a *formal candidate for accreditation* with the National Council for Accreditation of Teacher Education (NCATE). Candidacy is the status granted to professional education units after successfully completing the candidacy review of preconditions conducted by the Unit Accreditation Board. A site visit is planned for Spring 2013 for final accreditation approval. This site visit will be a concurrent visit with the Board of Examiners from the TDE.
- In compliance with NCATE standards, the School of Education is in the process of developing new partnerships with local schools and focusing on diverse experiences for teacher licensure candidates.
- In preparation for NCATE review, the School of Education has secured a recognized NCATE consultant (Dr. John Johnston, University of Memphis) to assist with program accreditation preparation.

- The School of Education has strengthened assessment activities in both undergraduate and graduate programs. The newly revised assessment plan for the School of Education provides more consistent benchmarks within each program.
- The School of Education contracted with Dr. Verl Pope from Southeast Missouri State University to begin Council for Accreditation of Counseling & Related Educational Programs (CACREP) self-study and align programs with 2009 CACREP Standards.
- The Counseling Programs have written and submitted the self-study for CACREP accreditation and plan a site visit for 2012.
- The School of Education has revised admission and applicant screening policies.
- The EdD Program has hired additional faculty to reduce the School's reliance on adjunct or overload instruction. This enables the School to comply with NCATE standards relative to a full-time teaching load of 12 hours (per semester) for undergraduate faculty and a full-time teaching load of nine hours (per semester) for graduate faculty.
- An initiative to improve the scholarly level of the EdD Program focuses on the establishment of systems and policies related to doctoral committee chair compensation, dissertation standardization and quality, and doctoral committee membership assignment, orientation and training.
- The School of Education is working on a plan to assure that its programs meet federal instructional contact time requirements. Such compliance may require program schedule adjustments and/or the expanded use of technology.
- The dean of the School of Education continues to make will make an intensive effort to strengthen communication and morale and promote an improved sense of identity and membership within the School... A representative leadership team under the guidance of the dean and associate dean provide leadership for the School...
- The School of Education plans to initiate Special Education and Early Childhood programs in 2013-14.

In support of institutional mission and the School of Education conceptual framework, the following initiatives have been affirmed by the School of Education leadership team.

- Strengthen undergraduate education program enrollments, particularly in secondary education programs. Dr. Aggy Vanderpool has been appointed the School of Arts and Sciences faculty liaison to the School of Education. She will support a new relationship between the School of Arts and Sciences and the School of Education. Additionally, a newly created Initial Licensure Committee, comprised of public school teachers, school and community leaders, School of Arts and Sciences faculty, and School of Education faculty (undergraduate and graduate) will approve handbooks and policies, and facilitate the selection and development of all initial licensure candidates at LMU.
- Explore opportunities for maintaining adequate faculty resources, given potential faculty retirements.
- Give priority emphasis to strengthening the school's commitment to diversity enhancement strategies and supporting the school's diversity action plan. Dr. Kathy Sims has been appointed the Diversity Action Officer for the School of Education. She will chair the School's Valuing Diversity Committee and oversee implementation of the School's diversity action plan.

- Recruit qualified faculty to teach in the graduate counseling, and curriculum and instruction programs.
- Improve the visibility and viability of the school and its programs with the implementation of an effective marketing plan.
- Focus on “closing the loop” and program improvement, utilizing appropriate assessment measures and analyses.
- Utilize database technologies for tracking program improvement and student progress. A coordinator of assessment resources staff member has been employed to assist faculty with database reports, candidate tracking, data analysis, and presentation of program and accreditation outcomes.
- Pursue improved recruitment, compensation and orientation of adjunct faculty.
- Implement an academic partnership with Tennessee State University’s College of Education for the establishment of improved diversity programming for faculty and students.
- Continue to utilize the support of a School of Education advisory council for program improvement and planning.
- Strengthen professional development opportunities for all School of Education faculty by providing a coordinated approach to professional organization engagement, and hosting a professional development lecture series at the Cedar Bluff site.
- Improve the connection and coordination of undergraduate and graduate programming in the School of Education. Such initiative will be enhanced by the new support of Dr. Susan Gratz, Director of Instructional Technology, Dr. Cherie Gaines, Director of Clinical and Field Experience, and Mr. Trent Clagg, Coordinator of Assessment Resources.
- Strengthen faculty governance with the formalization and/or establishment of a committee system and regular scheduling of faculty meetings at the school and program levels. Such meetings will be documented by a standardized record format and archived in a central file location.
- Nurture a positive relationship with the Georgia Professional Standards Commission in preparation for future collaboration and offering of professional development programming.

International Studies

- Kanto/World School
 - Obtained a grant from the USA-Japan Foundation in the amount of \$7,000 to be applied toward Kanto travel expenses during the 2012 calendar year.
 - Formed a committee to plan World School International Forum 2012 which will be held at LMU October 22 – November 3, 2012.
 - Received a group of 57 Kanto students for the Spring 2012 visit.
 - Visited, among other sites, the Barter Theatre, Museum of Appalachia, Kentucky Fried Chicken Museum, Tennessee Smokies baseball stadium, Gatlinburg and Pigeon Forge, Tennessee, along with the standard excursion to Washington, D.C. Favorable feedback on Kanto student surveys indicated that these Spring 2011 trips were very successful
 - Participated in the 2011 World School International Forum in Busto Arsizio, Italy. Participants included three JFWA students and three LMU faculty/staff.

- International Study
 - Assisted student in preparing for Fall 2011 semester in Florence, Italy.
 - Started search process for replacement Director of International Programs.

Duncan School of Law

- The Law School received reaccreditation from the Tennessee Board of Law Examiners (TBLE) through 2017.
- The American Bar Association (ABA) has denied the LMU John J. Duncan, Jr. School of Law's application for provisional approval, officials announced on Thursday. The decision came following DSOL's appeal of the December 2011 denial of its initial application for provisional approval. The appeal resulted in a remand of the initial application to the ABA's Council on Legal Education. The Doctor of Jurisprudence program at DSOL has approval from the Commission on College of the Southern Association of Colleges and Schools (SACS). In March, the Tennessee Board of Law Examiners (TBLE) reviewed the program with an on-site visit. The result of that visit was an extension, through 2017, to achieve ABA provisional accreditation. DSOL remains committed to obtaining ABA approval and will take all necessary actions to achieve its goal. DSOL has approximately 160 enrolled full- and part-time students and 16 faculty members. The inaugural class is slated to graduate in 2013. Regardless of the ABA status, all graduates of LMU-DSOL may apply to sit for the bar exam in the state of Tennessee.
- The Law School completed its Annual Self-Study.
- The Law School completed its third Annual Strategic Planning Retreat.
- The Law School completed its third Assessment Information Form for Student Learning Goals (Form OA1).
- The Law School completed its yearly Outcomes Assessment Summary for Academic Departments (Form OA2).
- The Law School has completed its second Use of Prior Year's Assessment Form (OA3) for its Academic Program.
- The Law School is in the process of completing its second set of Form OA1 for its operational units.
- The Law School is in the process of completing its second set of Form OA2 for its operational units.
- The Law School is continued the process for implementing course-level assessments for all of its courses.
- The Law School is in the process of enhancing the peer-level evaluations for all of its full-time faculty members by having outside Professors watch Mediasite captured classes and provide evaluation.
- The Law School is continuing the process of creating course-level linkages to its Student Learning Outcomes.
- The Law School conducted two programmatic surveys, one in Fall 2011 and one in Spring 2012 and is in the process of evaluating the results.
- The Academic Dean of the Law School is continuing the evaluation process for the results of its student evaluations.

- The Law School Externship program started in Spring 2012 with 21 students placed at 21 site locations. In Summer 2012, 23 students were placed at 30 site locations.
- The Law School Externship program will survey the site supervisors and evaluating the program based on the survey results.
- The Law School faculty peer mentoring program continues to enhance teaching and scholarship.
- The law students completed 2,101 hours of pro bono service over the year.
- The Law Faculty has begun to accrue ten (10) hours of pro bono service as required by whom per year. This information is reported to, and retained by, the Law School Dean.
- The Law School continued peer evaluations, providing peer reviews for each faculty member from a minimum of two professors.
- The Associate Dean for Academics is working to improve the comprehensive grade auditing process to ensure faculty provides correct grades.

Caylor School of Nursing (CSON)

- Excellent undergraduate NCLEX-RN pass rates for ASN and BSN programs.
- Good certification rates in the MSN program.
- CSON had four HRSA awards for 2011-2012 academic year, this includes MSN traineeship awards.
- ASN and BSN students attended both state and national Student Nurses Association (SNA) meetings this year.
- The CSON budget increased and was appropriate to support the record high CSON program enrollments and further program development.

DeBusk College of Osteopathic Medicine (LMU-DCOM)

- Received notification from AOA COCA regarding approval for class size increase from 150 to 225 on December 19, 2011.
- Conducted faculty development programs at Tennessee Osteopathic Association Annual Conference (April 27-28, 2012) – Continuing Medical Education credits:
 - Effective Clinical Teaching Strategies for the Hospital Based and Ambulatory Preceptor - 31 attendees
 - Osteopathic Principles and Practice – 75 attendees
 - Advanced Cardiac Life Support Recertification Provider Course – 9 attendees
- Conducted faculty development programs on campus for LMU-DCOM faculty on:
 - Facilitating Interactive Learning Activities – January 20, 2012 – 20 faculty attending
 - Supporting and Teaching Learning with Effective Learning Objectives – March 9, 2012 – 19 faculty attending
 - Team Based Learning – April 3, 2012 - 20 faculty attending
 - Research Presentation – March 13, 2012 - 16 faculty attending
 - Creating Effective Multiple Choice Question Items – August 28, 2011- 8 faculty attending
 - Writing Effective Scenario-Based Multiple-Choice Question items – October 24, 2011 – 6 faculty attending

- Classroom Response System – Teaching with Clickers for Deep Learning – March 2, 2012 – 3 faculty attending
- Faculty Retreat – Objective writing – Curricular Outcomes Review – 26 faculty attending
- OMM Grand Rounds – February 16, 2012 – 4 faculty attending
- The DO program received a grant in the amount of \$26,000 for the project – Lipid precursors of plasmlongens.

Objective 1.2: Create/revise/support academic programs linked to program assessments and University mission at the undergraduate, post baccalaureate and graduate levels at Harrogate and extended learning sites.

Progress

Academic Affairs

- Hosted and participated in the Center for Rural Development Higher Education Consortium meeting, April 2012.
- Participated in Lincoln’s Birthday Celebrations held by National Park Service and Military Order of the Loyal Legion of the United States in Washington, D.C., with University president and University Advancement personnel.

Extended Learning Site Services

- Attended Chambers of Commerce banquets for Claiborne County, Kingsport, Morristown, and Sevierville, Tennessee.
- Provided and staffed an LMU booth at Tailgate Expo in Kingsport, Tennessee, September 2011.
- Provided and staffed an LMU booth at the Sevier County Economic Development Job Fair in Sevierville, Tennessee, March 2012.
- Joined the Pigeon Forge Hospitality Association to increase visibility and marketing in the Sevier County, Tennessee, area.
- Provided and staffed a booth at the Annual Sevier County Trade Show, May 2012.
- Provided and staffed a booth for LMU at the Morristown Area Chamber of Commerce Business and Community Expo, May 2012.
- Two staff members attended the CAEL Adult Learning Conference in Murfreesboro, Tennessee.
- Three staff members attended a conference on Customer Service on the Harrogate campus sponsored by Human Resources.

Faculty Development

- Faculty Development Fund remained constant for 2011-2012. Faculty Development Committee
 - Reviewed applications for faculty professional development funds and made funding recommendations to the Vice President for Academic Affairs (VPAA)

- 72 applications received and reviewed (11 were withdrawn);
 - 61 applications funded either fully or partially;
 - 56 faculty received funding; and
 - 16 applications were for faculty presentations at professional conferences/workshops.
- Reviewed nominations for Houston and Lincoln Awards and made recommendations to VPAA.
- Salzburg Global Seminar
 - Two faculty from the School of Arts and Sciences and two staff members from International Studies attended the Salzburg Global Studies Mellon Fellow Community Initiative (MFCI) meeting in Elkins, West Virginia, in Fall 2011; this was a follow-up meeting to the 2010 Global Seminar in Salzburg, Austria, which was attended by three faculty members.
 - One History faculty member attended the Fulbright Hays Award meeting sponsored by the U.S. State Department in London, England.
- Appalachian College Association (ACA)
 - ACA Summit XIII – Fall 2011
 - Seven faculty presented at the Summit;
 - Assistant VPAA served as Summit XIII Program Chair.
 - Teaching and Learning Institute, June 2012
 - Five faculty (2 Education and 3 Business) attended the ACA Teaching and Learning Institute (TLI); and
 - President and VPAA participated in ACA Annual Meeting of Presidents and Deans, June 2012, Buckhannon, West Virginia.
 - Submitted proposal to ACA for ARC (Access, Retention and Completion) Institute for Latino Student Success for Fall 2012
 - Received \$1,000 travel grant for ACA.
 - Two faculty attended the ACA Undergraduate Research Institute at UNC-A, June 2012.
- Online-Learning/Instructional Technology
 - Offered 31 faculty development/training sessions on Blackboard; using writing rubrics to assess research assignments; the future of education; Microsoft Outlook and LMU email; navigating Pathway and MySite; Web-enhanced, blended or Online: What's the difference?; What's new in Office 2010? Engaging faculty with the library; Social networking: educator's DOs and DON'Ts; Adobe Connect Pro; using technology safely and effectively; copyright and the classroom; using the center for teaching and learning excellence (CTLE); navigating IS HelpDesk; academic advising; orientation to web advisor; online course pedagogy; using Google forms to create class surveys; and emerging technologies.
 - Adopted a new learning management system (Edvance360) effective May 2012.
 - Provided 29 Edvance360 training sessions at both the Harrogate campus and Cedar Bluff extended learning site. Video recordings of some sessions were conducted for purposes of later review.

Faculty Senate

- Opening Faculty Meeting held after University Meeting
 - Voted to applaud LMU administration and Board of Trustees on hard work and progress, and voiced faculty support for ongoing growth and expansion.
 - Discussed faculty involvement.
 - Faculty enjoy teaching, LMU students and University.
 - Lack of communication disconcerting.
 - Need to address issues of lighting and safety
- Working with VPAA, transferred oversight and administration of Faculty Development Fund to Faculty Senate.
- Reviewed Faculty/Staff Manual, and submitted edits to VPAA.
- Submitted several faculty concerns to President Dawson; Dr. Dawson met with Faculty Senate to discuss LMU issues and plans.
- Initiated Faculty Senate Constitution and By-Laws update and revision.

Community College Partnerships and Transfer Articulation

- Completed articulation agreements with community colleges (ongoing).
- Participated in Complete College Tennessee Act of 2010 (University transfer paths) meetings.
- Aligned General Education Curriculum with Tennessee Pathways
 - Will better facilitate transfer of credit from community colleges in Tennessee.
 - Will allow community college credit to satisfy all general education requirements with the exception of mission-specific coursework (Lincoln courses).

School of Allied Health Sciences

- All four academic departments (Allied Health, Athletic Training, Physical Education and Kinesiology and Social Work) are in various stages of completing programmatic accreditation reports.
- The School of Allied Health Sciences departments have assisted in the efforts to begin a proposed College of Veterinary and Comparative Medicine.
- The Medical Technology Program's official title has been changed to Medical Laboratory Sciences Program and the Veterinary Technology Program's title has been changed to Veterinary Medical Technology Program.
- The proposed College of Veterinary and Comparative Medicine submitted a Revised Self-Study Report to the American Veterinary Medical Association-Council on Education (AVMA-COE) in July 2012 based upon observations of the AVMA-COE site visitors during a October 2011 Consultative Site Visit. The University is seeking to receive a Letter of Reasonable Assurance from the AVMA-COE.
- Physical Education and Kinesiology
 - Using Social Media to help keep current and future alumni informed and connected.

School of Arts and Sciences

- Humanities and Fine Arts Department
 - The Art program, with concurrence of the School of Education, increased the credit hours of ART472 from two to three.
 - History major was revised to create three tracks: 1) Generalist, 2) Pre-Law, and 3) Public History. Public History is a revision of what was Museum Studies.
 - Several new courses were approved to support the tracks in the History major, namely HIST 347 Modern European History, HIST 434 History of the U.S. Constitution, HIST 424 Early Western Legal Tradition, HIST 393 Topics in Public History, HIST 394 Museum Studies, and HIST 250 Introduction to Public History.
 - The History program approved two policy changes in support of History student success: 1) Students are required to earn a “C-“or better in all courses applied to the major or minor program in History, and 2) Students will have two attempts to pass HIST 210, Introduction to Historical Studies, and must earn a “C-“or better.
 - The Museum Studies minor was discontinued.
- Social Sciences Department
 - The Criminal Justice program revision requiring CRIM 300, 380, and 480 as major program requirements was approved. This changes the major and electives from 25 and 18 credits respectively to 30 and 15 credits respectively. The revised course, CRIM 300, now includes the Junior SEWS paper. The course CRIM 480 credit was reduced from 4 to 3. A new course, CRIM 380 Research in Criminal Justice, was added.
 - The Psychology Program created tracks in Psychology Major: 1) Science and Research and 2) Counseling and Practice. These tracks will provide choices for potential (and current) psychology majors, which serve to increase enrollment.
- English Department
 - The course, ENGL 290, was renumbered to ENGL 300. This is a course taken by all English major and serves as the course in which the Junior SEWS paper is completed and assessed.
 - The course: “Writing about American Literature and Culture” was renamed “American Literature” to reduce confusion and facilitate transfer ease. The substitution of the ENGL 321/322 sequence for general education requirement of ENGL 310 was made for English majors and minors to align policy with practice.
- Biology Department
 - Biology Secondary Ed. 7-12 major course requirements were revised to better align with Tennessee standards of content for this initial teacher licensure.
 - A course revision was made to remove the laboratory from BIOL 410 Evolution. The demands of a better understanding evolution at the advanced level require a general and molecular background. The content of the laboratory for this course is covered more thoroughly in other courses in the curriculum.
 - A course deletion was passed to replace BIOL210 Genetics with BIOL315 Molecular Genetics. The state of the science of genetics has transformed to have a strong focus on the molecular in all life science related disciplines. BIOL 315 Molecular Genetics still includes aspects of population and Mendelian genetics.
 - The program name of Wildlife and Fisheries Management was changed to Wildlife and Fisheries Biology.

- Mathematics Department
 - The Calculus sequence was revised to be: MATH 130 Differential Calculus, MATH 230 Integral Calculus, and Math 235 Multivariate Calculus. MATH 130 was reduced to 4 credit hours.
- Chemistry and Physics Department
 - Course changes and replacements were approved to align the pre-med and pre-pharm tracks with changes in the biology pre-med curriculum. Notably replacing CHEM 440 Biochemistry with BIOL 441 Biochemistry I and the Human Anatomy and Human Physiology sequence with the Integrated Vertebrate Anatomy and Physiology sequence.
 - An additional mathematics course, MATH 230 Integral Calculus, was added to the Chemistry major requirements.

Caylor School of Nursing (CSON)

- BSN option took a second cohort in 2011; 45 graduates in Dec. 2011.
- Family Nurse Practitioner concentration commenced in January 2012 at the Cedar Bluff site.
- Plans continue to bring FNP to Kingsport in August 2012.

Duncan School of Law

- Twelve (12) students expressed intent to seek the domestic relations concentration certificate.
- The Law School Faculty approved a Business Law/Transactions Concentration.
- The Law Faculty as added a TN Bar Skills I and II courses to prepare students for the Bar.
- The Director of Legal Writing and Academic Success has reviewed the program and the Academic Success Program will be part of the Academic Affairs beginning if Fall 2012.
- The new Bar Skills Director is developing the required Bar Examination Skills course that will be offered in the Spring 2013.
- The Law Faculty modified the Lawyering Skills IV course to incorporate the skills tested on the Multistate Practice Exam that TBLE? has adopted.
- The Law Faculty found the additional time added to Bridge Week was successful and it will remain for the upcoming year.
- The Diversity Committee sponsored a speaker, Judge Curtis Collier, as part of the professionalism speaker series during Black History Month.
- The Law Faculty has made attendance at certain professionalism series lectures mandatory.
- The Law Faculty will be doing a three (3) day faculty training retreat, conference? before classes start. The faculty will receive further instruction on assessment.
- The Law School will continue to assess and evaluate the mandatory mean and grading curve.

- The Law Faculty will provide to the Academic Dean information on the writing assignment for writing across the curriculum so that the information can be compiled and shared with Faculty.

Objective 1.3: Develop and implement online learning programs.

Academic Affairs

- Developed online learning strategic plan.
 - Reviewing potential online course/program offerings.
 - Reviewing fully online vs. blended formats.
- Hired Director of Online Learning (7/16/12 – Start date).

Objective 1.4: Bring average faculty and academic professional staff compensation to upper quartile of benchmarks from selected peer institutions with respect to faculty rank, appointment, academic discipline, experience and workload.

Progress

- Faculty salaries increased last year (2011-12) and another increase is scheduled for the next academic year (2012-13).
- An annual survey of faculty salaries released by the American Association of University Professors suggests the historic low period for compensation increases is continuing. This trend may go on for a while, the report says, and it questions whether the numbers will ever go back to where they were before the recession.
- According to the survey, titled “A Very Slow Recovery,” average faculty salaries rose by 1.8 percent in 2011-12 at institutions that submitted data for this academic year. The increase, the survey points out, is less than the 3 percent rate of inflation in the same time period.
- When all of the salary data submitted in each year is adjusted to account for inflation, the overall average salary of a full-time faculty members in 2011-12 was less than 1 percent higher than it was five years ago, in 2006-2007 according to the report, which includes data from 1,250 colleges and universities.-confusing.
- LMU has increased average faculty salaries, in all categories, at or above the rate of inflation each of the last three years and expects to continue the practice. Significant progress is being made in improving faculty salaries, compared to peer institutions, consistent with the strategic plan.
- Faculty salary increases at LMU (three percent) for 2011-12 were higher than the average for state or private institutions, including those at peer institutions.

Caylor School of Nursing (CSON)

- CSON faculty salaries improved to be approximately comparable to institutions in the region.

Objective 1.5: Continue to strengthen University libraries and Abraham Lincoln Library and Museum and their services at Harrogate and extended learning sites.

Progress

Carnegie-Vincent Library (CVL)

- Migrated library catalog from Ex Libris Voyager to OCLC Web-scale Management Services, an integrated library system (ILS) commonly referred to as World Share. The new cloud-based technology will move the library's Piper Catalog to the next level of information searching and retrieval. Users can search all of the library's physical holdings, as well as the library's electronic databases, with a single search (similar to Google). The technology is more interactive than previous generation technologies and establishes LMU as a leader in the area of academic libraries.
- CVL applied for and was awarded a grant from the National Network of Libraries of Medicine for \$9,000 to digitize medical archives and make the material available electronically.

Abraham Lincoln Library and Museum (ALLM)

- Maintain the Museum's Lincoln Leadership role.
 - *Lincoln Herald* improved with one professionally juried feature article in each issue.
 - Over 300 researchers were served in 2011-2012, including 6 researchers working on publication or graduate projects.
 - Museum staff members spoke at 20 events including universities, Civil War roundtables, libraries, museums and Lincoln groups.
 - Hosted Civil War Symposium, April 2012.
- Temporary and Traveling exhibits.
 - Exhibit entitled, *Lincoln at the Movies* is currently open.
- Museum hosted collaborative events and projects with other University departments.
 - Museum worked with University International Studies department to make special programs for Kanto students.
 - Hosted first *Night at the Museum* in January for Student Support Services.
- Develop educational programs and curriculum guides for grades K-12 to make the Museum visit more informative and enjoyable to both teachers and students.
 - Museum hosted two teacher in-service training days.
 - Lincoln and War Policy by the Red Cross.
 - *National History Day* introductory program.
- Maintain an active acquisitions program and improve the ALLM collections. (see attachment).
 - Museum has acquired over 95 items last year through 6 major donations.
 - ALLM purchased a collection of Civil War letters and documents about Union troops stationed in Cumberland Gap.

- ALLM purchased an H & P Confederate conversion rifle and a succession cockade to strengthen the Confederate materials for future exhibition.

Caylor School of Nursing (CSON)

- The CSON and its students continue to utilize the services of the Lon and Elizabeth Parr Reed Allied Health Science Library.

Duncan School of Law

- The Law Library conducted nineteen (19) training sessions to enhance information literacy among the faculty and students.
- Law librarians continue to create LibGuides for each doctrinal course to enhance student learning by providing links to study aids and subject-specific resources.
- Law librarians continue to create and update SelectedWorks/BePress web sites for all faculty members that list biographical information and serve as social networking sites within the academic community.
- Law librarians surveyed the faculty and the faculty found the electronic clipping services, such as SmartCILP and Hein's Greenslips that reflect each faculty member's scholarly interests and support collection development, were beneficial.
- The Law Library has catalogued more than 7,746 print, DVD, and audio materials and added holdings to LMU's Piper Online Catalog, which are then uploaded to Aquabrowser.
- The Law Library has been involved with a conversion to OCLC WorldCat Local, a cloud-based online catalog system that will replace the University's current Voyager system. This conversion is scheduled to occur on July 1, 2012. The conversion will provide librarians with a more streamlined cataloguing process and the new online catalog will provide user-friendly search functionality for faculty and students.
- Law librarians have taught several courses in support of the law school's curriculum. Gordon Russell taught ASP III; Katherine Marsh, Josh Pluta and Barbara Bavis taught Lawyering Skills I; Katherine Marsh taught Lawyering Skills II; and Jordan Gilbertson taught ASP II.
- Law librarians attended numerous external workshops and conferences. Gordon Russell presented at the Bricks and Bytes Conference, SEALS, AALL, and CALI. Ann Long presented at AALL. Katherine Marsh attended and presented at SEAALL and co-presented with Josh Pluta at the Legal Writing Institute's Workshop, attended Capital Area Legal Writing Conference; Josh Pluta attended ALA, and presented at CALI. Barbara Bavis attended the ABA Site Evaluation Training Workshop. Jordan Gilbertson attended ALA and presented at SEAALL and CALI. Sara McNamee attended the Tennessee Library Association conference.
- The Law Library has purchased and installed a second secure disc exchange unit that stores CD-ROMs and DVDs until they are checked-out.
- The Law Library has added two new positions, a Student Services Librarian, Jordan Gilbertson, and a Library Services Technician, Sara McNamee. These positions have greatly enhanced the services the library can provide and the law library is now fully staffed.

- The Law Library provides 68 hours of reference coverage per week during the fall and spring semesters.
- The Law Library has developed 31 LibGuides that support all 1000 and 2000 level courses by providing a topical resource of related print and electronic materials available in the library's collection.
- The Law Library has built a legal DVD collection with over 50 DVDs available for faculty and students. Faculty incorporate video clips from legal movies to illustrate class topics.
- The Law Library has contracted with BePress to host an online version of the Lincoln Memorial University's Law Review.
- The Law Library has contracted with West to provide students with access to all of West's Study Aids in a digital format. 100% of law students have accessed these materials since August 2011.
- The Law Library's Library Week celebrations continued this year and included Read posters with faculty members displaying their favorite books, hosted an ice cream social, and sponsored a book drive for the Family Justice Center, donating 254 books.
- The Law Library has initiated a Movie Night to provide faculty and students an opportunity to socialize outside of the classroom setting. At the end of the movie, a faculty sponsor leads a discussion on issues related to the movie.
- The Law Library has purchased a popcorn machine and pops popcorn for students after mid-terms and finals.

Objective 1.6: Continued use of a comprehensive faculty evaluation process, based on a clear understanding of both professional and institutional expectations, relative to teaching, research/scholarly activity, and service.

Progress

- The faculty evaluation process is ongoing. All schools follow the University guidelines for the faculty evaluation process.

Duncan School of Law

- The Dean of the Law School conducted an evaluation of each faculty member for retention. Evaluation criteria for retention includes, *inter alia*: demonstrated teaching ability; scholarly activity; service to the Law School; service to the University; and service to the community.
- A Faculty Scholarly Activity Form was provided to the University.
- The Faculty voted to use outside peer evaluators to enhance teaching.
- The Dean reviews faculty workload each year and considers teaching assignments when making committee appointments.

Objective 1.7: Offer a quality college-preparatory educational program at the J. Frank White Academy (JFWA).

Progress

J. Frank White Academy

- J. Frank White Academy’s accreditation was reaffirmed for five years by AdvancEd following a successful Self-Assessment Report (S.A.R.) and Quality Assessment Review (Q.A.R.) visit.
 - 2012-2017 JFWA School Improvement Plan is currently being developed.
 - Required actions and suggestions from AdvanEd Q.A.R. team are being incorporated into J. Frank White Academy’s 2012-2017 School Improvement Plan.
- JFWA senior English, Math, Reading and Science ACT scores were above state and national averages.

ACT - JFWA Class of 2012

	English <i>Benchmark</i> 18	Math <i>Benchmark</i> 22	Reading <i>Benchmark</i> 21	Science <i>Benchmark</i> 24	Composite
JFWA (total 14 students)	26.71	23.43	26.57	25.28	25.64

- JFWA sophomores scored better than national peers on the PLAN test which is an indicator of how students will perform on the ACT.
- To more effectively serve students, JFWA will be utilizing a flex block where teachers follow a group of assigned students throughout their educational experience at the academy. This teacher will have access to each student’s PLAN and ACT scores allowing for more effective tutoring and ACT prep sessions that will help raise levels of low performance in specific subjects. To help measure this growth more effectively, students will take the PLAN test at the beginning and midway through their freshman and sophomore years. The same practice will be used for juniors and seniors for the ACT.
- Tennessee Comprehensive Assessment Program (TCAP) writing assessment scores will be used to monitor writing growth in students in grades 8-11.
- Writing throughout the curriculum was incorporated into JFWA professional development in 2011-2012 and included the following components:
 - Required writing assignments in each class that promote critical thinking.
 - Individual Writing Portfolio developed for each student.
 - Writing scoring rubric used to score writing proficiency of each piece; scores will be averaged to determine students’ overall writing ability.
- Implementation of curriculum mapping and pacing guides was included in 2011-2012 professional development to ensure content is aligned to meet all needs of students. This will assure needs are incorporated within the overall curriculum.
- All required information is being submitted to begin relationship with IB World School Program.
- Through increased contact with the Kanto International School in Japan and coordination with the staff of the LMU Kanto program, JFWA has developed a program that will give English-speaking Kanto students a richer American educational experience.

- During 2010-2011 three KANTO students were fully integrated into the JFWA student body. This year no students had enough English proficiency to be integrated.
- Three students participated in World School this year.
- Further collaboration is planned for future years including 2012-2013 when LMU hosts KANTO International World School.
- Information Literacy
 - Moving forward with integrating information literacy throughout the curriculum (began Fall 2009). Continue to integrate the University's QEP into the academy curriculum;
 - Developed writing composition/research design course for 2011-2012; and
 - Moving forward, ensuring that our next SIP meets University's QEP while addressing and improving JFWA student learning.
- Strengthened collaboration with the University at large:
- DeBusk College of Osteopathic Medicine
 - Multiple guest lectures by DCOM students and professors in science classes.
 - Brain Awareness Day was presented to JFWA students by DCOM students. Multiple stations were set up where students were able to learn several different facts about the human brain using technology, actual specimens and examples concerning safety and brain operation.
 - A Sex Education Program was developed and implemented by DCOM students to teach our younger students about this subject and their developing bodies. Academy students and DCOM students were divided into two classrooms based on gender. All instruction was supervised by JFWA administrators.
- Athletic Training
 - Collaboration with Athletic Training provided athletic trainers for our student athletes starting during the 2011-2012 academic year.
- Carter and Moyers School of Education
 - Providing teachers with professional development that will make an impact on classroom instruction that will improve student learning.
 - Providing opportunities for LMU students to obtain real classroom experience at JFWA under the direct supervision of our faculty members.
- All J. Frank White Academy courses are supplemented with online content utilizing Blackboard.
 - Lesson plans, syllabi and announcements are posted in Blackboard;
 - Modules for student assignments are posted in Blackboard;
 - All student grades are posted in Blackboard at least weekly; and
- Students utilize Blackboard to participate in discussion boards and to keep online journals.
- An online day program has been fully implemented where students must access content, lessons and assignments from home in the event the building is closed due to inclement weather. This decreases lost instructional time, ensuring that students are provided adequate instructional opportunities.
- JFWA alumni database is currently being compiled in Ellucian. When completed, further progress can be made in collaboration with University Advancement.

- Suzuki Method strings program was started at JFWA in the 2011-2012 academic year to supplement and recruit for the current strings program.
- JFWA students have demonstrated high interest in the Academy offering drama classes as well as more music offerings.

Duncan School of Law

- The Law Library has conducted nineteen (19) workshops related to information literacy for law students and faculty.
- The Law Review is working to publish their first volume of the Duncan School of Law's first Law Review. The Law School Moot Court and Mock Trial Teams competed in their first external competitions.

Objective 1.8: Integrate information literacy skills across the curriculum.

Progress

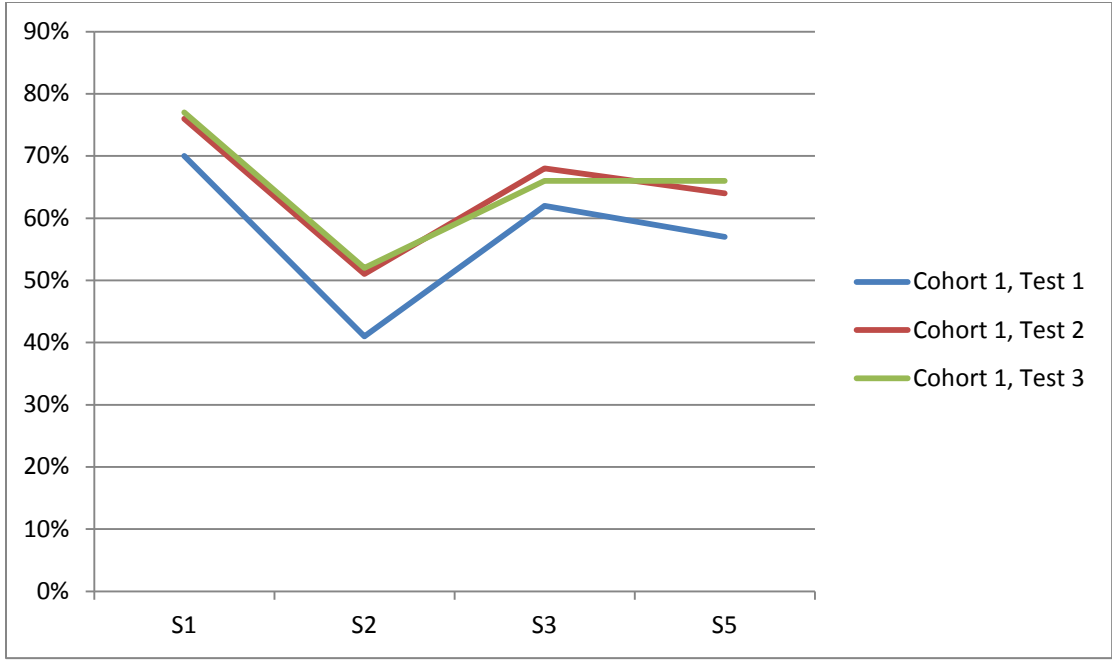
Quality Enhancement Plan (QEP)

Curriculum Update and Projections

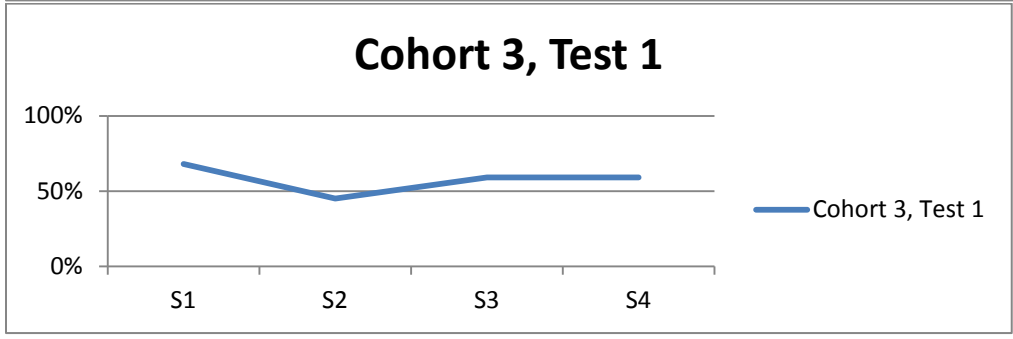
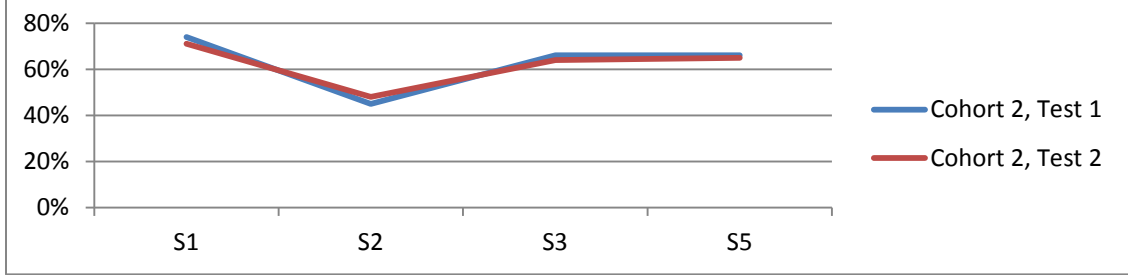
- Focus for academic year 2011/2012 was on the Junior (300 level) SEWS (Sequential Enhancement of Writing Skills) courses in all undergraduate disciplines.
- Fall 2011, 17 courses with students signed up for SEWS credit. Librarians met with instructional faculty to collaborate on discipline specific information literacy instruction in all these courses. Many did annotated bibliographies as a prelude to the SEWS paper.
- Spring 2012, 22 courses with students signed up for SEWS credit Librarians met with instructional faculty to collaborate on discipline specific information literacy instruction in all these courses. Many did annotated bibliographies as a prelude to the SEWS paper
- Many of our information literacy instructional materials are available online.
- The main assessment for SEWS courses is the SEWS rubric. Provisional results discussed in the assessment section below.
- We continue our basic information literacy instruction in general education core courses ENG110, ENG210, and NURS115. In these courses, students are introduced to the five IL competencies (need, access, evaluation, use, ethics) and the basics of academic research.
- Assessment for these courses comes from homework assignments, annotated bibliographies, and the SEWS rubric applied to the final paper. Provisional results below.
- Information literacy continues to be part of the core curriculum at the J. Frank White Academy.
- Focus for academic year 2012/2013 will be on the Senior (400 level) SEWS courses in all undergraduate disciplines. This will be an extension of the efforts we pioneered this year. We will also look at all graduate programs and provide instructional support where appropriate.

Assessment

- General assessment measures: SAILS (Standardized Assessment of Information Literacy Skills) ILT (Information Literacy Test).
 - SAILS is administered to all incoming freshmen as a pre-test and will be administered to graduating classes beginning 2013 as a post-test. SAILS tests to the five basic IL standards we also use in our instruction. SAILS benchmarks the University to similar institutions. The latest report we have received is from our incoming class in Fall 2011. This report indicates our students performed *worse* than our benchmark institutions on all of the following skills. Note, this is significantly worse than previous incoming freshmen, where our students performed at least as well as our peer institutions on most skills.
 - Developing a research strategy
 - Selecting finding tools
 - Searching
 - Using finding tool features
 - Retrieving sources
 - Evaluating sources
 - Documenting sources
 - Understanding economic, legal, and social issues
 - The ILT is administered to cohorts of undergraduates beginning in ENG110 and taken again each year to see year-by-year improvement. We currently have three cohorts going. Overall scores:
 - Cohort 1, Test 1: 53% (2009-2010)
Cohort 1, Test 2: 62% (2010-2011)
Cohort 1, Test 3: 63% (2011-2012)
 - Cohort 2, Test 1: 60% (2010-2011)
Cohort 2, Test 2: 60% (2011-2012)
 - Cohort 3, Test 1: 56% (2011-2012)
 - The ILT questions can be broken down into four main categories (again based on the same IL standards we use):
 - Recognizing need for information (S1)
 - Accessing information (S2)
 - Evaluating information (S3)
 - Understanding economic, legal, social context of information (S4)
 - General Conclusion: Students are best at S1 *Recognizing Need*, worst at S2 *Searching*



	Cohort 2, Test 1	Cohort 2, Test 2
S1	74%	71%
S2	45%	48%
S3	66%	64%
S5	66%	65%



	Cohort 3, Test 1
S1	68%
S2	45%
S3	59%
S5	59%

- The SEWS Rubric is applied to all SEWS papers. So far, the data reveal favorable results. There are ten categories to the SEWS rubric. Five address general writing skills:
 - Thesis
 - Analysis
 - Presentation
 - Grammar
 - Organization
- Five address information literacy skills:
 - Appropriateness of Sources for a Scholarly Paper
 - Use of Sources to Support the Argument
 - Correctness of Bibliography
 - Correctness of In-text Citations
 - Avoiding Plagiarism.
- Results: On a five point scale (Excellent [1], Good [2], Meets Requirements [3], Needs Improvement [4], Unacceptable [5]), the majority of SEWS papers were rated “Good” for all five of the writing categories and four of the information literacy categories, and “Excellent” for the IL category of Appropriateness of Sources for a Scholarly Paper.

Services

- Many of our information literacy instructional materials are available online: <http://libguides.lmunet.edu/index.php?gid=406>
- Librarians are currently working on an online Information Literacy Tutorial. This will be available by Fall 2012. This can serve a variety of purposes and populations, including: service to students at extended sites, transfer students who did not receive any of our general education training, and students needing remediation.
- The Information Literacy Peer Tutor program continues. In the 2011-2012 year, the tutors had 74 appointments.
- The QEP director has set up a repository of SEWS papers in a team site on Pathway. All faculty are welcome to join this team site.
- CTLE (Center for Teaching and Learning Excellence): A number of information literacy tutorials for faculty and students are available on the “student resources” page. QEP

procedures, rubrics, and other faculty resources are available on the “faculty resources” page.

Professional Development

- Librarians conducted an APA workshop in the Fall semester and again in the Spring.
- Librarians have conducted a number of training workshops on using Turnitin and met with many SEWS instructors on using Turnitin to apply the SEWS rubric.
- Information Literacy Librarian Jana Redmond and QEP director attended and presented at the Georgia International Conference on Information Literacy.
- Information Literacy Librarian Jana Redmond and QEP director will be attending the ACRL Immersion Institute, an intensive week long program about information literacy teaching and program planning.

Caylor School of Nursing (CSON)

- Undergraduate students are required to complete an information literacy course prior to admission to the ASN and BSN programs. Implementation of the QEP continues in the ASN program and commenced in the BSN program.
- Graduate students in the MSN program are required to complete a research course that integrates information literacy skills.

Duncan School of Law

- The Law Library has conducted nine (9) workshops related to information literacy for law students and faculty.
- The Law Review members have commenced the process of reviewing articles for publication. Furthermore, the Law Review members have contracted with a publisher to produce their publications.
- The Law School has composed the Moot Court Team.

STRATEGIC GOAL 2:

Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.

Objective 2.1: Maximize student recruitment by development of a global comprehensive recruitment plan.

Progress:

Financial Aid

- Updated undergraduate (UG) recruitment plans were developed.
- Scholarship fliers were mailed with letters and presented at college fairs and high school visits.
- Family newsletters are sent out monthly and include scholarship information.
- A web based true cost estimator for families to use and determine affordability was developed.
- Financial Planning Worksheets are used to show affordability of LMU.
- This was changed for the 2012-13 Academic Year and students must have a minimum 19 Composite on the ACT and 3.2 high school GPA for priority Admissions. All other students are considered on a sliding scale based on ACT/SAT scores and GPA. Current transfer students must have a minimum college cumulative grade point average of 2.0 or higher. There is an appellate process for all Admissions decisions.
- Funnel reports were sent to deans and chairs for outreach to high performing students.
- Free Application for Federal Student Aid (FAFSA) information is being used to determine how our prospective students are identifying LMU as a choice school. Also looking at the choices of our students based on our competitors.
- A new territory management plan is being created that will include contiguous states recruitment strategies.
- Name searches continue to be a practice for UG students. National Research Center of College & University Admissions (NRCCUA), College Board and ACT are among the vendors used for purchasing names.
- Cumberland Gap High School and the Tri-State Christian Academy students have the opportunity to enroll in 2 dual-credit courses per semester.
- Specifically targeted home-schoolers in the recruitment process

Extended Learning Site Services

- Hosted approximately 10 open houses for Knoxville area programs (Business, Education, and Nursing) at Cedar Bluff site

- Hosted Advanced Placement exams for Christian Academy of Knoxville students to increase LMU's visibility among area high school students.
- Hosted registrations for Knoxville area students based on program area of interest throughout the year at Cedar Bluff.

Duncan School of Law

- The Admissions Office visited over 20 HBCUs or Hispanic Association of Colleges and Universities affiliates in 2011-2012.
- More than 70 Law School Admission Council recognized pre-law advisors at HBCUs or Hispanic Association of Colleges and Universities affiliates were contacted directly with a combination of print or electronic materials.
- All targeted prospects, identified through the Law School Admission Council Candidate Referral Service, received a combination of print and electronic marketing materials. Over 10,000 e-mails were sent in June, October and December.
- Three recruiting events were hosted specifically for LMU students and alumni. Over 1200 students and alumni received a combination of print and electronic marketing materials.
- The Admissions Office visited 58 colleges and universities in 2011-2012.
- The Admissions Office hosted 5 on-campus events in 2011-2012 with 87% of eligible faculty participating in at least one event.
- The Admissions Office contacted 200 prospective students via telephone.
- A free LSAT mini-course was introduced to assist individuals in preparing for the examination.
- The DSOL provided stipends for LMU students and alumni (and select others) to defray the cost associated with the application process.
- The DSOL launched a social media marketing campaign in summer 2012.
- The DSOL finalized plans for a conditional admissions program to begin in spring 2013.
- The DSOL finalized plans for a spring 2013 cohort.
- The DSOL created a Faculty Speakers Bureau making our professors available to serve as guest lecturers in a wide array of disciplines at academic institutions.

Objective 2.2: Meet established benchmark goals as established by recruitment plans for individual populations.

Financial Aid

- Increase first-time, full-time freshmen, transfer and re-admitted students on the Harrogate campus (with 25 being minorities).
 - 318 new freshmen (full-time) were enrolled Fall 2011.
 - 111 new transfers were enrolled Fall 2011
 - 10 students were re-admitted.
 - 307 new students were in residence Fall 2011.
- Increase overall enrollment to 4,000 by 2013.

- 4550 students were enrolled Fall 2011 versus 4,445 Fall 2010, an increase of 105 students.

Objective 2.3: Achieve and maintain appropriate enrollment levels in the graduate and professional programs to meet program capacity goals.

Progress

Financial Aid

- Designed brochures and other promotions for MSN and Certified Registered Nurse Anesthetists (CRNA) programs.
- Weekly funnel reports have been established and reported. Several graduate recruitment meetings were held as well as discussions at the department level and at academic council.
- Develop and implement annual recruitment and marketing plans.
 - Graduate programs submitted recruitment plans but a comprehensive plan was not developed.
 - A comprehensive marketing plan will be developed in Fall 2010. The marketing department works with each individual dean for marketing and advertising needs.

DeBusk College of Osteopathic Medicine (DCOM)

- Matriculated 182 Doctor of Osteopathic Medicine (DO) students July 30, 2011 (Class of 2015).
- Matriculated 92 Physician Assistant (PA) students May 14, 2012 (Class of 2014).

Objective 2.4: Achieve and maintain appropriate enrollment levels at the J. Frank White Academy (JFWA) to meet program capacity goals.

- Increase enrollment to 100 students by 2013.

Progress

- Fourteen seniors graduated on May 19, 2012.
- Retention rate from 2010-2011 to 2011-2012 is 85.9%
- This year, one 7th grader transferred to public school , one 8th grader transferred to public school, one 8th grader moved with family, one 11th grader left for health reasons, and one 7th grader enrolled in January
- 13 students attended Preview Day. Seven of those 13 students applied. .
- We have a prospect database of 56 with 40 of those being solid prospects. In addition to the applications on file, we have 3 - 5th grade prospects, 5 - 6th grade, 2 - 7th, 1 - 8th, 1 - 9th, 2 -10th and 2 – 11th who we expect will apply.

- Admissions contacted 3 area private schools for prospect information. We held an open house and conference session attended by 38 JFWA families in fall 2012. 92 guests attended Our Fall 2012 Science Fair Fall 2012.
- Our office has had 40 office visitations from prospective students.
- JFWA maintains public contact through numerous community service activities and the support of University Advancement with billboards, frequent press releases, etc.
- Enrollment trends:
 - 69 students were enrolled in 2003-2004;
 - 78 students were enrolled in 2004-2005;
 - 74 students were enrolled in 2005-2006;
 - 68 students were enrolled in 2006-2007;
 - 75 students were enrolled in 2007-2008;
 - 92 students were enrolled in 2008-2009;
 - 95 students were enrolled in 2009-2010;
 - 84 students were enrolled in 2010-2011;
 - 76 students were enrolled in 2011-2012; and
 - 81 students are currently enrolled for 2012-2013 (July 2012).
- Continue to work with University Advancement to enhance scholarship opportunities for students.
- Continue our part-time program for homeschooled students.
- Explore the addition of middle school athletic participation for Academy students in grades 5-7.

Objective 2.5: Improve the persistence and progression rates for students in undergraduate, professional and pre-professional programs.

Office of Student Services

- The University will improve first-time, full-time freshman fall to fall retention rate to at least 75% by 2013.
 - Fall 2010 to fall 2011 retention rate for First time, full time freshman was 71 percent (233/330).
 - Fall 2009 to fall 2010 retention rate was 62 percent.
- Improve overall undergraduate retention rate to at least 72% by 2013.
 - Fall 2010 to fall 2011 retention rate was 73 percent (966/1330).
 - Fall 2009 to fall 2010 retention rate was 58 percent.
 - Fall 2008 to fall 2009 retention rate was 54 percent.
- Improve the 6 year graduation rate to at least 51% by 2013.
 - 6 year graduation rate for the 2005 cohort was 52 percent for Associates and Bachelors. (49 percent for bachelors).
 - 6 year graduation rate for the 2004 cohort was 36 percent.

Progress

- Established the Student Services council with Extended Learning Site Coordinators

- Discussed areas of improvement in regards to Student Activities and Career Services.
- Implemented Activities at the Cedar Bluff Site and Corbin Site.
- Residential life satisfaction inventory was administered in fall 2011 and spring 2012. Improved satisfaction levels occurred in the areas of wellness initiative, residential hall safety, visitation times, security personnel, campus lighting, and alcohol policy promotes positive learning. Adequate parking showed no improvement again.
- SGA and student activities surveyed students to determine what students perceive as necessary to improve living and learning
 - Survey results will be used to make improvement in the quality of life and learning across all sites. The results revealed an increase in the need for wellness activities.
- Determine what academic success programs are benefitting students and measure outcomes or collect appropriate data (tutoring and end of course grades)
 - Tracking / Contacting – Students with multiple Ds/Fs. Ran reports of percentage of students by course that received Ds and Fs at midterm and finals. Identified courses students have difficulty passing and developed a plan to provide supportive strategies to these courses. Emails and hardcopy notifications were sent to all students receiving Ds and Fs as a part of the early warning system.
 - Enhanced tutoring, fall 2011, 8 general tutors (3 volunteer tutors) conducted 271 hours of tutoring. For spring 2012, 6 general tutors conducted 227.5 hours of tutoring.
 - Meetings (regular or single meetings) were held with 75 students on academic probation / referred / pinpointed academic counseling.
 - Out of the one hundred and sixty (160) participants served during the fall 2011/Spring 2012 semesters by the Student Support Services (SSS) program, 79% were in good standing with the University. 28% actually completed degree requirements within six (6) years of their initial enrollment and graduated from Lincoln Memorial University. SSS retention for the fall 2010-Fall 2011 year was 62%.
- The Student Success Committee met and worked on creating a top 5 action list from various surveys. Several members were seeking input from students for the same action list.
- An academic advisors workshop was offered to faculty during August 2011. This included review and discussion of several case studies along with some role playing and discussion relevant to academic advising. At least 2 new faculty members attended these sessions which were planned and facilitated by Dr. Jarstfer.
- Exploring mandatory, practical training and discussion needs to happen for all faculty who serve as academic advisors. Annual academic advisor evaluation needs to happen each April so that the results can be included in annual evaluations of faculty members.
- For New Student Registrations, meetings prior to advising have provided a place for consistent guidance, up-to-date general education rules, and reminders about

forms and processes. A person has been available in the registration line to help with schedule problems which seems to have resulted in happier new students and families.

- The Office of Counseling worked with the UACT Strategies for College Success class in regards to Alcohol and Drug prevention, College Life Transitioning, Sexual Assault Prevention.

DeBusk College of Osteopathic Medicine (DCOM)

- LMU-DCOM held its graduation ceremony on May 12, 2012. One hundred fifty one (151) candidates were recognized.
- Class of 2011 Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Licensing Exam results:
 - COMLEX Level 2 CE: As of May 30, 2012, 92.1% of students in the Graduating Class of 2012 have passed. All remaining students are currently scheduled to take the exam.
 - COMLEX Level 2 PE: As of May 30, 2012, 96% of students in the Graduating Class of 2012 have passed. All remaining students are currently scheduled to take the exam
 - COMLEX Level 1: As of May 30, 96.7% of students in the Class of 2013 have passed to date.
- Thirty nine (39) students are enrolled in DO/Master of Business Administration (MBA) track.
- Osteopathic medical student placement in residency programs:
 - 25.2% in Appalachian region
 - 74.1% outside Appalachian region
 - 61% in Primary Care
 - 33% in Specialty Care
- Osteopathic medical students, PA students and faculty participated in community outreach and healthy promotional activities through club sponsorships. A short list of activities include: 1) sports medical physicals, 2) Relay for Life, 3) Community blood pressures, 4) 1,012 patient contacts Rural Area Medical (RAM) event – DO, PA and DCOM faculty saw 207 of these patients, 5) Fall festival community outreach, 6) MedWar, 7) Haiti medical missions, etc.

Objective 2.6: To increase the percentage of students using student services and increase the success rates of students.

Office of Student Services

Progress

- Create a sense of community among students.
 - The Student Government Association increased their involvement in the campus community by writing bills for campus improvement. Greek Life

has grown to above 75 members. Intramural and Student Activity numbers were up from the previous year.

- Implemented activities for commuter students (Commuter Appreciation Day, Activities at Extended Sites, etc.)
- Improve the overall campus life experience for students.
 - Implementing a Bicycle Friendly Campus.
 - 20 bicycles purchased in spring 2012!
 - Hosted Wellness Initiative, fall 2011-Spring 2012 - IronABE Competition!
 - Student Services has developed a proactive approach through new initiatives and improved programming to develop working relationships with the students from the outset of their academic career. The goal is to promote services that students can utilize throughout their years of study.

Housing and Residential Life

- Fall-2011: A total of 94% of students returned to campus housing (488/520).
 - Within the first four (4) weeks of the semester, the Director of Residential Life checked residential student enrollment figures. Five hundred and twenty (520) residential students were eligible to return to the university. Of those eligible students, 488 or ninety-four percent (94%) returned for the Fall-2011 semester. Four hundred four (404) new residential students were added this semester. The number of housing students for the Fall-2011 semester was 892 LMU students.
 - The survey will be given during spring 2012.
 - The records maintained by the Director of Residential indicate that eight hundred and fifty-seven (857) maintenance/housekeeping requests were submitted.
- Spring-2012: A total of 89% of students returned to campus housing (784/877).
 - Within the first four (4) weeks of the semester, the Director of Residential Life checked residential student enrollment figures. Eight hundred seventy-seven (877) residential students were eligible to return to the university. Of those eligible students, seven hundred and eighty-four (784) or eighty-nine percent (89%) returned for the Spring-2012 semester. There were thirty-one (31) new residential students added this semester. The number of housing students for the Spring-2012 semester was eight hundred fifteen (815) LMU students, plus thirty (58) Kanto students, for a total of eight hundred and seventy-three (873) students in housing.
- Housing survey for satisfaction given for the spring 2012 semester.

- Received a total of 438 completed surveys were returned from the 815 (54%) \
- The records maintained by the Director of Residential Life indicate that four

	Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Used
RLS is concerned about me	58%	16%	23%	3%
My resident hall is safe and secure	81%	18%	2%	0%
Visitation hours are reasonable	50%	31%	16%	3%
I support the smoke-free policy for all campus buildings	82%	13%	2%	2%
Living conditions in the Residence halls are comfortable	55%	36%	9%	0%
Campus wide no alcohol/drug policy	68%	21%	9%	2%

- Hundred and sixty (460) maintenance/housekeeping requests were submitted.
- The director of Student Life recorded both the title/type and participants of each activity during the year. Student Activities totaled 5,829 students participating. In years past this number has included High Adventure, Intramurals, and Weight Room usage. That would make the 2011-12 combined number of individual participations 12,035.
- The Office of Student Services sponsored 15 activities to enhance varsity athletics and 6 activities to enhance campus dining services.
- 16 student organizations sponsored activities during fall 2011 and spring 2012.
- The aquatics program serviced 8799 duplicated persons during fall 2011. The pool was closed from Dec. 2011-May 5, 2012 for renovations. Those using the pool included internal and external community members.
- Provide student support services to extended learning sites.
 - Student support staff is represented at the majority of extended learning site orientations.
 - Counseling services are available to extended learning site students as are ADA services
 - The Executive Director of Financial Aid did rotations at several of the extended learning sites.
 - Career Services- extended learning site visit (Cedar Bluff) limited to one per month or by request due to travel budget cuts. Visited Corbin campus 3 times.
 - Students Activities- extended learning site visits to Cedar Bluff campus once a month.
- Provided support to student organizations for leadership development.
 - All 16 student organizations have advisors and a small budget to provide for leadership development.

- Many of the organizations attend state-wide conferences, specifically SGA.
- Provided an active Career Services Office.
 - Conducted one spring Career / Job Fair. 15 regional businesses (down from 21) / 8 (down from 13) LMU schools or departments as vendors. Conducted in Campus Center. Did not conduct Fall Career Fair at Cedar Bluff due to small response. Assisted students with resumes, cover letters, applications, interviewing skills, internship searches. Receiving regular job openings / regular correspondence from 67 regional businesses.
 - All New Student Survival Weekend (NSSW) participants in August 2011, received presentation information relating to Career Services during the Academic Presentation portion of the weekend.
 - Career Services related question regarding Residence Life Satisfaction Inventory: “The Career Services Office provides me with regular information on career advice and job openings”: N=90, Very Satisfied: 17, Somewhat Satisfied: 18, Not Satisfied: 8, Not Used: 47.
 - Kuder Journey licensing renewed Fall 2011 (third year). 158 profiles established during academic year. Assisted walk-ins / appointments with assistance. Career / Job Fair advertised as opportunity for learning about field from expert advice. Purchased nine graduate entrance exam prep texts for Career Services library.
 - Fall 2011 Community Service-559 students participating with a total of 8435 hours.
 - Spring 2012 Community Service- 267 students participating with a total of 3055 hours.
- Honor’s Program
 - Honor’s housing is now established in Dishner Residence Hall for the Honor’s program.
- ADA Office
 - The ADA compliance officer provided accommodations for all students requesting such services for Fall 2011 and Spring 2012. Follow-up meeting were held with all students requesting ADA services to ensure their needs were met.
 - The ADA Coordinator met with/counseled 83 students periodically throughout the Fall and Spring to monitor progress.

Duncan School of Law

- Career Services offered programming on writing resumes and cover letters, interviewing, judicial clerkships, starting your own practice, and academic writing events. Separate programs were offered for both full-time and part-time students to avoid time conflicts for some presentations.
- Career Services offered career counseling and resume review for students in preparation for placement opportunities.
- Career Services worked with LMU Alumni Services to create a database of LMU Alumni for potential placement opportunities.

- Career Services organized a spread sheet, tracking student employment, placements, and desired placements.
- Career Services developed a student placement survey that was implemented in fall 2011, intended to track employment status, employers of DSOL students, quality of employment experience, and type of employment. This was updated in Spring 2012.
- Career Services continued developing a database of state and federal judges to track contact information and whether the judges utilize law clerks.
- Career Services maintained a Career Service Bulletin Board to advertise new placement opportunities and provide career development tips.
- Career Services continued to build a career resource publication library housed at DSOL.
- Career Services has produced resume, cover letter, interview, and networking resources for use on the TWEN page and in a handbook for Career Services.
- Career Services has identified and subscribed to four (4) online law-related career resource websites, covering public policy, government, and non-profit placement opportunities.
- Career Services established contact with the Knoxville Bar Association's Barrister Law School Outreach Committee to plan for 2012-13 events, including a mock interview program.
- Career Services met with representatives from local firms resulting in placement opportunities.
- Career Services maintained a presence at all Knoxville Bar Association Lunch and Learn networking functions as well as special events and the Law Expo.
- Career Services worked to create updated contact information on local and regional legal organizations.
- Career Services continued developing a legal employer database for use in marketing and email campaigns.
- Career Services created student and employment information for the updated website.
- Career Services created a job posting form available on the DSOL website to allow employers easier access to post placement opportunities.
- Career Services developed an on-campus interview (OCI) policy for students and hosted the first firm OCI in Spring 2012.
- Career Services and Financial Aid co-hosted and developed a series on "Hanging your own Shingle" for students who are interested in owning their own practice. The series will continue through the 2012-13 school year.
- Career Services piloted Symplicity for students and employers Spring 2012. More work is needed to ensure that students are able to use it effectively. The Law School added two new paid parking options and continued to offer offered two free parking options located within a reasonable distance from the Law School.
- Recycling services were implemented in July 2011.
- Shredding services were implemented in July 2011.
- Towing services were implemented in January 2012.
- The new security company began providing services in August 2011.
- Security services were increased with two guards being provided for periods of time when classes were changing in the evening.

- The Office of Student Services hosted a Halloween Party, Homecoming Corn hole Tournament, State of the School, and Spring Picnic during the 2011-2012 academic year. All events were free to the students and were scheduled at times when all students could participate.
- The Student Bar Association hosted a Welcome Back Bowling Event and a Barrister's Ball for all students, staff, and faculty during the 2011-2012 academic year.
- The Federalist Society and Family Law Society both hosted presentations from the outside legal community for the benefit of all students, staff, and faculty. The Mock Trial Team and Moot Court Team both hosted internal competitions wherein they utilized members of the legal community to judge competitor performance.
- The following student organizations were developed during this academic year: Women of the Law, Equality Under the Law, Criminal Law Society, Appalachian Outdoor Society; and Immigration Law Society.
- The Student Bar Association is funded through a student organization fee collected with tuition and funded to the organization each semester.
- All other student organizations obtained monies for their individual organizations through funding requests to the SBA, fundraising, and/ private donations.
- The Law School hosted thirteen (10) professional series events during the 2011-2012 academic year.
- The Law School hosted the Supreme Court, the Knox County Circuit Court, and the Board of Professional Responsibility for special off-site docket days during the academic year, two of which counted as professional series events.

Extended Learning Site Services

- Facilitated student support services at extended learning sites.
- Career Services presented a job search strategies/ resume writing workshop at Cedar Bluff in Fall 2011.
- Maintained a regular schedule throughout the academic year for student services at the Knoxville area extended learning sites. Visits were made by financial aid, student activities, career services, and the student accounts office.
- The Executive Director of Financial Aid did rotations at selected extended learning sites.

Objective 2.7: To provide appropriate student aid awards to eligible students.

Progress

Financial Aid

- Reassessed the Institutional Financial Aid practices/philosophy.
 - Reviewed and Revised the University's financial aid policy to remain consistent with the Mission statement and available resources.
 - The Noel Levitz model will be used in its entirety for the 2012-13 financial aid packaging for new and transfer students. We have just signed on for an additional 3 years with Noel Levitz financial aid packaging.

- Discount Rate for 2011-12 was 43%
- Increased Diversity Grant to \$3,000 for all students.
- Automated packaging.
 - This has been completed for all new first year and transfer students for the Fall Semester 2012-13. Because of the complexities of financial aid awarding, we will continue to improve this process.
- Sent all award letters via LMU email or Web Advisor.
 - New students received a paper introduction letter in the mail to notify students that their financial aid awards were available electronically.
 - Continued evaluation of how information is being provided for 2013-14 is being reviewed.
 - The number of financial aid packages prepared is monitored monthly.
 - As of May 2012, 1,370 packages were awarded
 - As of the end of May 2011, 1,609 packages were distributed.
 - As of May 2010, 1,434 packages were distributed.
- Improved interdepartmental communications.
 - Cross training of staff has occurred on various occasions to improve communication between faculty and staff.
 - Admissions staff uses Depth Sounding, the process of contacting the families of students who are being sent award letters, and is in full operation. This allows Admissions personnel to better communicate with families and understand how families perceive their financial aid award packages. This also entices Admissions staff to learn more about financial aid and how awards impact a student's decision whether or not to attend LMU.
 - Document imaging began in 2011-12 and improvements continue to be made. No new paper files are being created.
 - The staff is becoming more comfortable not working with paper.
- Continue to seek ways to service students as best as we can.
 - Identify ways to staff extended learning sites for financial aid
 - Financial aid has provided consistent service to the Cedar Bluff, Corbin, PRMC and Blount extended learning sites throughout the year.
 - Continue to listen and respond to concerns from faculty/staff regarding service to students.

Duncan School of Law

- The Law school to aggressively recruit students is offering merit scholarships based on LSAT scores (approved by the Board of Trustees in May, 2012), for incoming students.
- The TN Judicial Conference Foundation, the National Association of Women Judges Equal Access to Justice, the TN General Sessions Judges Conference and ALTRUSA has cumulatively sponsored \$4,500 worth of scholarships awarded to DSOL students.

STRATEGIC GOAL 3:
Strengthen planning, budgeting and assessment.

Objective 3.1: To use the Institutional mission statement as the foundation for all planning, budgeting, and assessment processes.

Progress

Finance

- The Institutional Strategic plan was reviewed to reflect changes in academic programming and instructional site development, assessment results and budget considerations.
- The mission, goals and objectives of the colleges, divisions, departments and units were determined to be aligned with the Institutional Mission Statement and Strategic Plan. As mission statements for new programs were developed, particular attention was devoted to ensuring their alignment with the Institutional mission.
- Each educational program and administrative unit documented changes and improvements based on assessment results and completed Prior Year Improvement Forms to record progress during 2011-12.
- Budgeting for all units and the Institution demonstrates alignment with the Institutional mission, goals, objectives and strategic priorities.
- LMU's mission served as the basis for all planning, budgeting and assessment practices during the 2011-12 academic year. Institutional and unit planning, budgeting and assessment activities reflect alignment with the Institutional mission statement and the Institutional and strategic goals derived from and supportive of the Institutional mission.

Objective 3.2: Prepare a balanced fiscal year operating and cash flow budget annually for Board of Trustee approval.

Progress

Finance

- The Budget Committee (President's Cabinet), as a part of its ongoing review of institutional performance, evaluated all areas of the Institution to determine the optimal application of institutional funding. This evaluation, coupled with the Institutional strategic plan, informed the development of departmental pro formas, which were consolidated into an institutional pro forma. This document was then further refined into a balanced budget which was proposed to the Board of Trustees and adopted at a regular Board meeting. This process continues to improve coordination and planning, resulting in significant improvements to overall budget development.
- Each budget officer prepared annual budget requests consistent with their approved pro forma and in keeping with individual unit plans and strategic priorities. These budget requests were submitted for consideration by divisional vice presidents.

- Budget Committee members (Vice Presidents) reviewed all budget requests and departmental, divisional and institutional evaluation results as part of their decision making related to the allocation and reallocation of resources consistent with the strategic plan.
- The Budget Committee considered institutional priorities, goals and objectives from the institutional strategic plan in the development of the new fiscal year budget.
- The Budget Committee developed and proposed a balanced budget and cash flow projection for the President for further consideration by the Board of Trustees.
- The President presented the balanced budget and cash flow projection to the Board of Trustees for approval.
- Budget officers were made responsible for effective communication for their area during the budget process and ongoing review of revenues and expenses to ensure the financial results meet or exceed expectations.

Objective 3.3: To prepare a rolling ten year operating budget pro forma that reflects strategic institutional priorities, including both academic and capital initiatives.

Progress

Finance

- The Budget Committee evaluated the current five-year pro forma considering the University's recent financial history and trends.
- Budgetary assumptions were developed using expense and revenue trend data, as well as available projections of future developments in the market.
- Institutional research trend analysis was utilized to determine a realistic estimation of enrollment and expense needs for each program for the five year revenue projections and operating budget to reflect institutional priorities.
- The President presented the five year operating budget to the Board of Trustees and received their approval.

Objective 3.4: To provide budget for debt service, strategic initiatives and contingencies.

Progress

Finance

- The Budget Committee approved the inclusion of an expense line for Strategic Initiatives/Contingencies and Debt Service in the 2012-13 budget to cover new programs approved by the Board of Trustees as well as unplanned costs as approved by the President.
- The Board of Trustee approved budget for 2012-13 includes an expense line for Strategic Initiatives/Contingencies to cover new programs approved by the Board of Trustees, unplanned costs as approved by the President and to provide incremental funding for any outstanding debt service obligations.

- Forecasts for operating revenues and expenses, as well as cash flow, were developed for the University financials. A systematic forecasting process to include the individual departments is in process.

Objective 3.5: To enhance budget management.

Progress

Finance

- Budget process for the 2012-2013 budget cycle continued to include all fiscal managers.
- Each fiscal manager completed a budget package for their area which included operating expenses, new hire expectations and capital requirements.
- Reviews of these budgets were initially completed between the fiscal manager and their Budget Committee member (Cabinet/VP) followed by meetings with Finance.
- Statistical data, where possible was utilized to verify the appropriate allocations of University resources.
- The submitted balanced budget was reviewed and approved by the Budgeting and Planning Committee prior to submission to the Board.
- While enhancement of budget management was successful during 2011-12 as evidenced by a growing positive year-end position over the prior year, specific programs and processes will continue to be created in the coming year to support this objective.
- For the fourth year in a row, LMU has ended the fiscal year with a positive year end position over the prior year.

Objective 3.6: To plan and budget for resources appropriate to support Lincoln Memorial University as a Level V institution and support expanded research at Level VI.

Progress

Finance

- University Research Committee membership was revised to include all deans.
- Strategic objectives were created to provide focus in increasing the amount and breadth of scholarly activities.
- The definition of research was revised to affirm the diversity of scholarly activities and encourage creative scholarly activity trajectories for new faculty members.

Duncan School of Law

- The Dean acquired funding for full-time faculty members' CLE and licensing dues.
- The Dean has increased professional development funding for full-time faculty members.
- The Law School awarded scholarly research stipends in summer 2012 and is committed to award stipends in summer 2013.
- The Law School has both a pool of students under the supervision of the Faculty Services Librarian and faculty selected research assistants who also are under the supervision of the Faculty Services Librarian.

Objective 3.7: To make data driven decisions.

Progress

Finance

- Processes for making essential data available to decision makers continued to be improved during 2011-12. However, there is a need for further improvement in this area.
- Vice Presidents evaluated progress on strategic goals based on assessment and provided progress reports indicating the level of achievement of those goals.
- Financial reporting areas were further defined to allow more granular visibility into our revenues and expenses thereby increasing opportunity for more data based decisions by function.
- Revenue budgets for 2012-13 were created in a way to allow for semester, program or extended site financial reporting.
- Feasibility studies and pro formas were developed concerning major program initiation decisions (i.e. Math and Science building/proposed College of Veterinary and Comparative Medicine) that incorporated consideration of institutional capacity and market analysis.
- Careful attention was given to fulfilling the requirements of the Southern Association of Colleges and Schools-Commission on Colleges' Substantive Change requirements when initiating new programs or teaching sites.
- All unit level Outcomes Assessment reports for 2011-12 indicate use of data in decision making.

Duncan School of Law

- The Law School participates in the Law School Survey of Student Engagement.
- The Law School requires faculty to use TurningPoint Questions in every class.
- The Law School does a programmatic survey in the Fall and Spring.

Objective 3.8: To document status of strategic goals in an annual progress report.

Progress

Finance

- Each revision of the Institutional Strategic Plan includes a progress report for each strategic goal from the previous edition.
- The annual President's Report to the Board of Trustees (2010-11) included material related to fulfillment of institutional strategic goals.

Duncan School of Law

- The Law School engaged in an annual law school strategic planning retreat and updated the Law School Strategic Plan 2012-2017.

STRATEGIC GOAL 4:

Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites.

Objective 4.1: Provide for the development and use of the physical resources of the Institution.

Progress

Facilities

- Updating of campus mapping (GIS system).
- Review and update of campus lighting (ongoing) to implement energy efficient lighting.
- Implemented preventative maintenance schedule for HVAC on campus.
- Remodel of Sigmon Communications and evaluation of equipment.
- Upgrading of water filtration system/back up operator added.
- Monitoring of water usage.
- Implemented departmental weekly meetings with operations to review work orders and plan effectively.
- Updated RD apartments in Liles/West and sorority housing upgrades.
- City Park upgrades to playground equipment.
- Cumberland Gap Convention Center upgrades.
- Review of contract services (custodial) at DSOL and Cedar Bluff.
- Maintenance representative at Knoxville locations.

Duncan School of Law

- The Law School added one (1) additional classroom.
- The Law School outfitted two (2) additional faculty offices with furniture.
- The Law School added new space for the Law Review.
- The Law School updated and/or replaced HVAC units throughout the Building.

DeBusk College of Osteopathic Medicine (DCOM)

- LMU-DCOM American Heart Association Training Center hired another full-time coordinator to administer Basic Life Support (BLS), Advance Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS). Two full-time coordinators are now employed. Over 800 students were carded or renewed this past year. Over 100 community members were also carded through the LMU-DCOM AHA Training Center.
- Completed monthly meetings, planning and equipping of new math and science building in preparation for new class size – to open Fall 2012.

Objective 4.2: Provide a healthy, safe and secure environment.

Progress

Facilities

- Implemented OSHA online for easy access in the event of an emergency. Trained key individuals including Security.
- Provided First Aid/Respirator Training for Security Staff and key maintenance staff.
- Inaugurated LMU Campus Police and Security
- Hired Risk and Insurance Manager
- Created Lockdown and Use of Force Policy
- Provided Access Control for Liles and West
- Installed Safety Phones for residence halls
- Conducted Fire and Safety inspections
- Updated Evacuation Plans
- Reviewed and Updated of Health and Safety Manual
- 911 address review and dispatcher training??
- Installed Security cameras at City Park
- Implemented opening and closing hours for City Park.
- Review of campus smoke and fire with updates to Tex Turner, Sigmon Communications, Water Plant, Pace House, Schenk Center, Duke Panel, and Grant Lee Additions.
- Implemented Access to student ID's through Ellucian for visual identification for Police/Security.
- Safety and Blood Borne Pathogens training for maintenance, custodial, and grounds.

Duncan School of Law

- A new security company, Kendall Investigations, was hired and started in August 2011. 86% of students surveyed indicated an improvement in services.

DeBusk College of Osteopathic Medicine

- The LMU-DCOM outpatient service has provided health care to 8,489 patients.

Objective 4.3: Enhance and sustain the Institution's Human Resources.

Progress

Human Resources

- Approval obtained to add ING as a retirement option.

- Customer service training provided to 60 LMU participants.
- University benefits reviewed.
- Outside audit of TIAA-Cref Retirement Plan performed.
- Human Resources one day a month at Knoxville locations.
- Participated in two Job Fairs.
- Employee computer terminal added to maintenance, housekeeping and grounds area.
- Director of Human Resources named to TN-CUPA-HR Board.
- New hiring process implemented with more emphasis on approvals housed in Human Resources.
- Ellucian review of the Payroll and Human Resources modules implemented.
- Investment Committee for the LMU Retirement benefit established.
- Human Resources Committee established.
- HR representation at Knoxville locations.

Duncan School of Law

- The Law School is adding an Assistant Career Services Director.

STRATEGIC GOAL 5:
Ensure effective and efficient use of technology.

Objective 5.1: Plan and budget to maximize the effective and efficient use of available resources.

Progress

Information Services

- Procured and managed maintenance agreements for infrastructure hardware to assure reliability
- Procured annual software assurance for academic software
- Replaced T1 connections for SMMC, Corbin, to lower cost and improve performance
- Replaced DS3 45 M DIA to 200 M Sunset Communications fiber connection to cut service cost by 50%
- Worked within budget guidelines to complete 92% of IT projects
- Negotiated agreement with CDWG in conjunction with the TICUA agreement to eliminate shipping on all orders with CDWG estimated savings 23000.00.

Objective 5.2: Provide and maintain technology infrastructure.

Progress

Information Services

- Automated real-time user account creation
- Migration of all student email accounts to Live@EDU Total 14000 students moved
- Migration of all faculty and staff to Exchange 2010
- Upgrade of Avaya Core Switch to 8800
- Upgrade of all campus edge switching to support POE+
- Implemented user account self-service for changing or resetting passwords
- Maintained export file process for graduating student data to the iModules alumni community database
- Implemented DCOM supplemented online admission application
- Implemented DSOL online application
- Implemented HR online application
- Added Synoptix financial reporting software
- Upgrade of Pathway to SharePoint 2010
- Created more than 1300 reusable Informer reports for various departments across campus
- Updated and maintained CBORD Odyssey system to support ID cards and door access
- Performed semester end/semester start maintenance of CBORD Odyssey database for student meal plans
- Updated Ellucian Recruiter

- Added virtualized servers, currently manage 82 virtual servers, 14 blade servers and 2 traditional Windows servers
- Upgraded enterprise level NetApp storage, currently provide 164 terabytes of storage with point in time snapshot data protection
- Migrated 14 Knoxville printers to Windows 2008 print server
- Configured and implemented PRTG Network Monitoring
- Configured and implemented enterprise data protection backup utilizing FalconStor's File-interface De-duplication System (FDS) solution
- Redundant SonicWall Enterprise firewall solution installed and configured for high availability.
- Expanded Aruba Wireless solution to support
 - Kresge Hall
 - Pace House
 - Tex Turner Arena Locker Rooms
 - Organic Garden Building
 - Farr Hall
 - Avery Hall
 - Press Box
 - University Inn
 - Mars
 - Lee
- Procured and installed smart classroom technology
 - JFWA room 100, 200b 303
 - Farr Hall room 204, 205, 304
 - Avery Hall room 108, 224, 218
 - Mary Mars Gym
 - Tex Turner Arena
 - Schenck room 106
 - BusEd 213
 - CMRC conference room
 - Tennis Building classrooms
- Expanded existing Adobe Connect Pro hosted web/video conference service

Duncan School of Law

- The Law School purchased Doceri to allow faculty with iPad's to connect to the classroom technology.

DeBusk College of Osteopathic Medicine (DCOM)

- All course exams are securely administered electronically utilizing student tablet PCs.

Objective 5.3: Provide training opportunities for faculty, staff, students, and technology support staff.

Progress

Information Services

- Provided training to new incoming DCOM students.
- Provided training to new incoming NA/FNP students.
- Provided training to new incoming PA students.
- Provided training to new incoming DSOL students.
- Trained additional administrative users in the use of the Informer reporting product.
- Trained security staff on Avigilon security camera software.
- Trained Finance staff on Synoptix financial reporting software.
- Provided basic training/orientation on email, wireless access, network login, and printing to support EdD students.
- Provided onsite tech support for sessions of nursing ERI online testing at Cedar Bluff and Harrogate campuses.
- Completed upgrades on all video conferencing appliances.
- Upgraded TMS to support automation of video conferences.
- Provided tech support for 87, 2-way internal video conferences.
- Provided tech support and scheduling for 56 external video conferences.
- Replaced 87 Desktop systems that were 3 years or older.
- Replaced 54 Laptop solutions that were 3 years or older.
- Replaced or added 37 computer lab workstations or laptops that were 3 years or older.
- Re-designed LMU IS Helpdesk to provide more self-service options.
- Provided chat function to IS helpdesk for immediate service.

Duncan School of Law

- Technology training is incorporated in the annual faculty training.

Objective 5.4: Provide user support for technology services.

Progress

Information Services

- Performed routine network monitoring of LMU's switched network for performance and high availability
- Performed routine maintenance, firmware upgrades and monitoring of LMU servers for performance and availability

- Performed routine maintenance, firmware upgrades and monitoring of LMU's hardware appliances to assure security, optimum performance and high availability
- Performed routine maintenance, firmware upgrades on 64 Windows Servers
- Maintained timely updates on over 1763 Windows workstations (faculty, staff and students)
- Maintained and verified timely and valid backups of the Ellucian systems on a daily basis
- Maintained and verified timely and valid backups of email, mission critical SQL and Oracle databases

Objective 5.5: Plan and implement necessary resources and services for radio/television stations.

- Persistent updating of the physical facility.
- Renewal of AM/FM License.
- Live coverage of campus events.
- Hired news writer and editor.
- Implemented news broadcast on radio/TV/campus TV.
- Sigmon Communications presence at area events.
- Implemented Facebook page.
- Updated websites.
- Marketing of television and radio/easily recognizable (one logo).
- Rewire of station continued.
- Public File Update.
- Hired Consultant for equipment review and update.
- Reduced downtime for AM/FM/TV.
- Secured towers/appropriate signage.
- Increased streaming of campus events.
- Continue to provide audio and video for University functions.
- Added Sound booth at Tex Turner Arena.
- Additional sports coverage.

Objective 5.6: Provide appropriate support for research initiatives at the University.

Progress

Information Services

- Supported Institutional Effectiveness in ABA electronic reporting needs for the Duncan School of Law
- Provided an in-depth analysis of financial aid data for the Common Data Set
- Upgraded Colleague system for all Federal regulatory releases
- Updated Institutional Effectiveness website to contain most recent institutional, state, and federal reports.

- Provided enrollment and financial data from the Colleague system to Institutional Research, Dean of Admissions, and Director of Financial Aid to support institutional, state, and federal reporting requirements

Strategic Goal 6:
Enhance resources.

Objective 6.1: Increase unrestricted donations through giving and alumni participation by building a broad base of annual support.

Progress

University Advancement

- Maintained best advancement practices with the University Advancement division and adhered to established fundraising code of ethics by Council for Support and Advancement of Education (CASE) and National Association of College and University Business Owners (NACUBO).
- Maintained all annual and endowed scholarship documentation, scholarship agreements and awarding criteria, and worked with the LMU Awards Committee to coordinate the annual Student Awards and Recognition Program. Also, worked with other campus offices to improve scholarship communication and accessibility to necessary scholarship financial information.
- Expanded planned giving outreach, including regular print and email donor communications. Researched planned giving topics using Crescendo Interactive resources and other training tools to develop increased competency for work with donors in the planned giving process. Crescendo Interactive products continue to be used on an ongoing basis, and plans for planned giving outreach and marketing are implemented throughout the year.
- Improved gift reporting and analysis, including alumni giving rates, donor segmentation, QualPro Multivariable Test (MVT) analysis and other metrics as required. Also, continued to improve our ability to track donor return on investment (ROI) by adding all points of donor contact (including visits, phone calls, correspondence, campus events, gifts and other items) as searchable, reportable elements within Colleague Advancement.
- Implemented calls to non-donors using outside vendor RuffaloCODY which is a professional calling company.
- Implemented fund raising education plan at all 11 extended learning sites with posters featuring alumni, friends and students.
- Achieved 100% participation in giving from the President's Cabinet and 100% participation from University Advancement staff.
- Achieved 75% participation in giving from the LMU alumni board as of May 31, 2011.
- Total giving in Calendar Year 2009 versus 2010 showed a 52% increase.
- Registered 1,731 people at LMU alumni events, including Homecoming, reunions and chapter activities.
- Established six new annual/endowed scholarships during 2010-11 with contributions of \$6,590.00.
- Increased undergraduate alumni participation rate to 6.61 percent (as of May 31) for fiscal 2010-11 (up from 6.46 percent in 2009-10).
- Increased active friends participation rate to 12.62 percent giving rate for fiscal 2010-11, as of May 31, 2011 (up from 11.31% in 2009-10).

- Expanded annual fund mailing response tracking throughout the year as part of QualPro MVT analysis.
- Completed five comprehensive phases of MVT analysis testing multiple annual fund, personal visits, Blue & Gray and President’s Reports and AlumniLinc Quick Fact email variables in fall 2010 and spring 2011.

Total Gifts Received per Time Period		
	Pre-MVT (12/01/08 - 11/30/09)	Post-MVT (12/01/09 - 04/30/11)
Annual Fund	\$ 88,718.25	\$ 133,193.86
Outright	\$ 871,513.87	\$ 1,881,894.56
Total	\$ 2,563,485.08	\$ 5,153,426.32
Monthly Average per Time Period		
	Pre-MVT (12/01/08 - 11/30/09)	Post-MVT (12/01/09 - 04/30/11)
Annual Fund	\$ 7,393.19	\$ 7,834.93
Outright	\$ 72,626.16	\$ 110,699.68
Total	\$ 213,623.76	\$ 303,142.72
Percent Increase from Pre-MVT to Post-MVT		
	Percent Increase	
Annual Fund	6.0%	
Outright	52.4%	
Total	41.9%	

- 187 full-time faculty and staff gave back to LMU in 2010-11 (a 40.6 percent giving rate).
- Established a calendar of stewardship and cultivation events to help create and broaden LMU-DCOM’s foundation for annual donor support.
- Held annual Dean’s VIP Reception at LMU-DCOM Spring Gala to steward and cultivate major gift prospects. Ninety-five (95) guests in attendance (11% increase).
- Created a calendar of annual solicitations for LMU-DCOM donors including White Coat Solicitation, End of Year Appeal, Last Year but Unfortunately Not This Year (LYBUNT) and Commencement.
- Implemented a thank-you call program for the Board of Trustees with 20 board members signing commitment cards.
- Instituted a thank-you call process for Dean of LMU-DCOM to help steward gifts of \$1,000 or more and develop major gift prospects from preceptor pool.

- Reinstated President's Luncheons during 2010-11, providing on- and off-campus opportunities for current and prospective donors to meet with Dr. Dawson with a future Women of Service component.
- Maintained a presence at the annual American Osteopathic Association (AOA) Convention (San Francisco) with intent to recruit faculty, potential students and create a tradition for LMU-DCOM alumni annual reception.
- Established inaugural LMU-DCOM Alumni Board of Directors with by-laws and meeting structure.
- Instituted a LMU-DCOM Alumni Giving program that rewards gifts of \$100+ with an alumni lapel pin.
- Created LMU-DCOM Alumni Fund and Preceptor Appreciation Fund according to alumni interest.
- Launched online alumni sub community for LMU-DCOM inaugural class registering 40% of the class in less than two weeks post-graduation.
- Created official LMU-DCOM Alumni Facebook group with 30% of the class currently connected.
- Maintained and increased following of LMU-DCOM Twitter (48 followers or 86% increase), LinkedIn (36 members or 20% increase) and Facebook pages (466 Fans or 126% increase).
- RotationsLINC e-newsletter to medical students on clinical rotations consistently had a 51% open rate (industry standard is less than 20%).
- Maintained quarterly newsletter for LMU planned giving donors as well as online newsletters.
- Maintained LMU Alumni Connection with news announcements and alumni events which included registration pages for all alumni activities.
- Implemented email marketing campaign to all alumni with the "AlumniLinc Quick Fact."
- Featured alumni each month on the LMU Alumni Connection with the "Alumni Spotlight."
- Began project of creating an LMU alumni directory.
- Began project of creating alumni e-newsletter to be distributed via the LMU Alumni Connection.
- LMU Alumni Connection new member registration up 99% with 236 new members.
- Florida chapter alumni event participation rate increased 29%. Lakeway chapter participation rate increased 59%. Southwest Virginia chapter participation rate increased 37%. Tri-Cities chapter participation rate increased 44%.
- Worked in conjunction with Career Services to host job fair at Cedar Bluff site and Harrogate campus with 145 total attendees and 58 employment vendors.
- Held "Meet LMU's 20th President" event in Townsend with 42 attendees.
- Coordinated LMU travel program with trip to the Bahamas with 55 attendees.
- Held alumni tailgate party at Tennessee football game at DSOL location with 60 attendees.
- Began coordination of LMU alumni golf tournament to raise funds for LMU alumni board Democrat Hollow project and other projects.
- Raised \$2,997 at silent auction during homecoming to raise funds for alumni board projects.

- Held homecoming event at Duncan School of Law (DSOL) and Cedar Bluff with 265 total attendees.
- Conducted prospect research on specific geographic areas, as well as special interest groups, in relation to alumni chapter meetings, development meetings and in researching guests for monthly President’s Luncheons.
- Annual fund solicitations were mailed quarterly as part of our MVT testing. LYBUNT/ Some Year but Unfortunately Not This Year (SYBUNT) mailings were mailed.
- Worked with the school of business and the school of education to solicit graduate and undergraduate alumni, as well as to promote new academic programs.
- Implemented and facilitated donations from alumni and friends by text message using MGive.com, and promoted through direct mail marketing, email, web and special events.
- Extended Site Services staff identified potential high profile community members at extended learning sites to participate in Women of Service.

Objective 6.2: Increase endowment participation by 5% annually for student scholarships, faculty development, research, endowed chairs, continuing education, physical plant and athletics (3.10.1—Principles of Accreditation).

Progress

University Advancement

- Total endowment giving has increased an average of 33.23 percent year-to-date over the past five fiscal years.
- Established two new endowed scholarship funds during fiscal 2010-11 with contributions of \$50,695.00.
- Coordinated LMU Student Awards Day Program, awarding 181 annual and endowed scholarships for a total of over \$310,000.00.

Objective 6.3: Market and promote the University locally, regionally, nationally and internationally by use of all electronic and non-electronic media sources to support current recruitment, retention and fund raising goals cited in appropriate departmental strategic plans, and to increase pride in the University (“Extended learning sites” include: Cedar Bluff, Duncan School of Law, Physicians Regional Medical Center (formerly St. Mary’s), Blount, Corbin, Middlesboro, Ducktown, Cleveland, Kingsport, Sevierville, Maryville, Morristown and all partnerships) (1.1 and 4.6—Principles of Accreditation).

Progress

University Advancement

- Extended comprehensive campaign to recruit students for the BSN program in Knoxville. Included print, television, web and radio ads.

- Promoted LMU-DCOM's appearance in *People Magazine* resulting in multiple follow-up stories in media from Knoxville to Toledo and a development deal for a documentary production.
- Followed June grand opening event for LMU-Cedar Bluff with branding campaign for newest extended learning site.
- Developed ad campaign to support DSOL, focusing on Knoxville market.
- Maintained LMU branding campaigns in Knoxville, Sevierville, Morristown and Kingsport.
- Promoted campus events in local media resulting in standing room only crowds for events like The Knoxville Symphony/Tree Lighting.
- Implemented the policy for posting information on LMU's electronic sign. Maintained up-to-date messaging on sign.
- Assisted with MVT campaign on leveraging national and regional PR for fundraising.
- Facilitated over 100 tours throughout the year to donors, alumni, executive guests, school groups and more thru LMU-DCOM.
- Continued branding efforts for the University Medical Clinic and its planned expansion in New Tazewell.
- Facilitated media interviews for faculty, students and administrators.
- Visited Knoxville media outlets to meet with news directors, assignment editors and higher education reporters. Established relationships that resulted in greater awareness of LMU and more frequent visits to LMU campuses for stories. Established Duncan School of Law as "go-to" place for legal experts during Judge Baumgartner controversy.
- Assisted with planning and execution of Inauguration gala.
- Developed marketing materials including post cards, tri-fold brochure and digital view book for Duncan School of Law.
- Assisted with printing of covers and spines for ABA documentation for DSOL.
- Worked with LMU-DCOM Graduation Committee to plan and execute successful inaugural class commencement. Facilitated placement of three feature stories on the event.
- Working with Physician Assistants (PA) Program Graduation Committee to plan and execute successful PA inaugural class commencement, to be held July 30, 2011.
- Promoted the University with over 230 press releases, 30 feature stories and 400+ individual recognition releases resulting in 1295 media placements worth over \$292,839 in ad value.
- Assisted with the promotion and launch of the internal portal, Pathway.
- Published first edition of LMU-DCOM Annual Report to coincide with LMU-DCOM inaugural class graduation.
- Published *Alumnus* magazine, *Blue and Gray* newsletter (two issues) and the President's Annual Report.
- Created tri-fold information brochures for the Management and Leadership Studies Program (MLP), energy management program, nursing (ASN, BSN, family nurse practitioner, nurse anesthesia) post-baccalaureate medical sciences program and larger brochures for green programs, med tech, education and business, and the athletic department golf tournament.

- Updated the admission view book, general search brochure, sophomore search and junior search brochures.
Developed brochures for EdD program concentration areas for online posting.
- Developed design for *Raising the Bar*, the newsletter written by the chairman of the board of trustees. Set up the newsletter for distribution every other month (six times per calendar year).
- Coordinated four photo days (two in fall and two in spring) for campus to build image library for use in publications and on the website.
- Created “LMUnews” account on Twitter to distribute all LMU press releases, news and accolades
- Created official LMU Facebook page which now has 1500+ followers.
- Created LMU Alumni Facebook page and Twitter account to communicate with LMU alumni.
- Developed guidelines of best practices with social media for campus units and departments.
- Expanded LMU image database on the image sharing site flickr.com.
- Created a print and web awareness campaign for National Philanthropy Day.
- Completed AlumniLinc Quick Facts which were emailed monthly.
- Successfully completed the 2010 Mountain Heritage Literary Festival to promote LMU’s literary history and to secure recognition within modern regional literature.

Extended Learning Site Services

- Co-hosted an LMU Homecoming celebration at Cedar Bluff with Alumni Services for Knoxville area students and faculty. This event was very well attended with over 160 attendees.

Objective 6.4: Continue aggressive fundraising to meet these identified fundraising priorities, including increased annual fund donor base; increased endowment fund; capital projects for facility construction, maintenance and improvement; flexibility to meet unforeseen needs, utilizing MVT in all areas to track outcomes and maximize return on investment (ROI). (2.11.2, 3.10.5- Principles of Accreditation)

Progress

University Advancement

- Major Gifts and Grants (\$25,000 and above) for Fiscal 2010-11:
 - 27 major outright gifts and grant disbursements for a total gift amount of \$1,844,117.91.
 - Total giving as of May 31, 2011: \$2,803,524.40.
 - Researched prospective donors to aid fundraising.

- Held regular President's Luncheons to facilitate interaction between Dr. Dawson and prospective donors and planned a Women of Service component for the Knoxville market.
- Foundation report:
 - 10% success rate for foundation proposals during 2010-11.
 - July 1-Apr 30: 71 proposals submitted.
 - 2 cross-campus proposals in process.
 - 0 research grants written.
 - 4 capital proposals submitted.
 - 1 undergraduate research grant submitted.
 - Pathways Team Site accessible to campus grant writers.
 - Director of Foundations maintains a regular meeting schedule with Office of Research, Grants, and Sponsored Programs (ORGSP) and LMU-DCOM for grant reporting, stewardship and communication.
 - Procedures followed in accordance with ORGSP.
 - Developed good relationships with most foundation program officers.
 - Conducted prospect research on specific geographic areas, as well as special interest groups, in relation to alumni chapter meetings, development meetings and in researching guests for monthly President's Luncheons.

Objective 6.5: Continue to utilize the Ellucian system in the most efficient manner to provide support for the University by accurately recording gifts and maintaining gift records and computer information (2.11.1 and 3.10.2—Principles of Accreditation).

Progress

University Advancement

- Over 3,100 gift records created in Colleague Advancement during 2010-11.
- Maintained library of over 140 Implemented Entrinsik Informer reports for University Advancement reporting needs.
- Expanded ability to track and report MVT outcomes in Colleague Advancement.
- Maintained and expanded planned gift tracking in Colleague Advancement.
- Supported University Advancement mailings, MVT projects and other fundraising initiatives with over 160 mailing lists and reports during 2010-11.
- Initiated the process of coding J. Frank White Academy alumni in Ellucian.
- Implemented Colleague Advancement Communication Management for system letter production and direct mail correspondence history tracking.
- Continued to support call report creation and reporting needs for gift officers.
- Continue to work with Direct Mail Services to maintain current addresses for all alumni and friends in Ellucian.
- Continued to maintain and update alumni and friend mailing records in a timely manner.

Objective 6.6: Participate in accreditation activities and planning through representative membership on committees addressing compliance with specific components of the *Principles of Accreditation: Foundations for Quality Enhancement* (2.5—Principles of Accreditation).

Progress

University Advancement

- Lincoln Memorial University is in compliance with Comprehensive Standard 3.2.12. The University's administrative structure, its Bylaws and institutional policy all ensure compliance with the comprehensive structure. Lincoln Memorial University's Gift Acceptance Committee comprised of the President, Vice President for University Advancement and Vice President for Finance has responsibility for the approval of all fundraising initiatives, campaigns and solicitations, as well as the policies and procedures that govern LMU's fundraising efforts. The Bylaws of the LMU Board of Trustees include the Charter of the Development Committee, including its purpose and responsibilities. The Vice President for University Advancement serves as a resource for the designated members of the Board of Trustees Development Committee and the Vice President for University Advancement reports directly to the President, as shown on the LMU Organizational Chart. As indicated by this reporting relationship, the President controls the Institution's fundraising activities and utilizes the expertise of appropriate professionals to advise her on matters related to fundraising.
- The Division of University Advancement supports the development and implementation of the University's Business Continuity Statement, as it relates to the Division of Advancement's efforts to maintain business functionality in the event of a disaster.
- The Division of University Advancement supports the development and implementation of the University's Quality Enhancement Plan to assist University-wide efforts to meet requirements set forth by the Commission on Colleges of the Southern Association of Colleges and Schools.

Objective 6.7: Enhance legislative relationships.

Progress

University Advancement

- Completed weekly phone conferences with the Director of Major Gifts and External Relations to keep abreast of legislative updates in Washington, Nashville and with our local legislators.
- Discontinued contract with lobbyist.
- Strengthened relationships with our elected representatives on the local, state, and the federal levels.
- Supported efforts to secure funding through federal dollars by building a strong relationship with Senator Alexander to award \$250,000 in fiscal 2009-10 and \$2 million for fiscal year 2010-11 for LMU green energy projects.

- Aided in securing a \$20 million loan from the USDA through our relationship with Rep. Peterson and others in Washington.
- Supporting efforts with Representative Clyburn to secure a \$4 million loan from Rural Electric Foundation.
- Completed 25 legislative contacts.

Duncan School of Law

- DSOL held a reception on June 19, 2012 for judicial and local political leaders.

Strategic Goal 7:
Assess and enhance University-wide research and scholarly activity.

Objective 7.1: INTEGRATION: To connect all development, improvement and implementation of University research and scholarly activity initiatives to the University mission, planning, budgeting, assessment and evaluation processes.

Progress

- URC Membership included each school or college Dean or the appropriate Dean's representative, the Dean of Research and Service, the Director of the Abraham Lincoln Library & Museum, as well as the Executive Director of the ORGSP.
- The URC met six times during the 2011-2012 academic year.
- The URC developed and submitted to the President Research Recommendations and Plans for all schools and colleges.
- The Proposal Routing and Approval form for grant submissions has been streamlined with signature requirements that will ensure deans and divisional VP's are informed of grant submissions in their areas.
- Self-reporting of research and scholarly activity continued to be encouraged by reporting such activity in ORGSP newsletter.
- ORGSP newsletter highlighting faculty research and scholarly activity is electronically distributed monthly to faculty through Pathway and the ORGSP website.

Objective 7.2: INFRASTRUCTURE: Foster the development and management of the centralized research and scholarly activity support services to optimize their utility, accessibility and their responsiveness to the campus and extended learning site research community.

Progress

- Worked with auditors when appropriate to ensure all policies and required documentation are in place to ensure compliance and the responsible conduct of research.
- The Collaborative Institutional Training Initiative (CITI) was implemented in January 2011 and so far 1,206 faculty, staff and students have been trained.
- The ORGSP has worked with faculty on several grants which include 8 undergraduate students doing research.
- The CMRC building is operational and occupied by 3 faculties for scientific research with undergraduate student participation.
- The field station at BFREE is fully operational with LMU faculty & students conducting workshops and research.
- LMU staff assisted in the preparation and submission of grant applications totaling \$15.5 million requested dollars in fiscal year 2011-2012.
- The total awarded dollars for LMU in externally funded grant support is currently \$5.3 million.
- In FY 2011-2012, 91 IRB applications were submitted and reviewed by the LMU IRB.
 - Two IRB workshops were provided for EdD students.

- Two workshops for faculty and staff on grant writing and post-award grant management were provided.
- Grants office staff attended two trainings during FY 2011-2012. One for research administration through NCURA and one for compliance through the Society for Corporate Compliance and Ethics.
- Grants office staff completed the NSF Survey for Research and Development at Colleges and Universities for 2010-2011 in April 2012.

Objective 7.3: FACULTY: Ensure adequate on campus and extended learning site faculty to initiate, grow and sustain both undergraduate and graduate level research and scholarly activities.

Progress

- Scholarly Work and Interest Site has been added to Pathway for self-reporting of current work, scholarly interests, association membership and community and university service.
- 44 Publications and 49 Presentations by LMU Faculty as listed by Schools and Colleges are as follows:
 - Arts & Sciences: 13 Publications & 19 Presentations
 - Business: 15 Publications & 10 Presentations
 - Allied Health: 4 Publications & 4 Presentations
 - Education: 4 Publications & 6 Presentations
 - DCOM & CSON: 8 Publications & 10 Presentations
- Mini-Grants were awarded by the URC to 8 Faculty members in the total amount of \$30,265.

Objective 7.4: FACILITIES: Identify the need for facilities that foster the development of research and scholarly activity and manage them to optimize their utility and accessibility to the University-wide community.

Progress

- A list of journals where faculty can publish their education research compiled by the Medical Librarian for the URC is available on the ORGSP website.
- Approximately 1.2 million dollars' worth of research equipment for the new Math & Science building is being purchased.
- Approximately 4700 sq. ft. of dedicated research space in the new Math & Science building is currently under construction. The building is scheduled for completion in July 2012.
- A Current Publications/Scholarly Work button was added to the ORGSP web menu for ease of access to those venues.

Objective 7.5: EVALUATION: To develop and implement an evaluation system that recognizes the importance of research and scholarly activity to the mission of the University.

Progress

- A database containing all grant and contract submissions has been updated and is stored in Pathway.
- A database of faculty scholarly publications continues to be maintained by the ORGSP.
- Faculty and staff receive a monthly newsletter from the ORGSP which details research and scholarly activity at LMU.

School of Allied Health and Sciences

Physical Education and Kinesiology

- 4 Presentations in Nov, 3 Presentations in May for a total of 7 presentation

Part II

Strategic Plan: 2013-2018

Strategic Goal 1:

Assess and enhance academic quality.

Strategic Goal 1: Assess and enhance academic quality.

Objective 1.1: Connect all development, improvement, and implementation of curricula and programs to the University mission and planning, budgeting, and assessment processes.

Strategies and Action Plans

- Proposals (including feasibility studies, adequacy of faculty, staffing plans, mission compatibility, and all budgetary implications) for accreditation substantive changes will go through the appropriate curriculum committee(s), program, departments, college, schools, division, and Academic Council and then be forwarded to the appropriate vice president for consideration and presentation to the President's Cabinet. The Institutional Effectiveness Committee will be informed after review/approval by the Cabinet and Board of Trustees.
- Each program will demonstrate evidence of assessment results and outcomes used to improve/support curricula, programs, compliance with accreditation criteria, and the annual budget process.
- Programs will use appropriate technology to document assessment results.
- Documented assessment results will be used to guide program improvement on a continual basis.

Responsibility: Program directors/coordinators, department chairs, deans, assistant vice president for Academic Affairs, vice president for Academic Affairs, and appropriate vice president.

Time Frame: Ongoing. Curricular changes will normally be completed by March 1, with inclusion in the new catalogs and the fall schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

Resources Required: Commitment of time; collection and analysis of data; and budgeted resources for program development, learning resources, assessment, appropriate technology, and accreditation processes.

Assessment: Annual review by program directors/coordinators, department chairs, deans, appropriate Institutional Research and Accreditation staff, and appropriate vice president, of budget proposals in light of departmental and program plans and needs identified by assessment activities and corresponding program outcomes.

Use of Results: To create, maintain, and document a connection among mission fulfillment, academic planning, and budgetary decision making as these relate to continued assessment and enhancement of academic quality.

Strategic Goal 1: *Assess and enhance academic quality.*

Objective 1.2: Create/revise/support academic programs linked to program assessments and University mission at the undergraduate, post baccalaureate and graduate levels at Harrogate and extended learning sites.

Strategies and Action Plans

- Consider and implement innovative approaches to instructional delivery and student learning, including but not limited to online/blended learning programs
- Continue the development and implementation of new academic programs including, but not limited to: continuing medical education (CME); graduate medical education (GME); Doctor of Veterinary Medicine, and additional undergraduate and graduate programs.
- Continue/begin investigation of new academic programs including, but not limited to: Doctor of Nursing Practice (DNP.); online Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program; Bachelor of Science in Special Education; Bachelor of Science in Childhood Education; Masters of Public Health (MPH); Master of Science in Professional Health Education; Bachelor of Science in Health Sciences; Master of Science in Biomedical Sciences; Doctor of Osteopathic Medicine/Juris Doctorate (DO/JD); Doctor of Physical Therapy; Master of Occupational Therapy; Bachelor of Science in Energy Science and Engineering; Healthcare Master of Business Administration (MBA); other healthcare related programs, e.g., administration of health care; and additional certificates in health care management, practice management, etc.; ; Doctorate in Business Administration; JD/MBA joint degree program; political science; undergraduate engineering; online MBA; Bachelor of Applied Science with concentrations in Hospitality Management, Health Care Management, and Management; an evening General Business program at Harrogate; and additional undergraduate and graduate programs, including degree completion programs.
- Explore opportunities to provide regional and international academic program offerings.
- Continue to improve coordination between Harrogate and extended learning sites with emphasis on budget development, human resources, community, student support services, technology, learning resources, and comparability of courses/programs.
- Continue to support Level V status, while pursuing implementation of Level VI requirements.
- Continue to explore, secure, and utilize technology to enhance the instructional delivery process.
- Implement the plan to move the EdD program in Executive Leadership to DSOL building in Knoxville in summer 2013.
- Provide relevant professional development opportunities for all faculty.

Responsibility: Program directors/coordinators, department chairs, deans, assistant VPAA, VPAA, and appropriate VP.

Time Frame: Ongoing. Curricular changes and program creations will normally be completed by March 1, with inclusion in the new catalogs and the fall schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

Resources Required: Commitment of time; collection and analysis of data; and budgeted resources for program development, learning resources and accreditation processes.

Assessment: Annual review by program directors/coordinators, department chairs, deans, Institutional Research and Accreditation staff, and appropriate VP, of budget proposals in light of departmental and program plans and needs identified by assessment activities and corresponding program outcomes.

Use of Results: To create, maintain, and document a connection among academic planning, implementation and mission fulfillment.

Strategic Goal 1: *Assess and enhance academic quality.*

Objective 1.3: Ensure that all programs have clearly articulated academic expectations.

Strategies and Action Plans

- Develop expectations for each program.
- Publicize academic expectations via appropriate channels.
- Collaborate with marketing and student recruitment to promote academic expectations.

Responsibility: Program directors/coordinators, department chairs, deans, assistant VPAA, VPAA, and appropriate VP.

Time Frame: Ongoing. Curricular changes and program creations will normally be completed by March 1, with inclusion in the new catalogs and the fall schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

Resources Required: Commitment of time; collection and analysis of data; and budgeted resources for program development, learning resources and accreditation processes.

Assessment: Annual review by program directors/coordinators, department chairs, deans, Institutional Research and Accreditation staff, and appropriate VP, of budget proposals in light of departmental and program plans and needs identified by assessment activities and corresponding program outcomes.

Use of Results: To create, maintain, and document a connection among academic planning, implementation and mission fulfillment.

Strategic Goal 1: *Assess and enhance academic quality.*

Objective 1.4: Evaluate faculty and professional staff compensation against benchmark salary levels of peer institutions with respect to faculty rank, appointment, academic discipline, experience, work load requirements, and scholarly activity.

Strategies/Action Plans

- Continue development of a plan for faculty and professional academic staff compensation with a target salary scale as prioritized below:
 - Adjust any institutional inequities of full time faculty.
 - Develop a plan to bring full time faculty salaries to upper quartile of benchmarks from selected peer institutions.
 - Sustain a system of faculty compensation with an evaluation system to support it.
 - Implement and maintain a competitive compensation package for summer instruction.
 - Implement and maintain a competitive compensation package for adjunct faculty.
 - Develop lists of peer institutions at both Level V and Level VI for Lincoln Memorial University (LMU) disciplines. To be completed by Institutional Research
 - Collect benchmark data on compensation by level and discipline.
 - To be completed by the academic deans.
 - Present the findings to the Deans Council.
 - Make recommendations to the appropriate VP for consideration by the President's Cabinet.

Develop a sabbatical policy consistent with level VI institutions.

Responsibility: Program directors/coordinators, department chairs, deans, vice president for Academic Affairs, assistant VPAA, Institutional Research and Accreditation staff, appropriate vp, director of Human Resources, and VP for Finance, president.

Time Frame: Collection, evaluation, and interpretation of data in 2011-2012 with planned implementation in stages by 2012-2013. Ongoing cycle of review occurs every five years or as needed.

Resources Required: Time commitment; data collection, analysis, and interpretation; funding for salary adjustments.

Assessment: An annual progress report within the strategic planning process.

Use of Results: Use data provided by deans to chart improvement and suggest needed actions to promote and sustain improvement.

Strategic Goal 1: *Assess and enhance academic quality.*

Objective 1.5: Strengthen University libraries and museum and their services at Harrogate and extended learning sites.

Strategies/Action Plans

- Pursue grants and leverage resources to support and extend LMU collections at the Carnegie-Vincent Library, Reed Health Sciences Library, the Lincoln Memorial University-John J. Duncan, Jr., School of Law (LMU-DSOL) Library and other extended library resource collections.
- Assess learning resource needs and address the growth and development of new and existent programs, including collaborative agreements with other University/college library systems.
- Secure appropriate library and learning resources to support new and existent programs consistent with accreditation standards for Level V status while pursuing Level VI requirements, including student, faculty and staff research/scholarly activity.
- Support the Quality Enhancement Plan (QEP) by continuing the program on information literacy and quality learning resources, evidenced by student research/scholarly activity, technology, and communication skills.
- Promote the Abraham Lincoln Library and Museum (ALLM) to area schools, community groups, tourists, scholars, and consumers by means of exhibits and publications; and investigate e-commerce opportunities.
- Provide appropriate cataloging, physical protection, security and space for all University collections.
- Emphasize the integration of electronic resources to extend the availability of the collection to all constituencies.
- Implement off-site access to information about ALLM collection in Post-Perfect to researchers.

Responsibility: Directors of the Carnegie Vincent Library, LMU-DSOL Library and the Abraham Lincoln Library and Museum and their staffs, security staff, academic deans, University Advancement staff, assistant VPAA, VPAA.

Time Frame: Ongoing.

Resources Required: Adequate funding both from institutional budgets and from external grants and gifts.

Assessment: Analysis of peer library survey results as well as internal data that demonstrate how well the dedicated library resources serve all sites and meet accreditation standards; assessment tools and testing will indicate whether and how well students possess information literacy; user satisfaction surveys will indicate the extent to which the objectives are being met.

Use of Results: For the improvement of services and support of the University's mission.

Strategic Goal 1: *Assess and enhance academic quality.*

Objective 1.6: Use a comprehensive faculty evaluation process, based on a clear understanding of both professional and institutional expectations, relative to teaching, research/scholarly activity, and service.

Strategies/Action Plans

- Use the current evaluation process based on professional and institutional expectations and on key performance indicators, such as student, self, and chair evaluations. Other indicators such as credit hour production, research/scholarly activity, student advisement, committee, community service, and leadership involvement in their profession or discipline should be considered.
- Review and assess the faculty evaluation process.

Responsibility: Deans, appropriate VP, director of Human Resources.

Time Frame: Ongoing

Resources Required: I was told to put this in (**Blood and Guts**)

Assessment: Annual review of the faculty evaluation process.

Use of Results: For refinement and improvement of faculty evaluation process.

Strategic Goal 1: *Assess and enhance academic quality.*

Objective 1.7: Offer a quality college-preparatory educational program at the J. Frank White Academy (JFWA).

Strategies/Action Plans

- Maintain a School Improvement Plan to monitor progress and provide data to promote and sustain improvement.
- Maintain average senior scores to meet or exceed benchmark scores on the ACT.
- Maintain a systematic, cooperative approach to teaching writing in grades 5 through 12 to produce confident, open-minded writers who think critically, read considerably, and negotiate differences considerately.
- Improve full-time and adjunct faculty salary to parity with elementary and secondary schools in the tri-state area.
- Explore the feasibility of the addition of an International Baccalaureate Program.
- Continue collaboration of the JFWA and the KANTO programs/World School.
- Continue to refine the comprehensive assessment program to incorporate more appropriate assessment of writing skills.
- Continue to integrate the University's QEP into the academy curriculum.
- Increase the collaboration with the University, particularly the school of education and the library.
- Continue use of on-line learning and blended instruction.
- Pursue more systematic data collection to determine college completion rates/career information and other pertinent data for graduates.
- Explore options for expanding fine arts and language curriculum options.
- Maintain accreditation through AdvancED.
- Collaborate with University Advancement to establish and alumni organization, and increase alumni involvement.
- Create a JFWA advisory board.

Responsibility: Assistant principal and principal of JFWA, dean of the School of Education, assistant coordinator and director of KANTO Program, Institutional Research and Accreditation staff, assistant VPAA, VPAA.

Time Frame: Ongoing. The School Improvement Plan will be revised and implemented in Fall 2012.

Resources Required: Time commitment; data collection; analysis and interpretation; technology; adequate funding from both institutional and JFWA budgets.

Assessment: Annual School Improvement Plan results submitted to the Southern Association of Colleges and Schools (SACS)/AdvancED; standardized testing results; college placement completion data; long-term career achievement data.

Use of Results: Use data to chart improvement and suggest needed actions to promote and sustain improvement.

Strategic Goal 1: *Assess and enhance academic quality.*

Objective 1.8: Integrate information literacy skills across the curriculum.

Strategies/Action Plans

- Implement the Quality Enhancement Plan (QEP) that has information literacy as the focus for improving student learning.
- Implement the graduated matrix for use in assessing the development of information literacy skills in Sequenced Enhancement of Writing Skills (SEWS) and specifically-identified courses within each undergraduate academic program offering.
- Provide professional development opportunities for faculty in the use of instructional strategies that promote the development of information literacy skills.
- Promote integrated teaching opportunities for academic faculty and information literacy librarians.
- Investigate approaches to integrating information literacy skills at the graduate and postgraduate program levels.
- Integrate information literacy skills in identified courses at JFWA.
- Utilize the virtual Center for Teaching and Learning Excellence (CTLE) in support of the Quality Enhancement Plan.
- Use a diversified assessment approach to gauge student learning in information literacy.
- Provide support services for students.

Responsibility: All VPs; academic deans; principal of JFWA; academic faculty and instructional librarians; instructional technologist; director of Online Learning; director of QEP, Institutional Research and Accreditation staff; SEWS Rubric Committee.

Time Frame: Ongoing.

Resources Required: QEP budget; funds for faculty and staff development; consultant monies to develop assessment or curriculum integration models.

Assessment: QEP progress updates; Standardized Assessment of Information Literacy Skills (SAILS) and Information Literacy Test (ILT) and other information literacy assessment instruments; indirect and direct assessments; Information literacy writing rubrics.

Use of Results: Use assessment data to monitor QEP progress and information literacy integration across the academic programs.

Strategic Goal 2:

Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.

Strategic Goal 2: *Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.*

Objective 2.1: Maximize student recruitment by development of a global comprehensive recruitment plan.

Strategies/Action Plans

- Create a system-wide recruitment council
 - Quarterly Meetings with Representatives from Undergraduate/Graduate/Professional programs
 - Undergraduate Admission, Graduate Education, Nursing, Business, DCOM, DSOL, CVCM, and JFWA
- Evaluate system wide potential for maximum enrollment
 - Facility needs
 - Faculty resources
 - Staff resources
 - Budgetary needs
 - Direct cost to revenue (operational expense)
- Create a Recruitment Plan for Harrogate undergraduate programs
 - Increase regional outreach
 - Enhance interaction via website delivery
 - Earlier and enhanced outreach within the local community
 - Continue to utilize Multivariate Testing (MVT) results
 - Continue to enhance honors students recruitment program
 - Becoming more non-traditional student friendly by offering evening courses for part-time students
 - Continue recruitment efforts for pre-professional students
- Increase attendance to on campus recruitment and yield events by prospective students, faculty and staff
- Create a Recruitment Plan for extended learning sites
 - Create infrastructure, budget, and list of individual's responsibilities
 - Integrate/create marketing plan for individual sites
 - Investigate expansion of General Education courses at Extended Sites
 - Budget for and assign recruiting coordinator(s) for extended sites that support multiple programs.
- Create a Recruitment Plan for graduate programs
 - Efforts to include faculty and alumni as well as a more definitive infrastructure
 - Increase participation in graduate fairs, programs, etc.
 - Recruitment Counsel will share information, best practices, etc.
- Promote professional programs
 - Continue to increase outreach
 - Collaborate with Advancement to enhance marketing plan
- Promote the J. Frank White Academy

- Create bridge programs with undergraduate, graduate, and professional programs to develop an area of academic emphasis.
- Update the annual recruitment plan and share with Recruitment Council for undergraduate, graduate and professional students.
- Promote the affordability of attending the University through multiple media such as letters, podcasts, e-mails, etc.
- Work with academic programs, deans and department chairs to develop information packets to assist with recruiting high-achieving, potential students to attend LMU.
- Work with University Advancement staff and software to identify and develop Alumni Recruitment Teams by regions, states, etc.
- Utilize market research to identify new opportunities for undergraduate programs.
- Utilize name searches to identify students that would be good fits for undergraduate/graduate and professional academic programs.
- Expand the number of high school students taking dual credits.
- Research the feasibility of homeschoolers to take University classes.
- Publicize the pre-professional programs to recruit high caliber students.
- Advertise with local and regional media outlets.
- Send out timely news releases.
- Publicize all of the University's academic programs.
- Use the internet for advertisements and news.
- Update the LMU website
- Link the LMU website to major search engines (Google, MSN, and Yahoo).
- Maintain direct mail to target markets.
- Increase email and e-counseling to applicants and qualified prospects.
- Conduct routine meetings among the dean of Enrollment Management and academic deans and chairs to engage LMU faculty in the recruitment process (department letters to potential students, department telephone calls, etc.).
- Host preview days for prospective students and parents. Hold recruitment and yield events for undergraduate students to include preview days and discovery days. Host Free Application for Federal Student Aid (FAFSA) nights, basic financial aid and application sessions on campus, at external sites and at local high schools.
- Identify and contact school counselors, teachers and principals who are graduates of LMU in Knoxville, Cleveland, Ducktown, Kingsport and other sites in Georgia, Kentucky and Virginia to assist with the recruitment of students. Host counselor lunches in regional areas in conjunction with regional yield receptions.
- Expand recruitment efforts into more populated areas.
- Review national, regional and local data to assist in the identification of new markets.
- Conduct student surveys to determine the effectiveness of marketing and recruitment efforts.
- Concentrate admissions efforts to recruit Tennessee students who are eligible for the lottery scholarship.
- Reallocate resources to attract a larger percentage of academically talented students by targeting specific schools. Identify magnet schools in Tennessee and contiguous states.

- Partner with local high schools to conduct “College Days” at local high schools and middle schools during the evening hours that might include:
 - How to apply for financial aid.
 - Preparing for college.
 - Student athlete presentation.
 - Goal Setting.
- Produce a brochure, “Preparing for College” for attendees with “Compliments of LMU” stamped on the cover.
- Investigate opportunities with the leadership of the Eastern Band of the Cherokees to encourage students to take courses at LMU or for LMU to deliver courses/programs in Cherokee, N.C.

Responsibility: Dean of Enrollment Management, director of Admissions and Admissions staff, department chairs, faculty, director of Public Relations and Marketing, director of Publications/Webmaster and Recruitment Council.

Time Frame: During the 2012-13 academic year

Resources Required: To be determined.

Assessment: Compare enrollment patterns through trend analysis for undergraduate and graduate and professional students each semester; minutes from recruitment council meetings, copies of advertisements and news releases; review survey results.

Use of Results: Consistently improve recruitment efforts for all academic programs at LMU.

Strategic Goal 2: *Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.*

Objective 2.2: Meet benchmark goals as established by recruitment plans for individual populations.

Strategies/Action Plans

- Overall Undergraduate Enrollment by 2017 – 2000 students (FTE)
- 2013 – 475, 300 First Time, Full Time Freshmen; 175 Transfer Students
- 2014 – 500,
- 2015 – 550
- 2016 – 600
- 2017 – 600
- Based on further development of Health Sciences, Education (NCATE) and New Athletic Programs, Increased International Students and expanded recruitment territories.
- Current Undergraduate Residential Population is 740 students. Goal is to increase undergraduate residential students to 1000 by 2017.
- Target overall enrollment of 5,500 students by 2017. Graduate and Professional students will increase by 900 students.
- Publish merit scholarships to students and high school counselors
- Begin and/or update the academic major web pages (student and faculty profiles on the web pages).
- Update the following as needed:
 - Safety & security.
 - Athletic hall of fame.
 - Academic major home pages.
 - Campus activities/intramural sports.
- Continue to target recruitment of high school students with high ACT scores in math, science and high grade point averages (GPA's).
- Conduct follow-up with non-completed registrations.
- Maintain two marketing committees (Board Committee and University Committee).
- Continue to evaluate current markets for direct mailings and make additions and/or corrections as needed.
- Follow guidelines for ensuring distribution of accurate information.
- Follow established timelines for the production of recruitment materials for new freshmen and transfer students.
- Design recruitment materials that are attractive to potential students.
- Review latest research on why students choose a college and incorporate information into materials.
- Maintain and update a comprehensive website for the University and link to major search engines (Google, MSN, and Yahoo).
- Increase diversity of students for undergraduate programs.

- Maintain recruitment outside the primary 120-mile radius recruitment area.
- Focus academic scholarship money on new students, academically gifted students and residential students.
- Coordinate the recruiting efforts of athletic coaches with the admissions and financial aid offices.
- Develop a plan to recruit from the two-year schools with formalized articulation agreements.

Responsibility: Director of Admissions and Admissions staff, director of Publications/Webmaster, director of Marketing and Public Relations, Athletics staff, deans, academic chairs, Recruitment Council and director of Financial Aid

Time Frame: Fall 2012 – 2017

Resources Required: To be determined.

Assessment: Track through minutes of marketing committee, Recruitment Council meetings, publications and statistics, housing reports, weekly admissions reports and athletic prospects.

Strategic Goal 2: *Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.*

Objective 2.3: Achieve and maintain appropriate enrollment levels in the graduate and professional programs to meet program capacity goals.

Strategies/Action Plans

- Complete brochures and other promotions for graduate and professional programs. Determine brochures that need to be developed and brochures that need to be updated and develop a production schedule.
- Quarterly Meetings with Representatives from Undergraduate/Graduate/Professional programs
- Undergraduate Admission, Graduate Education, Nursing, Business, DCOM, DSOL, CVCM
- Purchase testing names for graduate recruitment.
- Attract future medical, veterinary and law students who are committed to serving Appalachian area.
- Increase the diversity of the faculty, staff and student body. Create new position as Diversity Officer for the university by 2015.
- Graduate faculty to promote graduate programs and implement seamless transition from undergraduate to graduate programs.
- Explore the potential of admitting new undergraduate students to graduate and professional programs as they enter as freshmen, provided they meet certain criteria.
- Develop and implement annual recruitment and marketing plans.
- Advertise with local and regional media outlets.
- Rotate Knoxville billboards and radio ads to include all programs.
- Send out timely news releases.
- Use the internet for advertising and news and link to major search engines (Google, MSN, and Yahoo).
- Community Awareness of Graduate/Professional programs through OMAC, RAM, open houses

Responsibility: Deans of the Schools of Education, Nursing and Business, dean of the Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM), dean of LMU-DSOL, dean of the School of Allied Health Sciences, director of College of Veterinary and Comparative Medicine, Recruitment Council, director of Public Relations, director of Publications/Webmaster.

Time Frame: Each semester.

Resources Required: To be determined.

Assessment: Compare enrollment reports from each semester; copies of advertisements and news releases.

Strategic Goal 2: *Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.*

Objective 2.4: Achieve and maintain appropriate enrollment levels at the J. Frank White Academy (JFWA) to meet program capacity goals.

Strategies/Action Plans

- Prepare for boarding students.
 - Prepare suitable facility for boarding students
 - Identify and hire Residence Life Staff
 - Assess food services
 - Prepare for insurance and medical needs
 - Coordinate student visas with appropriate personnel.
 - Prepare for transportation
- Integrate JFWA boarding and day-school students with campus life initiatives.
- Maintain a maximum 15-1 student to teacher ratio.
- Increase enrollment of day-school students to 100 by 2013, and set boarding goals as information becomes available.
- Maintain a balanced and diverse student body.
- Update Marketing and Recruitment plan to reflect new initiatives.
- Implement and maintain tiered tuition structure to promote lower grade-level enrollment.
- Work with University Advancement to enhance scholarship opportunities for students.
- Maintain a part-time program for homeschooled students.
- Explore the addition of middle school athletic participation for Academy students in grades 5-7.

Responsibilities: Director of JFWA Admissions, JFWA principal, JFWA guidance counselor, JFWA athletic director, Recruitment Council, dean of Administration, director of Student Life, and director of Residential Life.

Time Frame: 2012-2017.

Resources Required: To be determined.

Assessment: Enrollment statistics.

Use of Results: Increased enrollment.

Strategic Goal 2: *Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.*

Objective 2.5: Improve the persistence and progression rates for students in undergraduate, graduate, and pre-professional programs.

Strategies/Action Plans

- Determine institutional benchmarks with regards to persistence and progression rates.
- Present and interpret data outcomes to academic programs and Cabinet.
- Centralize and enhance student survey results in addressing student satisfaction as coordinated by Institutional Research.
- Develop and implement a student retention and progression plan that emphasizes uncompromising excellence in academics, service, and values.
- LMU across all programs. Revise the Academic Advising manual for undergraduate advising. Offer more advising workshops for faculty.
- The Retention Committee will conduct an audit of what the institution is doing to support academic success and programs.
- Enhance orientation and registration programs that introduce our culture of commitment to academics, service, and values.
- Implement a fifth year program for student athletes to encourage degree completion.
- Offer academic support programs as requested.
- Write, publish and distribute the Student Success Newsletter.
- Explore faculty teaching the UACT 100 Strategies for College Success course.
- Explore methods of faculty/student interactions.
- Promote the importance of retention institutionally wide.
- Schedule workshops using the Noel-Levitz advising program.
- Advise new students according to the Noel-Levitz program.
- Pursue automation of the early warning system through Ellucian.
- Continue to identify the needs of students across all programs
- Continue the Student Services Council composed of the Dean of Students, Director of Academic Excellence, extended learning site coordinators, and a student representative to support the continued development of Student Services at Extended Sites.
- Continue to explore living-learning communities.
- Retain the LMU Parents Club.
- Continue to assess and longitudinally track retention figures by semester and fall to fall.
- Teach UACT 100 Strategies for College Success by Student Support Services and the Office of Student Services, and maintain assessment information documenting the success of those programs.
- Continue to enhance and develop more mentoring programs.
- Identify “at risk” students and to promote participation in Student Support Services (SSS).

- Identify and assist students with undecided majors through Student Support Services (SSS) and Career Services.
- Require “At risk” (semester GPA under 2.5) student athletes to meet with an Athletic representative for advice and guidance regarding available resources.
- Continue to administer a yearly survey to students to determine their levels of satisfaction with Student Services.
- Identify and counsel all students who are Tennessee Lottery Scholarships (TELS) recipients to help them remain eligible for TELS funding.
- Ensure that coaches continue to notify student services for changes in athletic status (dropping courses, withdrawals, disciplinary dismissal).
- Enhance an orientation program for international students to be conducted within the first week of the fall semester to include, but not limited to:
 - Safety & security issues.
 - Assimilation into the LMU and Appalachian cultures.
 - Working visas.
 - LMU Study and Support strategies.
 - Sharing diversity.

Responsibility: Student Services Council, Deans, Directors, Retention Committee, and Financial Aid.

Time Frame: By 2015.

Resources Required: Student Services, Student Support Services, Financial Aid, Academic Affairs, Advancement, and Athletics. Additional budget is needed once plans to service all student needs is determined.

Assessment: Evaluation of the research, identification of personnel; training manual; students’ evaluations and comparison study of retention rates;

Use of Results: Improved retention, graduation rates, and enhance culture of excellence.

Strategic Goal 2: *Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.*

Objective 2.6: To increase the percentage of students using student services and increase the success rates of students.

Strategies/Action Plans

- Create a sense of community among undergraduate, graduate, and professional students.
- Improve the overall collegiate life experience for students.
- Provide consistent and comparable student services to all students.
- Provide support to all student organizations for leadership development.
- Support and provide opportunities for all students to participate in service learning and community service activities ~~on all campus sites.~~
- Explore and establish the Student Alumni Association.
- Explore the use of a USB drive with relevant student services information on it to be distributed to new students.
- Continue to enhance intramural sports and recreation opportunities.
- Maintain the freshman leadership institute.
- Provide an active career services program. Maintain a career software program for use by all students.
- Continue to maintain and develop honors residence halls to support students in the Honors Program.
- Continue to inform students of the services provided by the University.
- Provide a diverse and interesting student activities program.
- Offer a comprehensive student orientation and registration program for new students.
- Provide information and accommodations for students with documented disabilities through the Americans with Disabilities Act (ADA) coordinator.
- Provide counseling to students through the Counseling Services department.
- Survey the LMU student body for recommendations concerning activities and programs.
- Enhance and maintain residential housing programs.
- Promote understanding and usage of the Tagge Center for Academic Excellence and other Academic support.

Responsibility: Student Services, Academic Affairs, Advancement, ~~and~~ the deans of Undergraduate, Graduate and Professional Studies.

Time Frame: Annually.

Resources Required: Adequate funding supporting Career Planning, Student Advocacy, Student Activities, Student Support Services and undergraduate, graduate and professional programs within the Student Services and applicable budgets.

Assessment: Collect statistics on the number of students served by each department; Student Satisfaction survey results.

Use of Results: Use assessment data to enhance the percentage of students using student services and increase the success rates of students.

Strategic Goal 2: *Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.*

Objective 2.7: To provide appropriate student aid awards to eligible students.

Strategies/Action Plans

- Reassess the Institutional Financial Aid practices/philosophy.
- Assess retention rates.
- Review the required steps for full tuition scholarship recipients to include one or more of the following: personal interview, essay, letters of support, and change in criteria.
- Utilize the Enrollment Revenue Management System to develop and assess multiple econometrics.
- Seek ways to enhance service to students.
- Automate packaging for undergraduate population.
- Improve interdepartmental communications.
- Identify and meet the students' financial needs through a combination of grants, scholarships and self-help aid.
- Train work study students and supervisors.
- Re-evaluate funding level of the Lincoln Grant component of the Financial Aid budget.
- Monitor federal and state financial aid funds annually. Possible decreases in these funds over the next several years.
- Seek ways to increase endowed institutional scholarship and loan programs, and work programs by collaborating with Advancement Staff.
 - Send award letters via LMU email or Web Advisor for all undergraduate students and consider feasibility for graduate students
- Identify and counsel all students who are Tennessee Lottery Scholarship recipients.
- Identify and award students whose academic potential had been previously unidentified.
- Review and assess financial literacy programs for students.
- Refine document imaging processes.

Responsibility: Dean of Enrollment Management, executive director of Financial Aid, Admissions staff, Awards Committee, vice president for Advancement and Financial Aid staff.

Time Frame: Each semester.

Resources Required: Included in the institutional Financial Aid budget each year. Need \$116,000.00 over a three year period plus travel costs for the Enrollment and Revenue Management System (ERMS) product from Noel-Levitz.

Assessment: Examine financial aid statistics and audits.

Use of Results: Improved enrollment, retention, and student satisfaction

Strategic Goal 3:

Strengthen planning, budgeting and assessment.

Strategic Goal 3: *Strengthen planning, budgeting and assessment.*

Objective 3.1: To use the institutional mission statement as the foundation for all planning, budgeting, and assessment processes.

Strategies/Action Plans

- Coordinate annual review of the institutional mission statement (with specific consideration of the current and projected character and composition of the institution) by the Institutional Effectiveness Committee and submit recommendations to the President and Cabinet for consideration by the Board of Trustees. The Institutional Effectiveness Committee will solicit input and comments from the broader LMU community as a part of the mission review process.
- Review the Institutional Strategic plan on an annual basis and revise as appropriate to reflect any changes in the institutional mission statement.
- Align the mission, goals, and objectives of the colleges, divisions, departments, and units with the Institutional Mission Statement and Strategic Plan.
- Align the budget with the institutional mission, values, goals, objectives, and strategic priorities.
- Assess expected outcomes at the institutional, college, school and department levels.
- Make continuous changes and improvements as dictated by the assessment results.

Responsibility: The Institutional Effectiveness (IE) Committee, the Cabinet, the president, and the Board of Trustees.

Time Frame: Continuous.

Resources Required: Time.

Assessment: The President's Cabinet and the Institutional Effectiveness Committee will determine that the Institutional mission is the foundation for all planning, budgeting, and assessment.

Use of Results: Document alignment of planning, budgeting, and assessment process or make appropriate revisions.

Strategic Goal 3: *Strengthen planning, budgeting and assessment.*

Objective 3.2: Prepare a balanced fiscal year operating and cash flow budget annually for Board of Trustee approval.

Strategies/Action Plans

- Evaluate the Institution's financial performance, identifying strengths and weaknesses by the Budget Committee (President's Cabinet)
- Prepare budget requests consistent with individual unit plans and strategic priorities.
- Review budget requests, institutional priorities, the five-year pro forma and institutional evaluation results specific to his/her department to make informed decisions related to the allocation and reallocation of resources consistent with the strategic plan.
- Conduct annual budget discussions during which the appropriate Budget Committee members and their respective budget officers present proposals and provide supporting documentation to ensure that all estimates are reasonable.
- Present the balanced budget to the Board of Trustees for approval.
- Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.
- Assure that timely communication and feedback to appropriate persons regarding budget matters will occur throughout the fiscal year.

Responsibility: The vice president for Finance, president, Budget Committee, and budget officers.

Time Frame: Annually.

Resources Required: Adequate data and time.

Assessment: Balanced fiscal year operating and cash flow budget.

Use of Results: Ensure proper and adequate funding of expenditures necessary to meet the strategic goals of the Institution for use and preparation of future budgets, forecasts and five year pro formas to sustain financial stability, comply with debt service requirements and support growth.

Strategic Goal 3: *Strengthen planning, budgeting and assessment.*

Objective 3.3: To prepare a rolling five year operating pro forma and cash flow that reflects strategic institutional priorities, including academic, operational and capital initiatives.

Strategies/Action Plans

- Evaluate the current five year operating pro forma and cash flow using recent financial and economic trends.
- Develop budgetary assumptions using expense and revenue trend data and specific environmental considerations.
- Use institutional research for trend analysis, unit strategic plans, and outcomes assessment results to assess and update the rolling five year operating pro forma and cash flow to reflect institutional priorities.
- Present the five year operating pro forma and cash flow to the Board of Trustees each spring for approval.
- Review the financial performance for deviations from budgeted revenues and expenses and make future forecast adjustments accordingly.
- Assure that timely communication and feedback to appropriate persons regarding budget matters will occur throughout the fiscal year.

Responsibility: Budget officers, Office of Institutional Research and Assessment, Budget Committee, the vice president for Finance and the president.

Time Frame: **Annually**

Resources Required: Adequate data and time.

Assessment: The Budget Committee will review to ensure the alignment of the five year operating and cash flow pro forma with institutional priorities.

Use of Results: To plan effectively and to aid in preparing annual operating and cash flow budgets.

Strategic Goal 3: *Strengthen planning, budgeting and assessment.*

Objective 3.4: To provide budget for debt service, strategic initiatives and contingencies.

Strategies/Action Plans

- President and vice president for Finance will ensure, as part of the budget development, line items for debt service, strategic initiatives and contingencies.
- President, vice president for Finance and Budget Committee will establish parameters for the allocation of budgeted funds in support of debt services, strategic initiatives and contingencies of the Institution.
- President and vice president for Finance may designate a portion of remaining cash balances at year end as restricted for future debt service requirements.
- The vice president for Finance will utilize a forecasting process to provide a foundation for decision making.

Responsibility: President, vice president for Finance and Budget Committee.

Time Frame: Continuous.

Resources Required: Adequate data and time.

Assessment: The Budget Committee will review the ability of the Institution to meet unexpected financial events, plan for debt service requirements and allow for financial funding of strategic initiatives.

Use of Results: To assure institutional financial flexibility, compliance with debt service requirements support strategic growth.

Strategic Goal 3: *Strengthen planning, budgeting and assessment.*

Objective 3.5: To enhance budget management.

Strategies/Action Plans

- Include evaluation of budget management performance as a regular component of each budget officer's annual evaluation.
- Facilitate comprehensive communication of financial performance between Finance, budget officers and department members through periodic forecast process.
- Review, and where appropriate, revise expenditure approval process.
- Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.

Responsibility: Vice president for Finance, Budget Committee and Budget Officers.

Time Frame: Continuous.

Resources Required: Adequate data and time.

Assessment: The Budget Committee will review budget management performance across the Institution.

Use of Results: To more effectively manage institutional financial operations.

Strategic Goal 3: *Strengthen planning, budgeting and assessment.*

Objective 3.6: To plan and budget for resources appropriate to support Lincoln Memorial University as a Level VI institution.

Strategies/Action Plans

- Coordinate with the deans of the various schools to develop budgeting projections in support of research activity.
- Coordinate with the administrative personnel to develop budgeting projections in support of infrastructure needs.
- Coordinate with enrollment management personnel to develop budgeting projections in support of student services' needs.
- Provide support in seeking funding from external sources.
- Monitor compliance with and manage expenditures of grant funded programs.
- Review levels of research activity and align budgeting to provide adequate support.

Responsibility: Vice president for Research, The Office of Research, Grants and Sponsored Programs, vice president for Finance, director of Foundations, director of Health Sciences Research and Grants, and president.

Time Frame: Continuous.

Resources Required: Relevant, time specific data and stated time frames.

Assessment:

- Documented research results and growth of research funding.
- Documented infrastructure support requirements through project plans.

Use of Results: To plan effectively and aid in preparing five-year operating pro forma and cash flow and annual operating budget for research efforts for level VI requirements.

Strategic Goal 3: *Strengthen planning, budgeting and assessment.*

Objective 3.7: To make data driven decisions.

Strategies/Action Plans

- Collect and analyze appropriate data from internal and external sources.
- Provide appropriate access to results of analysis to guide the decision making process for improvement of the Institution.
- Maintain a repository of institutional data to ensure consistency in official reporting.
- Ensure consistency of data provided in support of the decision making process.
- Provide assistance to faculty and staff in interpretation and use of data.
- The vice president for Finance will utilize a forecasting process to provide a foundation for decision making.

Responsibility: Office of Institutional Research Finance and the Cabinet.

Time Frame: Continuous.

Resources Required: Appropriate staff and tools required to timely accumulate and evaluate relevant data.

Assessment: The Cabinet will ensure the use of data and analysis in decision making.

Use of Results: Improve and inform the planning, budgeting, and assessment processes.

Strategic Goal 3: *Strengthen planning, budgeting and assessment.*

Objective 3.8: To document status of strategic goals in an annual progress report.

Strategies/Action Plans

- Evaluate progress on strategic goals based on institutional assessment.
- Produce an annual progress report prior to the fall meeting of the Board of Trustees.
- Post the revised Strategic Plan, with progress reports, for access to the LMU community and its accrediting bodies.

Responsibility: The president and the vice president for Academic Affairs.

Time Frame: Annually.

Resources Required: Time.

Assessment: Annual progress report.

Use of Results: To inform constituents of the Institution's status and to contribute to the Strategic Planning process.

Strategic Goal 4:

Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites.

Strategic Goal 4: *Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites.*

Objective 4.1: Provide for the development and use of the physical resources of the Institution.

Strategies/Action Plans

- Review and update the Facilities Master Plan annually.
- Assess, plan for, and evaluate facilities and grounds at the Harrogate and extended learning sites in order to respond to fluctuations in student demographics; support faculty/staff research and scholarly activities; and support for community program needs by providing excellent physical maintenance, housing, furniture and technology infrastructure.
- Develop a timeline for upcoming capital expenditures.
 - Review office and classroom space annually over the main campus and throughout the extended sites...
 - Upgrades to Democrat Hollow annually (support through the Alumni Association)...
 - Multi-purpose athletic facility to include wellness and recreational activities
 - Continue to provide support for the Honors Program.
 - Track and field facilities.
 - New roof on Carnegie-Vincent Library
 - Relocate Harrogate campus data and power infrastructure underground.
 - Site preparation for Communication, Instruction and Technology (CIT) facility.
 - Renovate Student Center
 - Add coffee shop facility for Fall 2012.
 - Remodel Abram Lincoln Library and Museum to install new roof and relocate HVAC rooftop components.
 - New maintenance building.
 - Five additional residence halls on campus to meet the growing needs of the University by 2013.
 - Two completed by 2012
 - Three remaining completed by 2013
 - Complete the first floor apartments, weight room, study area and lounge for University Inn Fall 2012.
 - Construct Veterinary & Comparative Medicine facility adding labs, lecture halls and office space Fall 2014.
 - Additional water storage to support irrigation and fire sprinkler systems.
 - Half Million Tank
 - Investigating catch basin to collect and store raw water for irrigation and grounds upkeep.
 - J. Frank White Academy (JFWA) will move to Farr Hall in Fall 2013.
 - Campus lighting will be ongoing and more efficient.
 - Campus sidewalks and crosswalks.
 - Preventive maintenance program for campus grounds and facilities.
 - Ongoing water system monitoring and upgrading.

- Enhance safety and maintenance support at extended learning sites.
- New water plant facility with office space.
- Cumberland Gap facilities re-modeling and upgrading.
- Implement recycling program, Fall 2012.
- Increase utility monitoring to assist budget process.
- Evaluate and identify potential problems with ADA compliancy.
- Sam & Sue Mars Performing Arts Center upgrade.
- Security checkpoint at University main entrance.
- Install emergency step-lighting at Tex Turner Arena.

Responsibility: Director of Properties & Physical Plant, dean of Administration, and director of Security & Facilities Management, director of Infrastructure Management, president, the President's Cabinet, and the Properties Committee of the Board of Trustees.

Time Frame: Annually and as needed.

Resources: Physical plant budget, plant fund.

Assessment: Minutes of President's Cabinet and Properties Committee; project statement of work (SOW's); Campus Mapping (GIS) and other project plan documentation.

Use of Results: Improve, maintain, preserve and protect the physical resources of the Institution.

Strategic Goal 4: *Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites.*

Objective 4.2: Provide a healthy, safe, and secure environment.

Strategies/Action Plans

- Assess, plan for, and evaluate University safety and security operations in order to ensure compliance with regulatory agencies annually.
- Seek funding from outside sources to ensure additional health and safety opportunities and resources.
- Review, update and communicate the Institution's Health and Safety Manual including the University crisis plans.
- Support opportunities for faculty, staff, students, and community to improve their health and well-being.
- Conduct an annual assessment of physical plant and facilities, focusing on safety and health issues (posted evacuation plans, lighting, traffic signs, alarm systems, call boxes, and camera systems, security and access control).
- Support training opportunities for health and safety issues including hazmat training.
- Develop and implement protocols for handling hazardous materials and biological waste in compliance with applicable local, state and federal regulations.
- Work collaboratively with Environmental Management System (EMS), Local Emergency Planning Committee (LEPC), fire, law enforcement, and 911 to revise University health, safety and crisis plans awareness which may include mock disaster training.
- Implement an Environmental Management System.
- Conduct regular safety and security reviews of extended learning sites
- Assess intrusion detection, fire and smoke detection, and surveillance and camera monitoring for campus and extended learning site facilities.
- Implementation of emergency signage.
- Develop a plan for access control across all campus sites.
- Review contract services for custodial and security services on an annual basis.
- Security call phone and campus siren.
- Control and restrict campus access via gates.
- Tex Turner Arena facility usage, accountability, and liability plan.
- Acquire training certification for at least one University Police Officer.
- Acquire POST recognition
- Enhance Emergency Alert System.

Responsibility: Vice President for Finance, IT Representative for Infrastructure, director of Properties & Physical Plant, dean of Administration, director of Safety & Facilities Management, director of Infrastructure Management, President's Cabinet, Chief of LMU Campus Police and Security, security supervisor, Risk and Insurance Manager, and a representative Chair of the Institutional, Biological, and Chemistry Safety Committee.

Time Frame: Annual or as needed.

Resources Required: Physical plant and/or departmental budget(s)

Assessment: Evaluate regulatory agency reports, safety and security reports and plans

Use of Results: Enhance safety and security on campus and at extended learning sites.

Strategic Goal 4: *Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites.*

Objective 4.3: Enhance and sustain the Institution's Human Resources (HR).

Strategies/Action Plans

- Review employee orientation process for new hires.
- Maintain the HR information site on LMU's internal portal website.
- Promote in-house training and development programs for employees.
- Evaluate and enhance University benefits/compensation annually.
- Develop a plan to review salaries with support from a HR committee.
- Develop an overview of the Faculty & Staff Policy Manual
- Ensure compliancy with the Department of Labor (DOL).
- Review existing Faculty/Staff Policy based on current laws and upcoming legislation.
- Support the financial audit process.
- Further assess a technology-based process for application review by Search Committees.
- Maintain and participate in job fairs to present LMU as a career opportunity.
- Enhance the Human Resources presence at extended learning sites.
- Research and addresses current health care reform annually.
- Streamline payroll process while adhering to payroll legislation
- Implement digital backup employee file system to aid in retention documentation
- Recognize employee service and promotions

Responsibility: HR, dean of Administration

Time Frame: Ongoing.

Resources Required: Division budgeting for faculty/staff development; human resources department budget.

Assessment: Budget reports (faculty/staff development); faculty/staff evaluations; orientation evaluation form.

Use of Results: For the improvement of services and support of the University's mission.

Strategic Goal 5:

Ensure effective and efficient use of technology.

Strategic Goal 5: *Ensure effective and efficient use of technology.*

Objective 5.1: Plan and budget for appropriate technological resources, including staff, software, and hardware.

Strategies/Action Plans

- Identify and prioritize department and program technology requests for both existing and anticipated programs. Identify cost effective solutions to meet technological needs.
- Identify budget resources for upgrades, maintenance and training.
- Develop university purchasing, life-cycle management, and maintenance schedule.
- Assess technology initiatives to determine adequate resources.
- Support research and scholarly activity.
- Include opportunities to provide service to the community.

Responsibility: Information Services (IS) staff, Technology Planning Committee, vice presidents.

Time frame: Continuous.

Resources required: Included in Information Services budget.

Assessment: Annual survey of faculty, staff, and students and technology; and an annual itemized review of technology expenditures.

Use of results: To justify and plan budgeting for technology.

Strategic Goal 5: *Ensure effective and efficient use of technology.*

Objective 5.2: Provide and maintain technology infrastructure.

Strategies/Action Plans

- Review and assess all network closets.
- Maintain appropriate computer resources for faculty, staff, and students.
- Review, assess and modify online services for faculty, staff, and students.
- Review, assess and modify software, website and database functionality for University use.
- Review, assess and modify additional classroom technology needs.
- Continue planned implementation of secure electronic document imaging solution.
- Maintain appropriate wireless network and wireless network security.
- Perform network security audit annually.
- Review, assess, and analyze network monitoring reports.
- Identify additional or new technology in new and renovated buildings.
- Review, assess and modify Information Services Policies and Procedures as needed.
- Review, assess, and modify the student and employee handbooks for technology policy changes.
- Review, assess and modify Disaster Recovery Plan for Information Services.

Responsibility: Information Services staff, Technology Planning Committee.

Time frame: Continuous.

Resources required: Basic resources included in Information Services budget; additional resources requested through budget process and grants. Adherence to national standards and regulatory guidelines.

Assessment: EDUCAUSE or national benchmarks. Network monitoring reports. Helpdesk logs and resolutions. Standard Operating Procedures. Information Technology Infrastructure Library (ITIL) standards. International Society for Technology in Education (ISTE) recommendations and COBIT.

Use of results: To ensure adequate technology services for faculty/staff/student.

Strategic Goal 5: *Ensure effective and efficient use of technology.*

Objective 5.3: Provide training opportunities for faculty, staff, students and technology support staff.

Strategies/Action Plans

- Train and cross-train technology support staff.
- Create an annual training schedule in collaboration between IS and Center for Teaching and Learning Excellence (CTLE).
- Support online learning initiatives.
- Train new employees on basic productivity tools.
- Provide new and emerging technology training opportunities.
- Support CTLE with the development of instructional resources that use technology.

Responsibility: Information Services staff, CTLE: Instructional Technologist, and e-Learning staff

Time Frame: Continuous.

Resources Required: Basic resources included in Information Services budget and Academic Affairs budget.

Assessment: Training assessment survey. User training satisfaction survey. Faculty training request survey. Software utilization assessment.

Use of Results: To determine user satisfaction levels as measured by annual survey and identify training needs of faculty, staff, and students; to identify problems which additional user training could improve user satisfaction.

Strategic Goal 5: *Ensure effective and efficient use of technology.*

Objective 5.4: Provide user support for technology services.

Strategies/Action Plans

- Review, assess, and modify Information Services Helpdesk support
- Develop a campus wide campaign to communicate help desk support procedures.
- Review and analyze Helpdesk service and support logs.
- Create and analyze Helpdesk FAQ and online support documentation.
- Encourage the use of campus portal (Pathway).
- Analyze trends for user support frequency and staff appropriately.

Responsibility: Information Services staff.

Time Frame: Continuous.

Resources Required: Basic resources included in Information Services budget.

Assessment: Helpdesk work order survey results, routine review and analysis of Helpdesk work orders and resolutions.

Use of Results: To ensure user support for technology for faculty, staff, and students.

Strategic Goal 5: *Ensure effective and efficient use of technology.*

Objective 5.5: Plan and implement necessary resources and services for radio/television stations.

Strategies/Action Plans

- Initiate research and planning for new communication center.
- Minimize air down time.
- Develop and maintain a safety plan including access control, video surveillance and fire and smoke detection.
- Establish additional advertising accounts and programming opportunities.
- Support campus-wide events, public relations and marketing and community events.
- Maintain Federal Communications Commission (FCC) and other regulatory guidelines.
- Maintain required memberships and licensing
- Explore opportunities in internet broadcasting for television.
- Support a communication plan to advertise services to the LMU community

Responsibility: Sigmon Communication staff, dean of administration

Time Frame: Continuous.

Resources Required: Sigmon Communication budget and revenue from advertising and sponsorship.

Assessment: Annual review of memberships. Annual review and analysis of program offerings. Review of logs and regulatory requirement updates. Assess and survey listener-viewer base. Annual assessment of air downtime.

Use of Results: To enhance the student learning experience, provide services to the University and community, maintain up-to-date technology for TV and radio, and maintain quality services.

Strategic Goal 5: *Ensure effective and efficient use of technology.*

Objective 5.6: Provide appropriate support for research initiatives at the University.

Strategies/Action Plans

- Maintain continuous communication with the academic community to identify faculty needs regarding the technological infrastructure necessary to support research and scholarly activity.
- Review and assess electronic research administration capabilities to support pre-award and post-award grant activities.
- Participate in the planning and development of research facilities.
- Evaluate adequacy of technology support staff to support research and scholarly activity.
- Ensure compliance with federal and state regulations regarding management of information and data generated and used during research and scholarly activity.
- Create sufficient budget and staffing to adequately support research/scholarly activity and future information technology needs.

Responsibility: Information Services staff and the Office of Research, Grants, and Sponsored Programs.

Time Frame: Continuous.

Resources Required: Information Services budget and revenue from grants and sponsored programs.

Assessment: Approved grant requirements and regulatory assessment; purchase orders that support grant requests; user satisfaction surveys.

Use of Results: Identify additional needs to support research initiatives.

Strategic Goal 6:

Enhance resources.

Strategic Goal 6: *Enhance resources.*

Objective 6.1: Create an environment of practical, helpful collaboration across the main campus and all extended learning sites.

- Develop listings of internal experts
- Create a University community that is goal driven, balanced, and looks to the need of each individual
- Host designated open discussion times at main campus and extended learning sites in order to assess fundraising, enrollment, special event needs and opportunities
- Utilize cross-departmental experts to create fundraising opportunities
- Use Pathway as a resource for collaboration

Objective 6.2: Increase unrestricted donations through giving and alumni participation by building a broad base of annual support.

Strategies/Action Plans

- Maintain best advancement practices with the University Advancement division and adhere to established fundraising code of ethics by Council for Advancement and Support Education (CASE) and National Association of College and University Business Officers (NACUBO).
- Identify and cultivate donors who have the potential to give unrestricted gifts annually.
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Support efforts to enhance University-wide research. (3.3.1, 3.3.5, 3.7.3, 3.8.1—Principles of Accreditation).
- Solicit all members of the Board of Trustees to commit a yearly gift to the Annual Fund (Goal of 100% participation).
- Request all members of the President’s Cabinet to participate in the Annual Fund (Goal of 100% participation).
- Encourage University Advancement staff to continue to contribute to the Annual Fund (Goal of 100% participation).
- Encourage all members of the Alumni Board to contribute to Annual Fund (Goal of 100% participation).
- Increase current faculty/staff giving (Goal of 50% participation overall goal for FY 2012-13) and 100% participation for schools/departments and extended sites.
- Collaborate with deans and departmental chairs to encourage intercampus fundraising opportunities.
- Review and revise (if necessary) the Annual Fund: The Annual Fund allows LMU to place resources where they are most immediately needed or where opportunities are greatest. Strategies for meeting the Annual Fund goal include:
 - Maintain the Recognition Societies.
 - Target group designations for direct mailings for the Annual Fund such as class years, special interests and majors and will be closely monitored for success rate and all letters will be signed by the President.
 - Target LYBUNT and SYBUNT donors.

- Publish Annual Fund appeals publications such as *CampusLinc*, *Alumnus*, the *Blue and Gray*, and other publications as needed, and will include self-mailer formats where appropriate and direct mail appeals.
- Increase efforts to solicit potential donors. Target special interest groups, honorary degree recipients, recipients of institutional awards, corporations, and professional organizations. The University president will continue to call on the top 1% of targeted donors and host monthly President's Luncheons.
- Improve donor recognition system to include enhanced Recognition Societies through use of annual events, publications, and personal meetings.
- Travel within targeted territories for systematic cultivation and solicitation. Through utilization of prospect research, focus on potential major gift level donors such as World War II era groups.
- Assist with the development of a parents' advisory board to work in conjunction with the pre-existing professional advisory boards.
- Involve students in philanthropy from the time of enrollment through legacy programs.
- Educate the University's community on importance of speaking with consistent message. Create enhanced revenue streams and synergy through education on philanthropy. Stress the importance of working through the University's president, major gift officers and deans to culminate the giving process.
- Evaluate future composition of advisory boards with vice president for Academic Affairs. Encourage advisory board giving.
- Target mailings to new graduates to obtain correct e-mail and physical address.
- Target inaugural classes of LMU-DCOM, Physician Assistant (PA) program, EdD and the Duncan School of Law (DSOL) to facilitate transition from current students to University alumni with emphasis on giving.
- Explore new affinity programs.
- Train Human Resources personnel on payroll deduction procedures.
- Disseminate trustee letters to target groups.
- Solicit Last Year but Unfortunately Not This Year (LYBUNTS) (donors who gave last year but not this year) and Some Year but Unfortunately Not This Year (SYBUNTS) (donors who gave some year but not this year) by state according to divided territory.
- Collaborate with Abraham Lincoln Library and Museum (ALLM) staff to develop a list of contacts for annual support to include the Lincoln Letters, former donors to the Museum, and the Museum visitors list. Names will be compiled into a master solicitation list.
- Collaborate with the J. Frank White Academy (JFWA) principal to develop a list of contacts for annual support to include parents and relatives and graduates of the Academy.
- Develop a list of contacts with the Athletics staff for annual support to include graduates who participated in athletics.
- Investigate Links Across America program with Athletics for First Tee program
- Partner with athletics on annual golf tournament, auction, and other fundraising events.
- Develop the role of volunteers in the overall fundraising program.
- Work with staff senate and faculty senate to address giving options.

- Establish personal visit goals for athletics, the Abraham Lincoln Library and Museum (ALLM), and JFWA in cooperation with their supervisors.
- Utilize prospect research to build information about alumni, friends, and potential prospects.
- Support initiatives to demonstrate adequate resources for accreditation standards.
- Identify and solicit individuals concerned with the general well-being of the Appalachian region in accordance with the University mission and purpose.
- Cultivate a sense of stewardship as part of an overall philanthropy education program including poster campaign at Harrogate and extended learning sites.
- Pursue private foundation dollars to fund University projects.
- Educate all campus constituencies as to the importance of annual giving.
- Evaluate mGive texting campaigns to increase giving.
- Use student callers as part of an overall phonathon program
- Maintain a calendar of stewardship and cultivation events to help create and broaden the DeBusk College of Osteopathic Medicine's (LMU-DCOM) foundation for annual donor support.
- Maintain dean's VIP Reception at LMU-DCOM Spring Gala to steward and cultivate major gift prospects
- Maintain calendar of annual solicitations for LMU-DCOM donors including White Coat Solicitation, End of Year Appeal, LYBUNT and Commencement.
- Maintain Thank-You call program for the Board of Trustees with 20 board members signing commitment cards.
- Maintain Thank-You Call process for dean of LMU-DCOM to help steward gifts of \$1,000 or more and develop major gift prospects from preceptor pool.
- Maintain President's Luncheons during 2012-13, providing on- and off-campus opportunities for current and prospective donors to meet with The President with a future Women of Service component.
- Maintain presence at the Annual American Osteopathic Association (AOA) Convention with intent to recruit faculty, potential students, and continue LMU-DCOM alumni annual reception.
- Maintain all secondary, undergraduate and graduate Alumni Boards and giving programs as needed.
- Maintain and expand online alumni sub communities as needed.
- Maintain and increase all secondary, undergraduate, and graduate *Twitter, LinkedIn, Facebook, blogs and YouTube* presence.
- Maintain RotationsLINC e-newsletter to medical students on clinical rotations.
- Expand the use of iModules Alumni Community as an online registration tool.
- Expand alumni chapter membership and events, and investigate new locations for chapters.
- Expand alumni travel program.
- Implement Multi Variable Testing (MVT) factors for during 2012-13.
- Coordinate LMU Student Awards Day program utilizing annual scholarships
- Initiate fundraising activities to support research and scholarly activity.

Responsibility: Vice President for University Advancement, President, President's Cabinet, fund raising staff, and Board of Trustees in cooperation with designated faculty and staff. (3.2.12—Principles of Accreditation)

Time Frame: Ongoing.

Resources Required:

- 0100-630003.61100 – Postage
- .61200 – Printing
- .61300 – Travel
- .61325 - Entertainment/Donor Recognition
 - 2009-2010: \$135,000
 - 2010-2011: \$153,000
 - 2011-2012: \$165,000
- Adequate staff to ensure prospect visits is completed on a timely basis.

*Calculated at \$.096/dollar

Assessment: (Benchmark with Council for Aid to Education (CAE) report on peer institutions to be added when report is in)

Review call reports and task sheets at weekly staff meetings.

- Track on-line giving.
- Review and compare on-line weekly giving reports with direct mail and phone-a-thons.
- Review LYBUNT and SYBUNT reports monthly.
- Compile and review call reports from the Academy, the ALLM, Athletics personnel, LMU-DCOM, and the Carnegie-Vincent Library.

Use of Results: To support current operating expenses.

Strategic Goal 6: *Enhance resources.*

Objective 6.3: Increase endowment participation by 5% annually for student scholarships, faculty development, research, endowed chairs, continuing education, physical plant, Museum, J. Frank White Academy and athletics (3.10.1—Principles of Accreditation).

Strategies/Action Plans

- Support efforts to enhance University-wide research 3.3.1, 3.3.5, 3.7.3, 3.8.1—Principles of Accreditation).
- Research, identify, and cultivate potential donors who have the capacity to endow chairs at a minimum of \$1,000,000, endow professorships at a minimum of \$500,000, endow scholarships at a minimum of \$25,000 and endow faculty development funds at a minimum of \$25,000. Review endowed chairs to determine which ones are currently fully funded.
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Target special interest groups, honorary degree recipients, and recipients of institutional awards.
- Recognize donors who contribute to endowment funds. Explore a unified system of donor recognition that provides enhanced visibility.
- Review and revise (if necessary) the Endowment
 - Recruit and retain quality faculty and students by establishing endowed chairs, providing financial aid, and ensuring through endowed scholarships, and ensures that facilities are adequately maintained.
 - Cultivate and solicit the World War II era group for increased gifts through estate plans by the fundraising arm of the University Advancement staff.
 - Re-evaluate fundraisers' respective calls lists, including the president's call list.
 - Increase number of grant proposals for grants to endowment projects.
- Increase the number of the Circle of Friends for Endowment gift club.
- Review prospects with the Development Committee of the Board of Trustees, the president of the University (3.2.12 – Principles of Accreditation), the chairman of the Board, and the chairman of the Executive Committee.
- Feature donors who have already made estate plans in the *Alumnus* magazine.
- Feature long-term donors in publications and on the website.
- Collect documentation for planned giving.
- Develop philanthropy presentations for Homecoming and other events.
- Utilize national prospect research services.
- Expand solicitation of foundations, professional organizations, corporations, and government agencies that support endowment endeavors.
- Pursue private foundations.
- Establish endowment levels required for maintenance of each facility on campus with coordination with the vice president for Finance.
- Support additional funding for Honors Scholars.
- Educate University community on importance of speaking with consistent message.
- Coordinate LMU Student Awards Day program utilizing endowed scholarships
- Initiate fundraising activities to support research and scholarly activity.

Responsibility: Vice President for University Advancement, President, President's Cabinet, fund raising staff, and Board of Trustees in cooperation with designated faculty and staff.

Time Frame: Ongoing.

Resources required:

2009-2010: \$135,000

2010-2011: \$153,000

2011-2012: \$165,000

Assessment: (Benchmark with CAE report on peer institutions). Review and compare call reports of major gift officers. Compare five-year endowment giving, including number of donors vs. number of gifts vs. number of calls. Evaluate actual endowment acquired for facility upkeep versus goal amounts.

Use of Results:

- To increase endowed scholarships to enable students to attend LMU as cited in our mission statement.
- To increase communication to and involvement with the Board of Trustees and alumni through the class agents program, friends of the University, and foundations and corporations and other granting agencies.
- To demonstrate that best practices in fund raising are addressed and maintained, to ensure that calls are made on a timely basis, and to ensure that budget relief for academic areas, as well as capital projects, is provided.

Strategic Goal 6: *Enhance resources.*

Objective 6.4: Market and promote the University locally, regionally, nationally and internationally by use of all electronic and non-electronic media sources to support current recruitment, retention, and fund raising goals cited in appropriate departmental strategic plans, and to increase pride in the University (“Extended learning sites” include: Cedar Bluff, Duncan School of Law, St. Mary’s, Blount, Corbin, Middlesboro, Ducktown, Cleveland, Kingsport, Sevierville, Maryville, Morristown, and all partnerships) (1.1 and 4.6—Principles of Accreditation).

Strategies/Action Plans

- Support efforts to promote University-wide research and scholarly activities (3.3.1, 3.3.5, 3.7.3, 3.8.1—Principles of Accreditation).
- Support the University’s Quality Enhancement Plan (QEP), Linc-ON, with development initiatives through promotion and marketing.
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Update marketing plan to ensure effective promotion of the University’s programs by sending out timely news releases and by utilizing the world wide web and all other media resources.
- Utilize web analytics to optimize website to support University programs and initiatives.
- Utilize social media sites including Facebook, Twitter and YouTube to market and brand the University.
- Market the University to alumni through the Alumni Online Community.
- Educate University community on importance of speaking with consistent message.
- Identify human interest stories throughout the University to pitch to national media, with the goal of five or more per year. Work with University departments to cultivate projects of national interest.
- Convene meetings each semester with marketing committee to explore additional marketing strategies for all areas.
- Meet individually with each dean once per year and develop specific marketing plans for each school.
- Attend the Board of Trustees Academics and Marketing Committee meetings to identify emerging programs in need of marketing, and to assist in developing long-range plans.
- Produce video segments to be loaded on the LMU website and YouTube for individual departments, schools, and faculty.
- Develop high quality promotional materials including posters for specific programs for wide distribution, including community colleges, career centers, and employers.
- Refresh website design consistent with admission publications.
- Communicate regularly with extended learning sites to ensure that their needs with regard to printed material and website presence are met.
- Distribute the *Blue and Gray* newsletter, the *Alumnus* magazine, *CommunityLinc*, *AlumniLinc*, *AlumniLinc Quick Fact*, *Bridge Builder Heritage Society Newsletter*, *CampusLinc* and *Raising the Bar*.
- Promote international studies programs including the Kanto Program, World School, parents, and international residents from the community.

- Take advantage of marketing benefits of consortium agreements.
- Market the University through the “I Am...” campaign (including JFWA).
- Promote Student Service Initiative Program.
- Expand Speakers’ Bureau Project.
- Reinforce use of the University style manual and maintain a consistent identity in all marketing initiatives as defined in the manual available on the LMU Pathway and the website.
- Cooperate with the Risk and Insurance Manager in trade marketing the University marks and logos, and rolling out these marks and logos internally and externally.
- Publish donor recognition notices in appropriate media.
- Distribute planned giving materials by web, newsletter and other media.
- Plan and coordinate community service initiatives including Rural Area Medical center (RAM) in 2014 to help promote the University’s mission of service to humanity.
- Plan and coordinate a rural area legal clinic on the main campus for Tennessee residents.
- Cultivate a culture of service among faculty staff and students through participation in external charitable events including Relay for Life and United Way.
- Market the free services available to the community, including the pool, Harrogate park, walking trails, organic garden, and others.
- Consider and promote a policy of mandatory service hours for faculty and staff, recorded through the evaluation process
- Promote LMU through collaboration with LMU-TV and Sigmon Communications Center.
- Support initiative to demonstrate adequate resources for accreditation standards.
- Promote the proposed Veterinary and Comparative Medicine program.
- Promote the Honors Scholars program through web, social media, and all print media.
- Promote and facilitate increased use of LMU Pathway Portal.
- Integrating JFWA marketing in TV spots and on-campus, and on public-access local channels.
- Create a YouTube channel for JFWA.
- Create a YouTube channel for JFWA parents (JFWA and Communications will work together on content).
- Support the creation of a JFWA alumni directory through Harris Connect
- Continue to produce comprehensive marketing strategies for all LMU programs and events.

Responsibility: Director of Marketing and Public Relations, the associate director of Marketing and Public Relations for LMU-DCOM, the assistant director of Marketing and Public Relations, director of Publications, webmaster, director of Alumni Services, web developer, social networking specialist and the sports information director in cooperation with the Marketing Committee and designated faculty and staff.

Time Frame: Annually with a quarterly review of the Marketing Committee.

Resources Required: Data collected from University Advancement minutes.

- 2009-1010: \$414,000

- 2010-2011: \$475,000
- 2011-2012: \$480,000
- 2012-2013: \$800,000
- With added funds for access by approval of the president

Assessment:

- Continue market research with respect to marketing for admissions at undergraduate and graduate level.
- Use VOCUS data.

Use of Results:

- Improve integrated marketing and brand awareness. Improve goodwill through improved personal relationships between regional community leaders and University officials, faculty and staff. Provide accurate information to aid effective marketing and promotion of the University.
- Improve communication between internal and external markets through coordinated efforts of the Marketing Committee.
- Utilize data to demonstrate connection between marketing efforts, recruitment and retention, and gift income.
- Improve marketing efforts at extended learning sites with respect to new and existing programs.

Strategic Goal 6: Enhance resources.

Objective 6.5: Continue aggressive fundraising to meet identified fundraising priorities, including increased annual fund donor base; increased endowment fund; capital projects for facility construction, maintenance and improvement; flexibility to meet unforeseen needs, utilizing MVT in all areas to track outcomes and maximize return on investment (ROI). (2.11.2, 3.10.5—Principles of Accreditation).

Strategies/Action Plans

- Identify, cultivate and solicit donors to provide revenue for initiatives identified in the following fundraising priorities.
 - Campus Capital Improvements: Lincoln Memorial University has the opportunity to complete a number of significant improvements to its Harrogate and extended learning sites. These projects directly benefit students and faculty as they enjoy the diverse educational opportunities of LMU.

	<i>Estimated</i>
Construct five new residence halls	\$ 8,500,000
State-of-the-art student housing, including geothermal HVAC	
Construct a Student Center	\$10,000,000
LMU-DSOL	\$ 5,000,000
Library (\$2 million); technology;	
Proposed College of Veterinary and Comparative Medicine	TBD
Improvements at the Abraham Lincoln Library and Museum	\$750,000
New educational exhibits; replace roof	
Historic Preservation	
Avery Hall Technology/Classroom Enhancement	\$680,000
LMU-DCOM	\$2,000,000
New equipment; research funding	
Renovate Grant-Lee Hall	TBD
Construct New Math and Science Center	
Construct 140,000 square foot, four-story educational and research center	
Burchett Communications and Technology Center	TBD
Construct the 30,000 square foot communications and information technology center	
Improve Athletic Facilities	\$3,700,000
Soccer complex with 6,000 square foot field house, tennis courts and start-up funds for track and field; new 40,000 multi-purpose athletic facility (indoor tennis, etc.); renovations of existing facilities; geothermal HVAC for Tex Turner Arenas)	
Endowment Funds	\$15,000,000
To increase endowment to provide stable income student scholarship and faculty excellence support (including endowed faculty chairs); as well as for continuing support for operations and facilities maintenance (especially for Pope, Mitchell and Dishner Halls)	

A net yield of about 4% of a three-year moving average will be utilized annually for Board-designed purposes, with the balance reinvested to continue building the fund.

Honors Scholars program

TBD

For travel, scholarships, internships, housing, laptop computer, sponsored summer program.

- Update Democrat Hollow through efforts of the National Alumni Association.

Responsibility: Vice President for University Advancement, President, President’s Cabinet, fund raising staff, and Board of Trustees in cooperation with designated faculty and staff.

Time Frame: Review progress monthly and on June 30.

Resources Required: Adequate human and financial resources to meet our goal of 500 personal prospect visits.

2012-2013: Review budget

Assessment: Review monthly giving reports. Review monthly report of interface with Finance. Review budget pro forma annually to ensure adequate resources for the division.

Use of results:

- Plan effectively as we target our fund raising territory and major donors.
- Document ROI of fund raising travel plan for major donors.
- Review fund raising priorities and ensure that priorities align with academic and non-academic division planning.
- Utilize fund raising data to chart our progress on approved projects.
- Review Campus Master Plan as needed to make the connection between fund raising and capital projects.
- Demonstrate that best practices in fund raising are addressed and maintained, to ensure that calls are made on a timely basis, and to ensure that budget relief for academic areas, as well as capital projects, is provided.

Strategic Goal 6: *Enhance resources.*

Objective 6.6: Continue to utilize the Ellucian (Ellucian) system in the most efficient manner to provide support for the University by accurately recording gifts and maintaining gift records and alumni and demographic information (2.11.1 and 3.10.2—Principles of Accreditation).

Strategies/Action Plans

- Code all alumni by major, parents of current students and alumni, and add other codes as needed.
- Provide ongoing training for all members of University Advancement staff of all Ellucian and Informer tools and processes as needed.
- Use Ellucian’s Foundation Profile system and Planned Giving modules.
- Enhance reporting and data analysis by 1) reviewing information needs of University Advancement staff on a regular basis; 2) implementing existing Ellucian tools and developing standing reports and queries available for Division use as needed; and 3) developing new strategies to maximize the system’s benefit for University Advancement.
- Complete Ellucian consultant project to implement top Advancement priorities with endowment communication, Dashboard, scholarship award procedures, and other areas
- Incorporate new methods of tracking meaningful points of alumni and donor contact, including call reports, visits, mailings and phone/e-mail contacts.
- Expand use of Informer reporting tool

Responsibility: Vice President for University Advancement, Assistant Vice President for University Advancement and staff in cooperation with Finance and Information Services (IS).

Time Frame: Ongoing.

Resources Required: Costs covered under IS budget.

Assessment: Keep donor information up to date and easily accessible in Ellucian, including new funds opened for the LMU-DCOM. Provide lists to the University Advancement staff and others with needed information due to the implementation of Ellucian. Produce detailed gift reports used in tracking donations. Continue to train and update all alumni and giving information. Evaluate our budget planning efficiency process through Ellucian and align our planning process with the strategic planning process with special attention when doing the budget pro forma.

Use of results: Continued enhancement of Advancement data services using the Ellucian software enables the continued improvement and analysis of return-on-investment for all forms of interaction with alumni, friends and donors.

Strategic Goal 6: *Enhance resources.*

Objective 6.7: Continue to support the accreditation processes of the University

Strategies/Action Plans

- Participate in accreditation activities and planning through representative membership on committees addressing compliance with specific components of the *Principles of Accreditation: Foundations for Quality Enhancement* (2.5—Principles of Accreditation).
- Monitor changes in the University's academic program and make adjustments in staffing that promote the success of new and continuing programs in meeting the expectations of program and institutional accreditation associations.
- Study the organizational structure advancement divisions of other (Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) Level V accredited institutions and the effectiveness of their development efforts for benchmarking and planning purposes.
- Review and update its fundraising policies and procedures, where appropriate, to reflect best practices in all areas of operation and its expanded role in grant development to support LMU's Level V accreditation status and proposed Level VI status with development of additional doctoral level programs.
- Support increased funding for faculty research and scholarly activities.
- Participate in accreditation activities and planning through representative membership on committees addressing compliance with specific components of the *Principles of Accreditation: Foundations for Quality Enhancement*.
- Review program accreditation as it relates to student scholarship support
- Supplement awards and stipends for QEP initiatives (JFWA and DSOL).

Responsibility: Vice President for University Advancement, President, President's Cabinet, fund raising staff, and Board of Trustees in cooperation with designated faculty and staff.

Time Frame: Ongoing.

Resources Required: Budgeted under the Institutional Effectiveness (IE) budget

Assessment: Fund raising activities according to Strategic Plan and Campus Master Plan.

Use of results: Increased resources for students, faculty and staff research

Strategic Goal 6: *Enhance resources.*

Objective 6.8: Enhance legislative relationships.

Strategies/Action Plans

- Identify opportunities to meet regularly with federal, state and local officials and their staff.
- Act as primary resource for local and regional data as requested by external legislation.
- Monitor state and federal policy capable of impacting University functions and programs.
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Monitor TICUA alerts and distribute where appropriate across campus
- Continue to offer externs to federal, state and local legal official through LMU-DSOL
- Continue providing legal education to judicial organizations upon their request
- Investigate federal, state and local funding opportunities for the proposed College of Veterinary and Comparative Medicine facility

Responsibility: Vice President of University Advancement, Director of Major Gifts in cooperation with the President and Board of Trustees, and LMU-DSOL

Time Frame: Ongoing.

Resources Required: Included in University Advancement travel budget

Assessment: Impact of legislation in relation to LMU's funding priorities; dollars received; evaluate number of externs utilized

Use of results: Dollars received; implementation of funded programs, facilities and other capital projects; and other impact on the University budget

Strategic Goal 7:

Assess and enhance University-wide research and scholarly activity.

Strategic Goal 7: *Assess and enhance University-wide research and scholarly activity.*

Objective 7.1: INTEGRATION: To connect all development, improvement and implementation of University research and scholarly activity initiatives to the University mission, planning, budgeting, academic programs, assessment and evaluation processes.

Strategies/Action Plans

- Continue to examine membership of University Research Committee (URC) to ensure adequate representation of academic colleges/schools and entities.
- Differentiate the focus of faculty development and mini-grants support for scholarly activity.
- Develop processes and support for student scholarly activities.
- Revise and update research and scholarly activity policies and procedures.
- Develop efficient method of ensuring the Office of Research, Grants and Sponsored Programs (ORGSP) receives notice of research and scholarly activity for a time period to be defined.
- Evaluate and refine methods of disseminating research and scholarly activity both internally and externally including coordination with the Office of Public Relations. (e.g. Scholar of the month)

Responsibility: Vice President of Research, Assistant Vice President for Health Sciences Research, Deans of Schools/Colleges, Executive Director of the ORGSP, Director of Marketing and Public Relations, Director of Foundations, University Research Committee

Time Frame: Initial and ongoing.

Resources Required: Time commitment, data collection, analysis, and interpretation (\$ amount to be determined annually)

Assessment: Documentation of the strategies/action plans related to this objective.

Use of Results: For the continued development and support of the research portion of the University's overall mission.

Strategic Goal 7: *Assess and enhance University-wide research and scholarly activity.*

Objective 7.2: INFRASTRUCTURE: Foster the development and management of the centralized research and scholarly activity support services to optimize their utility, accessibility and their responsiveness to the campus and extended learning site research community.

Strategies/Action Plans

- Review the electronic grant budget and tracking system to ensure it is efficient and effective. (e.g. Explore Open Source, Oracle and Sunguard)
- Develop procedures to ensure same day purchasing and delivery of supplies and rapid purchasing and delivery of equipment, including computers, from grant accounts.
- Develop procedures to ensure rapid direct on campus delivery of supplies and equipment to the purchaser, to ensure biological and chemical safety and grant accountability.
- Develop procedures to keep the ORGSP informed of all LMU policies and procedures required by federal and state law.
- Develop biological, chemical and radiation safety policies and procedures.
- Review and update fiscal management procedures and policies relative to external funding.
- Foster the management of internal grant programs aimed specifically at the support of undergraduate/graduate students' research projects and scholarly activity.
- Assist faculty, staff, and students in obtaining external financial support for their research, training, and/or scholarly activities.
 - Develop strategic support to facilitate an increase in the number of external grant submissions from across the University.
 - Develop strategic support to facilitate an increase in the number of scholarly publications and presentations (including but not limited to peer-reviewed journals).
 - Evaluate process and procedures for communicating grant opportunities to faculty, staff and students.
- Expand information support services (e.g. electronic resources, software licenses, library and accessibility) to facilitate research and scholarly activity.
- Develop individual school budgets for research and scholarly activities.
- Explore the cost and purchase where applicable of service contracts for core equipment in the math and science multi-purpose laboratories.
- Explore the costs and development of a scholarly activities seminar program.
- Ensure potential researchers complete CITI training.

Responsibility: Vice President for Research, Assistant Vice President of Health Sciences Research, Office of Finance, Dean of Administration, Risk and Insurance, Director of Library, Executive Director of the ORGSP, Post-Award Grants Manager, Information Services, Chair of Institutional Biological and Chemical Safety Committee, University Research Committee.

Time Frame: Initial and ongoing. Any changes with fiscal impact must be included in the budget planning process, due October 1.

Resources Required: Time commitment, data collection, analysis, and interpretation (\$ amount to be determined).

Assessment: Documentation of the strategies/action plans related to this objective.

Use of Results: For the continued development and support of the research and scholarly activities portion of the University's overall mission.

Strategic Goal 7: *Assess and enhance University-wide research.*

Objective 7.3: FACULTY/STUDENTS: Ensure adequate on campus and extended learning site faculty to initiate, grow and sustain both undergraduate and graduate level research and scholarly activities.

Strategies/Action Plans

- (moved to 7.5)
- Office of Research advocates identified and prioritized needs for research and scholarly activities.
- Establish guidelines for levels of startup funds for new faculty tailored to research and scholarly activity expectations of the new faculty member(s).
- Review and refine incentive structures for research and scholarly activity.
 - Scholarly travel funding
 - Individual membership in scholarly associations, societies and councils.
 - Sabbatical leave policy and funding
 - Rank advancement standards and incentive compensation increments
 - Reassignment time/Progress to a 3+3 undergraduate course load
 - Expected incremental scholarly output increase
 - Scholarship Support Services
- Develop new programs that foster interdisciplinary and inter-professional research and scholarly activities.
- Implement a salary savings policy pertaining to grants and contracts.

Responsibility: Vice President for Research, Assistant Vice President of Health Sciences Research, Vice President of Academic Affairs, Vice President for Finance, Deans of Colleges/Schools, University Research Committee.

Time Frame: Initial and ongoing.

Resources Required: \$ to be determined, Information Resources.

Assessment: Documentation of the strategies/action plans related to this objective.

Use of Results: For the continued development and support of the research portion of the University's overall mission.

Strategic Goal 7: *Assess and enhance University-wide research and scholarly activity.*

Objective 7.4: FACILITIES: Identify the need for facilities that foster the development of research and scholarly activity and manage them to optimize their utility and accessibility to the University-wide community.

Strategies/Action Plans

- Identify short-term and long-term facility needs and to ensure future competitiveness of research and scholarly activities.
- Define information technology, library and support services to facilitate research and scholarly activities.
- Ensure that all facilities comply with laboratory health, safety and environmental protection regulations.
- Develop policies and procedures for space allocation of dedicated laboratory research facilities.
- Review library resources for both campus and extended learning sites to ensure graduate, undergraduate and faculty research and scholarly activity needs are adequate.

Responsibility: Vice President for Research, Assistant Vice President of Health Sciences Research, Vice President for Academic Affairs, Vice President for Finance, Director of Abraham Lincoln Library, Chief Information Officer, Chairs of IACUC, IBC and IRB.

Time Frame: Initial and ongoing.

Resources Required: \$ to be determined, Information Technology, Technology Support for on-campus and extended learning site activity, Carnegie-Vincent Library and Abraham Lincoln Library and Museum resources.

Assessment: Documentation of the strategies/action plans related to this objective.

Use of Results: For the continued development and support of the research and scholarly activities of the University's overall mission.

Strategic Goal 7: *Assess and enhance University-wide research and scholarly activity.*

Objective 7.5: EVALUATION: To develop and implement an evaluation system that recognizes the importance of research and scholarly activity to the mission of the University.

Strategies/Action Plans

- Encourage the deans to establish guidelines concerning research and scholarly activity expectations for scholarly activities. . (moved from 7.3 Faculty)
- Continue to ensure research and scholarly activities criteria are a component of the evaluation.
- Establish procedures to record and report research and scholarly activity, including submissions, awards, outcomes presentations and publications.

Responsibility: Vice President of Research, Assistant Vice President of Health Sciences Research, Vice President of Academic Affairs, Deans of Schools/Colleges, Chairs of departments/program directors.

Time Frame: Initial and ongoing.

Resources Required: \$ to be determined.

Assessment: Documentation of the strategies/action plans related to this objective.

Use of Results: For the continued development and support of the research portion of the University's overall mission.