Section I
Strategic Plan Overview and Introduction
2018-2023
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 (SACSCOC) 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 provide guidance in the prioritization of activities and funding necessary for the achievement of the overall Vision. Eight Strategic Goals have been identified as critical to achieving regional distinction. These Strategic Goals are consistent with SACSCOC expectations for institutional improvement. The University President and the Board of Trustees affirmed these Strategic Goals. 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, (2016-2021). 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 comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels.

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.

While primarily committed to teaching, the University supports 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, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

Revised July 6, 2017; approved by Board of Trustees, November 10, 2017.
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 strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.

2. Maintain fiscal integrity in all University activities, programs and operations through efforts to increase 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 society.

4. Advance the Cumberland Gap and Appalachian regions through community service programs in continuing education, healthcare, 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. The University seeks to continuously improve its technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.

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
   - Scholarship
   - 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
   - Extended sites and online communities
   - Academic and intellectual communities
   - Humanity

8. **Lincoln Memorial University values the process of life-long learning wherever offered and however delivered**
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 eight Strategic Goals. The Strategic Goals were developed from a review of SACSCOC expectations, internal outcomes assessment data and external factors influencing the University. These eight 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 resources

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

Strategic Goal 8: Provide academic and student services that foster academic and social integration to promote retention and student success
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 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 activities, and staff professional development activities
- Increase 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 all University libraries and the 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 environments)
- 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 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 fundraising
• Monitor comprehensive capital campaign and capital projects status

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

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

Strategic Goal 8: Provide academic and student services that foster academic and social integration to promote retention and student success

• Improve learning experience for residential students
• Improve learning experience for commuter students
• Improve learning experience for students at extended learning sites
• Survey results measuring students’ use of, satisfaction with and success resulting from student support services
• Improve retention and graduation rate statistics for all categories of students
Progress Report on
2017- 2022 Strategic Plan
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.

Progress:

General Education

- Assessment data from General Education testing continued to indicate that average performance of students is below expectations and that some results do not match the past academic performance of students completing the tests. Therefore, the General Education Committee recommended and Academic Council approved a more consequential testing performance protocol to strengthen credibility of the data from such assessments. This includes additional testing and subsequent specific remedial measures to ensure minimum competency for the Lincoln Liberal Arts Core Curriculum elements. The details have been included in the 2017-2018 Undergraduate Catalog and will be in the Syllabus Template.

School of Allied Health Sciences

Athletic Training Program (ATP)
- Probation status from CAATE was removed following the March 2017 annual report. The ATP is once again fully accredited.
- 2 senior students sat for the BOC examination in April 2017. 1 student passed; the other student’s outcome is pending.

Health, Physical Education, and Exercise Science (HPEES)
- Department awarded its first Health degree May 2017
- One of two students passed the PRAXIS 5095 on the first attempt
- One student attempted and passed the PLT on the first attempt
- Strength and Conditioning minor became a nationally recognized Education program from the National Strength and Conditioning Association.

Medical Laboratory Science Program (MSLP)
- Achieved 18 consecutive classes of 100%, first-attempt pass rate on the American Society for Clinical Pathology (ASCP) Board of Certification (BOC) Exam.
- The next National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) self-study is due April 1, 2018, with a site visit scheduled in the fall of 2018.

Veterinary Health Science Program (VHSP)
- Two VHSP students were accepted to the LMU CVM for Fall 2016.
- 6 VHSP students have applied to the LMU CVM for Fall 2017; 5 have been accepted and 1 was wait-listed.
- 1 VHSP graduate was accepted to the LMU PA program.

Veterinary Medical Technology Program (VMTP)
- The VMTP was awarded continued full accreditation during the November 2016 AVMA CVTEA meeting. The next scheduled site visit will take place in 2022.
- The VMTP submitted substantive change reports to the AVMA CVTEA in response to USDA inspection reports.
• In 2016, 100% (7/7) of VMTP graduates passed the VTNE on the first attempt.
• The VMTP will submit a one-year progress report in September 2017.

Hamilton School of Arts, Humanities, and Social Sciences

• All programs in AHSS completed Outcomes Assessments Reports for the current school year.
• Four programs completed Program Reviews this year: Criminal Justice undergraduate, Criminal Justice graduate, Psychology, and English programs.
• Six AHSS programs are utilizing ETS major field achievement tests for feedback on learning outcomes; the History program will use an outcomes test from the ACT.

School of Business

• Collection and preparation of data for biannual quality assurance report to Accreditation Council for Business Schools and Programs (ACSBP) due September 15, 2017, continues. The previous biannual quality assurance report was submitted on September 15, 2015, and approved with all notes and conditions removed.

Carter and Moyers School of Education

• Preparations continue for year of record assessment for CAEP 2020 on-site visit;
• Continue collection and preparation of data and narrative for 2017 CACREP mid-cycle report.

School of Mathematics and Sciences

• An initiative was started to use a syllabus review checklist for each course offered in the School of Mathematics and Sciences to determine whether student learning outcomes and course objectives were being articulated in each course. This will be used by the department chairs to follow-up with each course instructor.
• Conservation Biology’s (CBIO.BS, CBIOW.BS) learning goals and program goals were reviewed, updated, and approved by the Department of Biology in accordance with University’s mission and goals.
• Received SACSCOC approval letter for Conservation Biology (CBIO.BS, CBIOW.BS).
• The Department of Biology’s Junior and Senior Research Seminar (SEWS/Capstone) oral presentations were recorded with assistance from Sigmon Communications for the assessment of faculty application of the departmental rubric.

Caylor School of Nursing

• ASN NCLEX-RN pass rate is approximately 91% for calendar year 2016.
• BSN NCLEX-RN pass rate for 2016 is approximately 91%.
• Certification rates for MSN program are all above the national level:
  o The Family Nurse Practitioner (FNP) pass rate for 2016 is 94.4%.
  o Family Psych Mental Health (FPMHNP) pass rate for 2016 is 100%.
• The Nurse Anesthesia (NA) concentration pass rates for 2016 is 94.4%

• The CSON received two HRSA awards for the 2016-2017 academic year totaling $377,059. The Advanced Education Nursing Traineeship (AENT) grant was funded for $350,000 for July 2016-June 2017, and the Nurse Anesthesia Traineeship (NAT) grant was funded for $27,059 for 2016-17.

• The CSON budget increased and was appropriate to support the record high CSON program enrollments and further program development.

College of Veterinary Medicine

• Submitted a biannual report to the American Veterinary Medical Association (AVMA) Council on Education (COE) in July 2016.

• A comprehensive self-study was submitted to the COE in December 2016.

• An AVMA COE focused site visit was conducted in late January 2017.

DeBusk College of Osteopathic Medicine

• Based on data collected from National Board of Osteopathic Medical Examiners (NBOME) 100% of the graduating class of 2016 who have completed all curricular requirements have passed the COMLEX Level 1 and Level II CE and PE licensing exams; 95.42% of graduates in 2016 cycle have passed COMLEX Level 3; 100% of PA class of 2016 students have passed PANCE.

• LMU-DCOM has placed 99.5% of its graduating class into postgraduate training programs; 61% osteopathic programs; 36.8% allopathic programs and 2.2% military programs; 27% Appalachian region; 9% in the State of Tennessee. Graduate Medical Education match information – 81.3% of 2016 graduates chose primary care residency programs.

• ALUMNI DATA - Results as of Fall 2016 LMU-DCOM Alumni Tracking Analysis Found:
  - 97% (853/876) of DO graduates were located based on licensure information
  - 45% (310/853) of DO graduates practice in an underserved area
  - 14% (79/553) of DO graduates practice in a rural area
  - 67% (460/653) of DO graduates practice a primary care specialty
  - 25% (186/853) of DO graduates practice in Appalachia
  - 82% (340/416) of PA graduates were located based on licensure information
  - 47% (160/340) of PA graduates are located in Appalachia
  - 48% (119/340) of PA graduates practice in an underserved area
  - 25% (76/340) of PA graduates practice in a rural area

• New hospital rotation sites started and development –
  - Florida Hospital Medical Group, 8 per year – started Fall 2016
  - Henry County Medical Center, 3 per year – Started Fall 2016
  - Methodist Medical Center, 12 per year – Oak Ridge – Started Fall 2016
  - Bayshore Medical Center, 9 per year - affiliation spring 2017 for Fall start
Duncan School of Law

- DSOL continues to be provisionally approved by the American Bar Association (ABA).
- DSOL’s first ABA site evaluation visit as a provisionally approved institution took place on March 26-29, 2017.
- The informal feedback from the site evaluation team at the time of the visit was generally positive. The law school is still awaiting formal feedback on the visit from the ABA.
- In March 2017, the Dean informed the ABA Managing Director’s Office that DSOL will be applying for full ABA approval in Fall 2017. The site evaluation visit is scheduled for September 24-27, 2017.
- The ABA has assigned a site evaluation team of seven individuals for the September visit. The site team chair, Associate Dean Emeritus Paul Kurtz of the University of Georgia School of Law, will visit DSOL in August.
- DSOL continues to be approved by the Tennessee Board of Law Examiners (TBLE) through May 31, 2018.
- The Curriculum and Assessment Committees are currently in the process of mapping DSOL’s programmatic learning outcomes on to the required curriculum and developing an assessment plan in compliance with ABA Standards 303 and 304.
- Course-level formative and summative assessment is performed in every course in compliance with ABA Standards 314 and 315. The results of course-level assessment are submitted by each faculty member to the Associate Dean for Student Learning and Assessment for consideration of the programmatic assessment.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.2: Create, revise, support, or discontinue academic programs

Progress:

General Education

- The General Education Committee reviewed and recommended a revised general education core for the Bachelor of Science Nursing degree program. The Academic Council approved the revision. This revision requires that students perform at or above a specific level on standard national test or complete remediation to demonstrate competency in the Lincoln Liberal Arts Core Curriculum.

- The General Education Committee reviewed and recommended a new minimum number of credit hours for a bachelor’s degree to 122 from 128. Student learning outcomes and general education outcomes must continue to be demonstrated by all programs which have any reduction approved. The Academic Council approved the revision.

- The GE Committee recommended and the Academic Council approved a revised GE testing protocol which prescribes retesting of students whose test scores fall below the standard set by the GE Committee and prescribes remediation of general education competencies if a specific student does not demonstrate competency through testing.

Honors Scholars Program

- The Honors Scholars Program (HSP) has enrolled an additional 12 students for the fall; most will receive some amount of scholarship. HSP students receive peer support, support from the HSP director and from the deans of the undergraduate colleges in moving forward in the programs of their choice.

- Honors Scholars Program total required course credits were decreased to 23 credit hours and students transferring to LMU from two-year colleges with honors programs can now enroll in the honors program.

- The Honors Scholars Program implemented a ‘common reading’ program this year; reading the book, Eli the Good, by Silas House. The author visited campus to discuss the book and direct a workshop for the HSP students and others interested in attending. A new reading is currently being discussed.

School of Allied Health Sciences

Athletic Training Program (ATP)

- One senior attended the ACES Preparatory Workshop in January 2017 at Union College to assist with BOC exam preparation.

- One senior and two sophomores attended the SEATA Athletic Training Student Symposium in February 2017 in Atlanta, GA.

Health, Physical Education, and Exercise Science (HPEES)
Updated the Athletic Coaching minor to satisfy the 8 domains of the National Standards for Sport Coaches as outlined by the Society of Health and Physical Educators (SHAPE America).


**Medical Laboratory Science Program (MLSP)**
- The MLSP cohort at the Kingsport Center for Higher Education (KCHE) in Kingsport, TN continues to successfully enroll a strong academic cohort each spring semester.
- The MLSP is continuing to explore a possible expansion to the Corbin, KY site as many hospitals in the area are facing impending retirement of large portion of medical laboratory scientists.

**Veterinary Health Science Program (VHSP)**
- Over 100 prospective students have expressed interest in the VHSP for Fall 2017.
- 30 new VHSP students have enrolled for Fall 2017.
- VHSP curriculum revised in April 2017 to allow the student greater flexibility when applying to multiple veterinary schools. Curriculum revision implementation to begin in Fall 2017.
- VHSP introducing VHS minor in Fall 2017.

**Veterinary Medical Technology Program (VMTP)**
- VMTP-AS continues to use HESI mock VTNE examination and VetTechPrep course to prepare graduates for VTNE.
- VMTP-BS curriculum revised in April 2017 to allow the student the opportunity to gain more knowledge and experience in business related topics to better prepare them for the competitive job opportunities as head technician or clinic manager. Curriculum revision to be implemented in Fall 2017.

**Hamilton School of Arts, Humanities, and Social Sciences**
- The Media-Communications program (MCOM) offered special topics on sports journalism to engage significant numbers of students who have shown interest in this field.
- The MPA and MSCJ catalogs and student guidebooks have been updated. Students can choose to participate in a thesis, case-study, organization project, internship or comprehensive examination.
- MPA program expanded the thesis study to include additional credit time for completion and to allow for white papers to submitted resulting from internships, organization projects, and case-study projects.
- The English Program has incorporated a Bachelor of Fine Arts (BFA) degree in writing in its offerings. It is in alignment with institutional and strategic goals.
- The Art Program added a Concentration in Ceramics to complement the existing 2D track in Painting and Drawing.
- The 3 + 3 tracks in preparation for law school in Political Science, English, and Criminal Justice have begun attracting students.
- A medically-related emphasis is now available in the psychology program.
- The MPA program started a student chapter of the International City/County Management Association (ICMA). ICMA membership provides an abundance of...
learning resources and invaluable networking opportunities with officials at all levels of government.

- The Political Science program has developed new course offerings in International Relations, Political Philosophy, the American Presidency, American Foreign and Security Policy, and Public Administration.
- The Criminal Justice program revised the undergraduate program around two concentrations of Law Enforcement and Law & Society.
- The master’s degree in Criminal Justice (MSCJ) has been approved to move to a fully online program beginning in Fall 2017.
- The English Program now offers two freshman composition courses and three sophomore literature options to replace the General Education requirements, ENGL 110, 210, and 310. The transition has been smooth and without difficulties.
- The English program downsized from 42 credit hours to 39 credit hours.
- Through the cooperation of the English program, History program and the School of Education, a new humanities course has been designed that will focus on secondary education teaching methods and improved content for secondary education majors. The course will enroll Humanities-Education students for the first time this fall.
- The MPA program has approval to implement three new non-profit courses in its curriculum. This will allow MPA students to emphasize non-profit/not-for-profit in the MPA curriculum.
- The Philosophy & Religion B.A. Program has been revised to create separate concentrations in philosophy and religion. This will begin Fall 2017.

School of Business

- Revised the Sport Management program at the undergraduate level from a Bachelor of Science to a Bachelor of Business Administration concentration.
- Revised the Master of Business Administration (MBA) program’s credit hour requirements for a general MBA from 36 to 30 to keep in line with other institutions and reduce costs for students.
- Created an accounting concentration for the Doctor of Business Administration program.
- Created a certificate for the Business Analytics program at the graduate level.
- The School of Business completed outcomes assessments reports for all its programs which will communicate program improvements to be implemented in the next academic year.

Center for Teaching and Learning Excellence

- Facilitated launch of online Doctor of Medical Science (DMS) degree.
- Facilitated launch of DBA online courses.
- Initiated launch of online Master of Criminal Justice program. Two online courses under development.
- Initiated launch of online Special Education Endorsement. Four online courses under development.
- Initiated training for proposed launch of two new EDUC HYB courses for Fall 2017.
Conducted faculty training in TVAAS state assessment; training in Edtpa assessment; training in RTI²; training in new math and ELA State of Tennessee standards; initiated required dissertation chair workshops; andragogy/pedagogy; developing assessment trainings in analysis and disaggregation in state testing for Pre-K12 Schools; Continued work on maintaining NCATE/CAEP and CACREP accreditation, as well as State of Tennessee Department of Education approval of all licensure programs. Leadership personnel identified for attendance at appropriate regional, state and national conferences and trainings; Submitted proposal for job-embedded licensure option with State TDOE; Submitted proposal for add-on special education endorsement to State TDOE; Program adjustments were made based on outcomes data MEDITL Program continues to collaborate with ITLU Program to offer additional professional development for LMU faculty, candidates, and area school faculty; Assessment personnel attended professional conference/workshops/meetings that included relevant topics on assessment and technology Maintained and continued to improve assessment processes to enhance culture of assessment, data-driven decisions and to meet CAEP requirements; The MEd and EdS C&I, EL, and IL have been reconstructed as hybrid courses.

International Programs

37 students attended credit-bearing study abroad programs:

- Faculty-led programs: 30 (Belize, U.K.)
- Third-party providers: 6 (South Africa, Belgium, Costa Rica)
- International consortia: 1 (Ireland)

Streamlined F-1 application procedures (working in conjunction with the Office of Admissions)

Streamlined J-1 application procedures (Working in conjunction with the Office of Admissions)

Revised curricula of short-term immersion programs (using exit interviews from 2016 immersion participants)

Revised curricula of ESL101 course (using input from faculty, deans, and department heads)


School of Mathematics and Sciences

A Computer Science B.S. program was created with input and approval of the faculty of the Department of Mathematics. This program received approval by the School and by Academic Council in Spring 2017. This is a generalist computer programming and analysis type of degree program.
• Revisions to the Mathematics curriculum were also recommended by the faculty of the Department of Mathematics to adjust to needs for the Computer Science B.S. major.

• In collaboration with the College of Veterinary Medicine and the DeBusk College of Osteopathic Medicine work was begun on an Integrative Biosciences PhD program.

• In response to Master of Science graduate faculty feedback, assessment data from the program, and from the DeBusk College of Osteopathic Medicine, adjustments to the Master of Science program were recommended and approved. These affected the Biomedical Professions, Anatomical Science and the Veterinary Biomedical Sciences programs. They consisted of substitutions of courses.

• Department of Biology program outcomes assessment reviewed by faculty and developed changes for the assessment of Pre-med Seminar (SEWS/Capstone) written papers.

• Conservation Biology learning and program goals updated.

• Junior and Senior seminar oral presentations recorded

Caylor School of Nursing

• Accreditation and approval processes are in progress for the new Tampa extended learning site, and renovations on the building are in progress.

• The University has received acknowledgment from SACSCOC of our intent to offer the new online MSN Nursing Business Administration concentration commencing August 2017. The CSON submitted a substantive change report to the Accreditation Commission for Education in Nursing (ACEN), and we are awaiting notification of their approval.

College of Veterinary Medicine

• Cooperative Agreements between The University of Kentucky College of Agriculture, Food and the Environment, Department of Veterinary Science (Gluck Equine Research Center) and Veterinary Diagnostic Laboratory and Lincoln Memorial University College of Veterinary Medicine which were fully executed in March 2014 continue to be implemented.

• Association of American Veterinary Medical Colleges (AAVMC) Member since July 2013.

• There were 1120 total Qualified Applications through the Veterinary Medical Colleges Application Service (VMCAS) to the CVM for the fourth CVM Class which enters Fall 2017. The CVM will enroll 125 students in Fall 2017.

• The College of Veterinary Medicine continues with Provisional Accreditation status from the American Veterinary Medical Association Council on Education.

• The LMU-CVM submitted a biannual report to the American Veterinary Medical Association Council on Education (COE) in July 2016 and in December 2016 comprehensive self-study document to the COE.

• An American Veterinary Medical Association Council on Education Site Visit was conducted January 23 – 26, 2017.

• All 14 students interviewed from the 2016-2017 MS program were accepted into the LMU-CVM Class of 2021.
• The CVM offers a dual degree DVM-MBA program. The program is the 3rd in the country of its kind.
• DVM-PhD offered in collaboration with the University of Kentucky (UK). The PhD will be awarded from UK.
• The LMU-CVM is working with the School of Education to develop a M.A.Ed/DVM program.
• LMU-CVM, LMU-DCOM, and the School of Math and Science are developing a PhD program in Integrative Biosciences.

**DeBusk College of Osteopathic Medicine**

- Doctor of Medical Science (DMS) started Fall of 2017
  - New class admissions: 21 students
- LMU-DCOM started the 2-year, PhD in Clinical Anatomy program with one student admitted Fall 2016. One student is planned for admission each year.
- Planning development of Occupational Therapy and Physical Therapy Programs
- Planning the development of an additional location in Knoxville, TN for the DO and PA programs
- The Office of Educational Development and Assessment conducted 10 programs for 1st and 2nd-year faculty.
- The LMU-DCOM CME/Preceptor Development Office conducted 6 faculty development programs for physicians who supervise students on clinical rotations. Most programs were conducted at the distant regional locations. Additionally, 10 enduring materials are available online for preceptor.

**Duncan School of Law**

- The law school restructured its legal research, legal writing, and academic success programs for first-year and second-year students, beginning in the Fall 2016 semester.
- Feedback from faculty on these changes, including those who teach doctrinal, legal writing, legal research, and academic success courses, has been positive.
- Increased resources and changes to these foundational courses helped the law school cut its first-year attrition in half in 2015-16, relative to 2014-15. Attrition was reduced again by 20% in 2016-17.
Strategic Goal 1: Assess and enhance academic quality.

Objective 1.3: Pursue international collaborations to enhance the diversity and quality of the University community and academic programs.

Progress:

Hamilton School of Arts, Humanities, and Social Sciences

- This is the second year for enrolling students in classes in beginning and intermediate Chinese and Japanese offered by the Department of Literature and Language. Classes are staffed by international instructors and are attracting more interest.
- The Department of Literature and Language instituted a course in sign language this spring and will continue with a second level of sign language this coming year. At this point, sign language courses do not meet the BA requirement in foreign language.
- The Religion/Philosophy Program created a new special topics course, Islam, for the coming academic year.
- A MCOM instructor will be teaching courses this summer in Ramkamnhaeng University in Bangkok, Thailand. He will be teaching in China this summer as well.
- A criminology instructor will be teaching criminal justice courses in China this summer.
- Two Chinese students are enrolled in the MSCJ program; one Chinese student is enrolled in the MPA program.

School of Business

- Continued affiliation with Liocheng University in Shandong Province, China.
- The School of Business sent two faculty members (Dr. Jay Wright and Dr. Karen Carter) and eight students to Harlaxton College to complete six-hours of course study within Leadership and International Economics.
- The School of Business will send a faculty member and fourteen students to Harlaxton University in the United Kingdom during the summer 2017 semester as part of the study abroad program.
- Created a collaboration between University of West England (Bristol, UK) & LMU Schools of Business.
Carter and Moyers School of Education

- Scheduled EdD concentrations in Higher Education and Executive Leadership on Harrogate campus for international students;
- School of Education, in cooperation with Academic Affairs and the Director of International Programs, has developed a Visiting Scholars Program for Jiangxi University faculty beginning August 2017. This model will be in use with future international scholar visits;

International Programs

- Increased participation in inbound student and scholar exchange programs through the University’s existing partnerships.
  - Research scholar: 1 (China)
  - Students: 6 (China)
- Signed MOUs for two new international partnerships:
  - Cruzeiro do Sul University (Brazil)
  - Ramkhamhaeng University (Thailand)

School of Mathematics and Sciences

- Developed and hosted the Myxoblitz and Symposium (July 2017) in the Great Smoky Mountains National Park. The event was a great success with 22 participants representing five countries (Brazil, Costa Rica, Honduras, Philippines, and the United States) and 8 universities.
- Official collaborative agreement signed between Lincoln Memorial University and the University of Costa Rica. The agreement includes faculty/student exchange for academic and research purposes.
- Hosted Fulbright Lecturer Dr. Angeles De Leon from Central Luzon State University (Philippines). The event was well attended by faculty, staff, students, and the larger community.
- Collaborative educational and research opportunities explored with Central Luzon State University and University of Santo Tomas both located in the Philippines.
- Seven biology students and two faculty members traveled to Belize to study marine ecology at the Tropical Research and Education Center in March 2017.
- One biology faculty member and two students conducted small mammal research at the LaSuerte Biological Field Station in Costa Rica in May 2017.

College of Veterinary Medicine

- We are actively pursuing Memorandums of Understanding with a number of international veterinary programs including in Australia, the Caribbean, and China.

DeBusk College of Osteopathic Medicine
• During the Summer and Fall of 2017, the following clinical rotations were conducted internationally:
  o Townsend, Australia (4-week rotation) – 2 PA students; 2 DO students
  o Gangzhou, China (4 week rotation) – 2 PA students;
  o Beijing, China (4 week rotation) - 4 DO students
  o Honduras (4-week rotation) – 1 DO student
• LMU-DCOM Physician Assistant Program is finalizing the affiliation agreement with the University of the West of England for student rotations in Bristol, United Kingdom
• LMU-DCOM continues the affiliation agreement with James Cook University College of Medicine and Dentistry, Queensland, Australia and Gannan Medical University in Ganzhou City, Jiangxi Provence, China for student rotations

Duncan School of Law

DSOL will not be pursuing any LMU-sponsored study abroad programs for its students until fully approved by the ABA
Strategic Goal 1: Assess and enhance academic quality.

Objective 1.4: Ensure that all programs have clearly articulated academic expectations.

Progress:

General Education

- Proposed new general education courses were reviewed and evaluated by the GE Committee for their student learning outcomes as related to the Lincoln Liberal Arts Core Curriculum Learning Outcomes
- Two additional learning outcomes were added to the Lincoln Liberal Arts Core Curriculum Learning Outcomes: 1) “Students demonstrate the knowledge and skills necessary to function as successful college students in academic and interpersonal pursuits,” and 2) “Students demonstrate knowledge and skills in using common software and hardware to accomplish or enhance college-level learning activities.”

School of Allied Health Sciences

Health, Physical Education, and Exercise Science (HPEES)

- Strength and Conditioning Minor meets the requirements to become a nationally recognized Education program from the National Strength and Conditioning Association.
- Athletic Coaching minor revised to meet Coaching National Standards.

Medical Laboratory Science Program (MLSP)

- The program reviewed the academic progression policy and no changes were initiated.

Veterinary Health Science Program (VHSP)

- Academic progression policy instituted in Fall 2016 continues to identify academically struggling VHSP students.

Veterinary Medical Technology Program (VMTP)

- Academic progression policy that was revised in Fall 2015 continues to identify academically struggling students early in the curriculum rather than towards the end.

Hamilton School of Arts, Humanities, and Social Sciences

- The Arts In The Gap (AITG) program advisory council met in November and made progress toward focusing the direction of the program and its many events. Its website has been updated and a new webpage for enrolling in events is available.

School of Business

- School of Business curricular requirements, academic policies, and program expectations are reviewed and published annually on its website and catalogs.
- The content pertaining to all levels of Business programs in all catalogs has been reviewed and updated for publication.
- A DBA Style and Dissertation Guide is under current development to be review by faculty by August 1
Carter and Moyers School of Education

- All program outcomes are outlined in course syllabi

International Programs

- Clarified entrance requirements for the English Language Institute to include a Skype interview and a monitored writing test as needed.

School of Mathematics and Sciences

- Outcomes assessment reports were reviewed by faculty and appropriate adjustments to learning and program goals were made for the upcoming academic year.
- All syllabi were reviewed to ensure that each one clearly articulated academic expectations. Shortcomings were reported and discussed at department meetings.

Caylor School of Nursing

- All CSON academic policies and program expectations are reviewed and published annually in appropriate catalogs and handbooks.

DeBusk College of Osteopathic Medicine

- The Learning Outcomes Assessment Plan includes core competencies and objectives for the LMU-DCOM curriculum and is reviewed annually. Outcomes objectives align with learning objectives for the course and lecture objectives. A curriculum mapping program was purchased with a dedicated staff member to support faculty.
- Each core rotation has developed a learning contract signed by the student that outlines learning expectations at each core clinical training site. All expectations are provided in writing and clearly articulated in course syllabi and posted to Blackboard (learning management system).

Duncan School of Law

- DSOL’s curricular requirements are published on the DSOL website and in its catalog.
- The Associate Dean for Enrollment Services and Assistant Dean for Student and Career Services are required to attend DSOL faculty meetings to ensure that they remain apprised of all academic expectations for incoming and current students.
- Incoming students are made aware of DSOL’s academic expectations through presentations at Orientation and Bridge Week and follow-up meetings with their faculty academic advisors, academic success professionals, and the Associate Dean for Academic Affairs.
Strategic Goal 1: Assess and enhance academic quality.

Objective 1.5: Evaluate faculty and academic staff compensation against benchmark salary levels of peer institutions with respect to faculty rank, appointment, academic discipline, experience, workload requirements and scholarly activity.

Progress:

Caylor School of Nursing

- CSON Faculty and staff salaries are approximately comparable to institutions in the region.

DeBusk College of Osteopathic Medicine

- The administrative office utilizes three sources for monitoring faculty compensation – the Medical Group Management Association Physician Compensation Data, the AAMC Report on Medical School Faculty Salaries, and the AACOM salary survey data.
- The professional staff compensation is based on market reviews through searches on the Internet, comparable compensation from other peer institutions, and comparable compensation within LMU.

Duncan School of Law

- The Dean, Associate Dean for Faculty, and Associate Dean for Academic Affairs are considering revisions to the faculty evaluation process to make it more objective and more clearly tie yearly cost-of-living adjustments to merit. As part of these processes, DSOL is considering evaluation process and compensation models at peer law schools.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.6: Enhance University libraries and the Abraham Lincoln Library and Museum (ALLM) and their services.

Progress:

Abraham Lincoln Library and Museum (ALLM)

- Finished the design for the exhibition “Log Wall to Marble Halls” in conjunction with Owen’s Design.
- Four new themes in the Civil War gallery were installed
  - The Common Soldier
  - Women in War
  - Technology of War
  - Civil War Medicine
- The ALLM planned and hosted the Kincaid Lecture Series in September of 2016
- New K-12 Programs
  - Graduate Intern designed on-line middle school activities during Summer and Fall of 2016
  - Two new programs started in Spring 2017
    - Tad’s Tots: a monthly on-site program from pre-K students and parents/guardians
    - Lincoln Letters: a Newsletter for elementary and middle school kids and a “Lincoln’s Army” club to sponsor activities and visits to the Museum

Hamilton School of Arts, Humanities, and Social Sciences

- The Carnegie-Vincent Library staff worked with the directors of the MSCJ program and the MPA program to ensure the adequacy of holdings.
- The Carnegie-Vincent Library has consulted with the School of Arts, Humanities, and Social Sciences for suggestions on culling the stacks and contracting for applicable journal indices.
- Social Work reviewed primary reference holdings and requested updates.
- History faculty evaluated library holdings and made recommendations.
- English faculty worked with library staff to secure use of University of Tennessee library resources.

School of Business

- The School of Business submitted a list of peer-reviewed journals necessary for its graduate programs to library staff.
- Assigned Dr. Rick Hesse to review resources and provide liaison assistance with the library promoting robust resources and accessibility to all degree levels but especially the DBA as the program begins its second year.
Carnegie-Vincent Library

- Print and Electronic Collections: The Carnegie-Vincent and Reed Health Sciences Library collections now have over 85,000 print book titles, over 218,000 e-book titles, and over 36,000 e-journal titles. New this year, we have online access to *The Chronicle of Higher Education* and to *Education Week*. Placed a large order of ebooks in support of the sciences and the College of Veterinary Medicine. In process of finalizing a list of books to order in support of DCOM and a list of books for a collection at Tampa for Nursing. Annual usage statistics for the most recent complete year (July 1, 2015-June 30, 2016) show that more than 340,000 items (books, e-books, e-journal articles) have been used.

- Staffing: The positions of Medical Librarian and Health Sciences Librarian were filled.

- Carnegie-Vincent Library Building Improvements: The Special Collections and Archives rooms were remodeled and materials returned to those rooms. The children’s books in support of JFWA and education majors were reorganized and relocated to the 1st floor. Maintenance painted the 1st and 2nd-floor hallways.

- In response to a request for longer hours by DO students, we conducted a trial of longer weekend hours. In response to a request for more study space from students in general, we are requesting additional tables and chairs in the next year’s budget.

School of Mathematics and Sciences

- Department of Biology faculty members evaluated the library’s physical and digital holdings and made recommendations as relevant to programs in the life sciences.

- Subject area librarians were integrated into the Junior/Senior Seminars as well as the undergraduate research design and analysis course in biology.

Caylor School of Nursing

- The CSON and its students continue to utilize the LMU library services including the Lon and Elizabeth Parr Reed Medical and Allied Health Library.

DeBusk College of Osteopathic Medicine

- Medical Library and Health Science Library staff have provided staff to make a presentation to 1st year osteopathic medical students during the Foundations of Modern Health Care Course and also provide additional training and review for students in the 2nd year getting prepared for 3rd year clinical rotations. A Medical Librarian is dedicated to providing support for both on-campus and off-campus osteopathic medical students and travels to various sites as scheduled.

- The Health Sciences Librarian is dedicated to also provide support for Physician Assistant students through presentations during the Public Health Course, Research Methods, Capstone Courses, and also extends support to them during the 2nd year clinical rotations.
Katherine Marsh rejoined the library in August 2016 as the Digital Resources Librarian. The Law Library added the following digital collections: ProQuest Supreme Court Insight, the 2016 Cambridge Law Books ebook collection, and our Loislaw treatises collection were expanded to include all available titles (with access through Fastcase). Additionally, the Law Library added the last of three legal study publisher collections, Wolters Kluwer. The Law Library now provides access to every legal study aid title available on the market to each of our students in a digital format. The Law Library also added select ABA titles to the Lexis OverDrive ebook platform, which will give students access to titles on career development and specific legal practices, such as construction or elder law.

The Law Librarians taught 3 sections of Legal Research I in the Fall of 2016 and three sections of Legal Research II in the Spring of 2017. The Law Librarians worked with Legal Writing to structure Legal Research III, which will be taught for the first time in the Fall of 2017.

The Law Librarians taught required and elective courses at DSOL. Gordon Russell taught Legal Research I (Fall 2016), Interviewing and Counseling (Fall 2016), Legal Research II (Spring 2017), and Negotiation (Spring 2017). Ann Long taught Legal Research I (Fall 2016), Legal Research II (Spring 2017), and provided a required upper-level research lecture for Human Trafficking (Fall 2016), Education Law (Spring 2017), Federal Criminal Law (Spring 2017), and First Amendment (Summer 2017). Katherine Marsh taught Legal Research 1 (Fall 2016) and Legal Research II (Spring 2017).

The Curriculum Committee approved the proposal to recategorize Advanced Legal Research as a course that would satisfy either the experiential learning requirement or the upper-level writing requirement. The recent change to the American Bar Association (ABA) Standards now allows a course to meet more than one requirement. The revised course will be taught for the first time in the Spring of 2018.

The Law Librarians represented DSOL at two national conferences: Gordon Russell attended CALI (Computer-Assisted Legal Instruction annual conference) and Ann Long attended AALL (American Association of Law Libraries annual conference). Gordon Russell, Ann Long, and Katherine Marsh attended the American Library Association’s annual meeting to meet with automated circulation vendors, including Bibliotheca, our current automated circulation vendor.

The Law Library continued to provide research, editing, and cite-checking support to its faculty via librarians and student Research Assistants (RAs). During FY 2016-2017, fifteen RAs were hired to provide more than 500 hours of research support to our faculty scholarship projects. The Law Library provided 50 hours of reference coverage in person and through virtual reference during the fall and spring semesters.

The Law Library continued to update and maintain our Instructional Design Springshare LibWizard Suite which provides a platform for developing course LibGuides for all required courses. Each LibGuide is designed to curate print and digital resources to support each course. Each LibGuide provides access to the study aids on that subject.
from our three study aid providers: West Academic, Lexis Overdrive, and Wolters Kluwer; CALI Lessons, Qumibee video lecturetes, quizzes, and black-letter law synopsis; BARBRI Amp Multiple Choice question sets; and Courtroom Cast audio cases. Thirteen course LibGuides were created for Fall 2016, twelve for Spring 2017, and three for Summer 2017.

- The Law Library began a self-check-out program where students can reserve a study room for a specific date and time. The reservation request form is accessible from the law library’s homepage.
- The Law Library continues to provide all students with digital versions of study aids through contracts with West Academic for the West Study Aids subscription and Lexis for study aids and ebook treatises in the Overdrive collection. The Law Library added Wolter Kluwer collection this year, which provides access to additional study aid titles. Study aid titles are also available in a print format, however, only one student can check-out a print title. The digital study aid collections allow us to offer all titles to all of our students, from on or off-campus.
- The Law Library provides our graduates with on-campus access to WestlawNext and Lexis Advance through Patron Access subscriptions. All Tennessee digital forms and treatises are also available on the PC on the third floor of the library.
- The Law Library provides all graduates with password-protected, off-campus access to the extensive HeinOnline Law Journal collection. All cited cases and statutes are linked to Fastcase for easy access.
- The Law Library provides graduates from 2015, 2016, and 2017 cohorts remote access to Fastcase, which includes Loislaw treatises. The Law Library has recently expanded our collection of Loislaw treatises to include all available titles.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.7: 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.

Progress:

Hamilton School of Arts, Humanities, and Social Sciences

- The School (AHSS) has established measurable goals for all faculty as part of the faculty evaluation process. Each area of faculty responsibility will be evaluated using at least one measurable goal.
- The AHSS Mentoring Program has been successful. Two meetings are scheduled each academic year for new faculty to have access to administration, HR, and other resources. All new faculty have in-class reviews and are required visit classes of other more established faculty once per semester.
- Syllabi for AHSS courses are evaluated during the Outcomes Assessment meetings at the end of each semester.

School of Business

- School of Business faculty members are reviewed annually through the LMU evaluation process in teaching, scholarly activity, and service.

Carter and Moyers School of Education

- Supervisors continued to conduct face-to-face reviews with faculty based on faculty evaluations

School of Mathematics and Sciences

- The faculty review process in the Department of Biology included an explicit discussion pertaining to a faculty member’s rank advancement trajectory.

Caylor School of Nursing

- The Caylor School of Nursing follows the University guidelines for the faculty evaluation process.

DeBusk College of Osteopathic Medicine

- On an annual basis, faculty members are reviewed through the LMU evaluation process on teaching research/scholarly activity and service. These activities are quantified in a
faculty workload form for review by supervisors and administration to determine level of commitment from each faculty and to also identify any workload issues.

Duncan School of Law

- Consistent with the University’s timeline, DSOL faculty members were evaluated in Spring 2017 through the evaluation process outlined in the DSOL faculty handbook.
- All members were analyzed relative to teaching, research/scholarly activities and service, and recommendations for continued employment.
- DSOL is considering revisions to the faculty evaluation process to make it more objective and more clearly tie yearly cost-of-living adjustments to merit.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.8: Offer a quality college-preparatory educational program at the J. Frank White Academy (JFWA).

Progress:

J. Frank White Academy

- **Test Scores**
  - JFWA outperformed state and national averages on the ACT and SAT exams.
    - ACT (Composite): JFWA – 22.74; State – 19.8; National – 20.8
    - SAT (Composite): JFWA – 1727; State – 1497; National – 1490

- **Enrollment**
  - Fall 2016 enrollment increased to 163 students.

- **Curriculum**
  - School improvement plan was revised to reflect current goals and initiatives for the 2016-17 academic year.
  - One school-wide STEaM unit will be planned and executed per semester. Each course offered at JFWA will integrate a unit plan into the school-wide STEaM unit.
  - On-demand writing prompts are being implemented in all JFWA courses to increase writing in all.
  - JFWA maintains an Information Literacy Initiative to ensure goals are being met during daily instructional activities
    - Information Literacy is also taught as a stand-alone course during Flexblock
    - Other offerings include math, science and writing labs, intervention courses, capstone courses, and enrichment courses (such as Digital Citizenship).
  - Integration of AP courses to begin Fall 2017.
  - Professional Apprenticeship Program slated to begin Spring 2018.
    - Community Partners: Middlesboro ARH, Vaughn & Melton Consulting Engineers, Holiday Inn Express, Kentucky Orthopedic Clinic, Russel Essary Pharmacist, Commercial Bank, Campbell County District Attorney’s Office, David Standifer – Law Firm
  - Mountain Fiesta- Appalachian and Latin American Culture Festival. Festival is planned and run by JFWA students in collaboration with the JFWA Spanish Instructor. The festival is held within the town of Cumberland Gap, TN.

- **International Connections**
  - Six Kanto International High School students with high levels of English proficiency were integrated into the JFWA student population during the Kanto students’ visit to LMU’s campus
• The remainder of the Kanto students rotated in and out of a classroom hosted within JFWA providing them with opportunities to collaborate and socialize with JFWA students.

• Three JFWA students traveled to Tokyo, Japan to participate in the World School International Forum 2016.

• Three students will travel to Brisbane, Australia to participate in World School International Forum 2017.

• JFWA Social Studies classes participated in a Skype debate concerning international politics with students from Invicta Grammar School as a part of the school-wide STEaM unit entitled Election 2016.

• Students and faculty chaperones traveled to Switzerland, Germany, and France during spring break 2016.

• Students and faculty chaperones will travel to Peru during spring break 2017.

• One student will participate in an international exchange with Invicta Grammar School within the United Kingdom during summer 2017.

• One student was selected as an EF Global Citizen Scholar.
  • Two week European tour
  • Two day leadership conference in Milan, Italy with keynote speakers Anthony Bourdain and Raj Patel.
  • Recipient of journalism internship
    • Student will run EF social media during the conference and will work with journalism mentors to publish a reflective article following the conference.

• One faculty member was awarded a scholarship to participate in the Fulbright Teaching the Andes program to be held in the Andes region during summer 2017.

• Professional Development

• JFWA Professional Learning Communities (PLCs) are required to meet with University librarians periodically throughout the school year to identify resources.

• Implemented PlusPortals software to enhance JFWA’s blended instruction capabilities.
  • Integration of OneNote classroom notebooks with PlusPortals to create an interactive collaborative space for students to utilize for blended instruction.

• STEaM Trainings will be hosted for JFWA Faculty members in collaboration with Oak Ridge Schools.

• Collaborative team teaching opportunities will be facilitated in collaboration with Oak Ridge Schools.

• Faculty Data retreats will be hosted summer 2018 to disaggregate data and analyze benchmark goals for school improvement.

• Nine out of twenty JFWA faculty members are currently pursuing doctoral degrees.

• Twelve out of twenty teachers currently hold or are pursuing Educational Specialist degrees.

• Eighteen out of twenty currently hold or are in the process of pursuing a Master degree.

• One faculty member will be attending AP training sessions during July 2017.

• One faculty Member will be attending apprenticeship program training sessions August 2017.
• Four faculty members will attend the AdvancED STEM Summit conference and trainings Fall 2017
• Two Faculty members will be trained as evaluators for AdvancED for 2017.
• **Accreditation**

• Results from AdvancED Exeval Review conducted April 2017:

  **Accreditation Recommendation Index of Education Quality**

  The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

  The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff). The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>External Review IEQ Score</th>
<th>AdvancED Network Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Impact</td>
<td>392.86</td>
<td>268.48</td>
</tr>
<tr>
<td>Leadership Capacity</td>
<td>390.91</td>
<td>293.71</td>
</tr>
<tr>
<td>Resource Utilization</td>
<td>385.71</td>
<td>286.27</td>
</tr>
</tbody>
</table>

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

• JFWA will also request evaluation of STEM indicators for an additional certification through AdvancEd to become a STEM certified school Spring 2018.

• **Stakeholder Involvement**

• JFWA Advisory Boards meet periodically and represent a broad base of JFWA stakeholders
• JFWA Student Activities Board hosted 5 social events including Prom.
• JFWA PTO hosted fundraisers to support academic endeavors and purchase additional supplies for teachers.
• JFWA PTO plans to offer mini-grants to teachers for innovative teaching ideas and practices during future academic years.
• JFWA PTO hosted a family movie night and plans to host many social activities to foster positive relationships between faculty and families.

1/22/2018 8:38 AM
• JFWA PTO has worked in conjunction with World School International Forum participants to develop a relationship with the LMU Organic Garden to facilitate the calls to action from the 2016 forum held in Japan. The student driven collaboration has been named project Avalon.

• JFWA Booster Club will host fundraising events to supplement athletics program equipment needs.

• **New Programs**

  • Feasibility study for JFWA Lower School program will be completed and presented for approval Fall 2017.
  • The JFWA Afterschool Enrichment program will continue to be piloted for the 2017-2018 Academic Year.
  • JFWA will refine and implement the New Teacher Induction Program during the 2017-2018 Academic Year.
  • JFWA faculty and administrators will explore curricular collaborations and a course catalog to be shared and utilized by World School International Forum Schools. Each School will contribute a course to be hosted asynchronously on a Learning Management System and be open to qualified students from any partner school.
Strategic Goal 1: *Assess and enhance academic quality*

Objective 1.9: Emphasize information literacy skills across the curriculum.

Progress:

**Abraham Lincoln Library and Museum**

- ALLM is participating in a SENCER-ESE (National Center for Science and Civic Engagement) partnership with the LMU Department of Biology as well as faculty from the Departments of Geography and History. This will include teaching and content workshops for LMU students who will in turn teach local middle school students about environment and history of Appalachia.

**School of Allied Health Sciences**

**Athletic Training Program (ATP)**

- Senior ATP students were required to research a topic of his/her choice and present findings in the form of a research paper and poster presentation at the spring 2017 LMU undergraduate research day.

**Health, Physical Education, and Exercise Science (HPEES)**

- Junior and Senior writing requirement courses are integrated to allow student to identify a research topic in a selected field.
- PEXS 275: Technology for HPEES major’s curriculum changes with new and improved technology.

**Medical Laboratory Science Program**

- Junior and senior writing requirement courses are integrated into the MLS curriculum in the MEDT 340X and MEDT 497Z courses, which help students to identify, research, and report on a selected research topic. Each addition to these courses, all MLS students are required to regularly present at the LMU MLS Continuing Education Conference each academic semester.

**Veterinary Health Science Program (VHSP)**

- VHSP students enrolled in the junior writing requirement class were required to present his/her research proposal during the Fall 2016 semester.
- VHSP students enrolled in the senior writing requirement class were required to complete a research project of his/her choice and present findings in the form of a research paper and a poster presentation at the spring 2017 LMU undergraduate research day.

**Veterinary Medical Technology Program (VMTP)**

- VMTP students enrolled in the junior writing requirement class were required to present his/her research proposal during the Fall 2016 semester.
- VMTP students enrolled in the senior writing requirement class were required to complete a research project of his/her choice and present findings in the form of a
research paper and a poster presentation at the spring 2017 LMU undergraduate research day.

Hamilton School of Arts, Humanities and Social Sciences

- Library staff regularly schedule time with English classes and other program classes to discuss information literacy, the SEWS program, and use of information in composition.
- The School (AHSS) continues to use SEWS guidelines as a component of determining student and program success.

School of Business

- The undergraduate recruiter and student success coordinator provided academic support for undergraduate programs.
- ISYS 100 provided the general education core course for all LMU programs of study for development of information literacy. The Chair of Management and ISYS faculty review this program annually to ensure compliance with general education objectives and learning outcomes.

Carnegie-Vincent Library

- Librarians taught information literacy sessions and overviews of the library sessions as needed at any location. Librarians taught 160 presentations reaching approximately 3,030 persons. This was up by seven from 153 in the number of presentations and up in the number of persons reached from 2,497 to 3,030 over last year.
- The Information Literacy Librarian and the Head of Ref. and Instruction continued to provide embedded, foundational IL instruction in English Composition Courses. A Library Scavenger Hunt was also added as an IL component to the UACT course in Fall 2016.
- Subject liaisons continued to provide support in SEWS courses, including face-to-face instruction sessions and individual reference consultations.
- The Library staff recorded and will continue to record the ACRL standards and ACRL Framework threshold concepts addressed during instruction sessions.

School of Mathematics and Sciences

- Information literacy librarians were integrated into the Biology and Conservation Biology Junior/Senior Seminars as well as the undergraduate research design and analysis course.
- In the Master of Sciences program, information literacy librarians provided orientations and support for using the library resources and developing better competencies for the use of the primary scientific literature. This is integrated into all courses of the MS program.
Caylor School of Nursing

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

DeBusk College of Osteopathic Medicine

- Information literacy is first introduced to the DO students in the Foundation of Modern Health Care Course I offered Fall of the first year of the program. Students learn to review the literature on clinical studies and must evaluate the study methods. Students are also required to produce an analysis of their review. Throughout the systems courses and clinical rotation courses (i.e., Rural Hospital), students continue to hone their literature review skills through various courses.
- Information literacy is included in the Public Health and Research Methods courses for the PA program with formal application in the graduate projects and portfolios.

Duncan School of Law

- The Law Librarians taught Legal Research I and Legal Research II for the first time and will work with the writing faculty to refine the courses based on student feedback and feedback from the instructors. The Law Librarians have worked with the writing faculty to design Legal Research III which will be taught for the first time in the Fall 2017.
- The Law Librarians incorporate two in-class hours of subject-specific research instruction into the curriculum of all 4000-level writing courses. Required upper-level research lectures were provided for Human Trafficking (Fall 2016), Education Law (Spring 2017), Federal Criminal Law (Spring 2017), and First Amendment (Summer 2017).
- The existing two-credit hour Advanced Legal Research course has been re-classified to meet either the experiential learning requirements or the upper level writing requirements.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.10: Provide appropriate academic support services.

Progress:

School of Allied Health Sciences

Veterinary Medical Technology Program (VMTP)
- All first semester students are required to attend weekly mandatory study hall sessions, held by VMTP faculty and staff members
- Students with satisfactory academic progress in subsequent semesters are no longer required to attend
- Students with academic deficiencies are required to attend

Hamilton School of Arts, Humanities and Social Sciences
- Students with academic (or other) problems are identified from 3-week grades, mid-term grades, and the Enrolled but not Registered report. Academic Advisors in AHSS and the Recruitment and Student Success Coordinator moved students toward needed academic support services.

School of Mathematics and Sciences
- Mathematics and Sciences faculty members provided incoming students a basic orientation and FAQ sessions at each New Student Registration event.
- Faculty worked in conjunction with the School of Mathematics and Sciences Recruitment and Student Success Coordinator to improve student outcomes.

Office of Mental Health Counseling
- The LMU office of Mental Health Counseling provided mental health counseling services for 364 individuals in the LMU campus community.
- Counseling staff members also provided multiple trainings for both students and faculty/staff in areas such as suicide prevention, stress management, sexual assault/domestic violence prevention, and etc.

Caylor School of Nursing
- All CSON sites utilize appropriate University support services. Peer tutors are typically not available at the extended sites when requested for undergraduate students, therefore
the VP for Extended Sites has made a request for a position for academic success to assist undergraduate students needing tutor support.

DeBusk College of Osteopathic Medicine

- LMU-DCOM offers academic support services designed to enhance learning and aid in the success of all students. Academic support services include one-on-one individual consultation, large and small group seminars and workshops, and peer tutoring. The Director of Academic Support provides proven strategies to assist students with study skills, time management, stress management and wellness, test anxiety, test-taking strategies, board preparation, and more.

- The academic support services offered during the past academic year included:
  - Effective Study Strategies; September 16, 2017; 31 OMS I and OMS II participated
  - Effective Test Taking Strategies; September 16, 2017; 16 OMS I and OMS II students participated
  - Peer Tutor Training; August 2016, January 2017, April 2017; 29 OMS I and OMS II participated
  - Test Taking Strategies for COMLEX; April 17, 2017; 26 OMS II participated
  - How to Spend the Summer Between First and Second Year: professional development, curriculum review, and board preparation tips; April 2017; 175 OMS I and OMS II students participated
  - Individual Consultation; 160 OMS I, OMS II, OMS III, OMS IV were seen in the past year
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 II
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:

Admissions (undergraduate)

Changes in Admissions Procedures/Policies:
- New Operating System
- New Undergraduate application service
- New Housing Application
- Added New Recruiters
- Plan in place September 8, 2017. Senior Day. 2200 seniors from the surrounding counties coming for a one-day event at Tex Turner Arena. First Time Event for LMU
- April 22, 2017. Junior Preview Day. Chance for Juniors to apply to LMU and get accepted by June 2017. This has never been done at LMU before.
- All high schools within 100 miles of LMU assigned to different recruiters and counselors. First time at LMU.
- More Preview Days and Railsplitter events for this year than previous years.
- NSR dates were held earlier this year.
- Participated in NACAC College Fairs in Ohio, Tennessee, Kentucky and Florida
- Improved Preview Day programming based on participant feedback received on prior event evaluation forms
- Increased attendance – additional events were added to allow more opportunities for participation
- University affordability addressed in emails, letters, presentations, and brochures
- Hired recruiters for each school (modeled after the nursing recruiter position)
  - These recruiters will also work with current students and retention
- Due to increased interest, an extra overnight visit was incorporated (Railsplitter for a Day)
- More use of social media (Facebook, Instagram, Twitter) to interact with prospects
- Developed transfer-specific recruitment tactics
- Recruiter software updated to provide enhanced services
- Incorporated the new recruiters in weekly admissions staff meetings to keep all informed
- Fall 2016 housing occupancy was 93.96%.

Duncan School of Law (DSOL)
- DSOL facilities have been evaluated for potential for maximum enrollment
  - When consistent with the adequate delivery of the program of legal education, classrooms, offices, and meeting spaces are being utilized by other LMU programs
DSOL also considering additional or new programs that can be offered once full accreditation has been earned from the American Bar Association.

- Targeted Facebook and website advertisements were posted by independent contractors to assist DSOL with marketing its program of legal education.

**College of Veterinary Medicine (CVM)**

**International Programs**

Maximize student recruitment by development of a global comprehensive recruitment plan. Increased efforts to coordinate international recruitment with the Office of Admissions.

**Academic Affairs**

*Abraham Lincoln Library & Museum:*

- ALLM participates in yearlong recruitment by hosting recruiting tours and managing information kiosk.

**Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

**Progress:**

- A Recruiter/Student Success Coordinator was hired last spring. Goals and objectives were emplaced, contacts and connections with faculty made, and progress toward recruitment and retention has been forthcoming.

- Faculty work closely with the Recruiter/Student Success Coordinator in following the recruitment plan and in creating ways to attract new applicants.

- The School has created a comprehensive recruitment plan inclusive of goals, objectives and approaches to student recruitment, retention and student success. The plan is in full operation and goals are measureable, trackable, and determinable.

- The Master of Public Administration (MPA) program has developed a recruitment plan for the Knoxville region.

- The Master of Science in Criminal Justice (MSCJ) program recruitment plan was created in fall of 2015 and has been revised. As a result of monitoring program growth through the Outcomes Assessment process, the program will be made fully online beginning Fall 2017.

- Faculty have been encouraged to increase their advising skills with training provided by the School of AHSS the first week in August. Training is required for new faculty through the AHSS mentors program. A mentor’s program report is on file with the School.

- Recruitment plans include dual degrees, 3+3 programs, dual enrollment, and home schoolers.

- The radio program, “American Culture: Arts, Humanities, and Social Sciences,” is a weekly hour-long program that details all the majors and programs available within the...
School of AHSS and at LMU at large. It provides information about programs and admissions at LMU and AHSS.

- The Department of Fine Arts and Communication presented its inaugural Fine Arts Showcase in Fall 2016, which hosted high school counselors and prospective students for a concert in the morning followed by individual program activities such as masterclasses, workshops, and tours of facilities in the afternoon.
- The Art faculty participated in a portfolio preview event in Knoxville to recruit and elevate exposure for the LMU Art Program.
- The Music Program hosted its 3rd annual Spring Choral Workshop Spring 2017; area high school choir students performed with the LMU Choirs in a final concert, after working with a guest clinician and acapella ensemble.

Carter & Moyers School of Education
Employed a full-time graduate and a full-time undergraduate recruiter; identifying three regional school system contacts to work in conjunction with recruiters;
Currently targeting teacher shortage areas for recruitment into initial teacher licensure programs;
On-going

Caylor School of Nursing (CSON)
- The CSON developed a strategic plan for recruitment in all four programs: ASN, BSN, MSN, and DNP.
- Advertising and information sessions have increased and, as a result, applications continue to be obtained in all programs and have increased in the BSN program.
- Nursing has added a ½ time recruiter at the Harrogate site, and a full-time recruiter to the new Tampa extended site.

School of Business

Progress:
- Hired undergraduate and graduate recruiter/student success coordinators. The undergraduate coordinator works closely with academic advisors and the Assistant Dean of Undergraduate Programs at the main Harrogate campus. The graduate coordinator works closely with MBA and DBA Directors as well as the Assistant Dean of Graduate Programs at the DSOL campus.
- Coordinators each created a comprehensive recruitment plan conducive to each level of program (e.g. undergraduate, graduate and professional).
- All program information (printed or published online) is reviewed annually to provide accurate, convenient information for the continued recruitment and retention of students at all degree levels within the School of Business.

School of Mathematics and Sciences
The Annual LMU STEM Academy for rising seniors across the Clinch-Powell Educational Cooperative Area was held May 16 – 18, 2017.

The Recruitment and Student Success Coordinator for the School of Mathematics and Sciences carried through on recruitment plans by visiting numerous regional schools and participating in college fairs. In addition numerous individual visits and tours were completed. He also coordinated efforts to follow-up on students having academic issues with individual meetings and connections with their academic advisor and/or coach.

Modifications to the published acceptance standards for the Master of Science program were approved by the MS Graduate Council and used by the MS Admissions Committees during the 2016-2017 cycle with a result significantly increased applicant numbers compared to the 2015-2016 cycle. The approach was to publish the “typical profile of a successful applicant” rather than absolute minimum scores or GPA levels. Currently there have been 407 applicants compared to 275 at this same point in the application cycle.

Deposits for the MS program have also rebounded to match the best from previous cycles. The background check was removed from the process as it was found to be unproductive; there were no situations that merited rejection of an applicant and it delayed the ultimate acceptance.

Allied Health Sciences
- Faculty work closely with the AHS Recruiter to create new ways to attract applicants to AHS programs.
- The MLS faculty are actively involved in student recruitment as demonstrated by their participation at all new student registration programs as well as traveling and presenting at local community colleges for recruitment purposes.

College of Veterinary Medicine
- Aggressive recruitment for prospective DVM students by the 30th national CVM
  - The CVM target demographic is the top half of the 1,400 US applicants who do not receive in-state subsidized seats
  - CVM employs a full time recruiter to attend national conferences, pre-vet club meetings, and offer on-site tours and meetings
  - We are increasing the efficiency and effectiveness of recruiting activities
- Staying true to our mission, we conduct recruitment efforts to prospective students throughout Appalachia and beyond
- Consistently collect prospective student and college advisor data to use for follow up communication
- Use technology to increase reach and visibility
  - Enhance social media as a recruitment tool
  - Enhance website to be more focused on recruiting students
  - Enlist an online meeting program to begin recruiting virtually using pre-vet presentation and Q&A sessions for prospective students, applicants, and accepted students
  - Create an admissions newsletter to use as a recruitment tool
Marketing brochures, rack cards, tear sheets, banners, and swag to be updated and disseminated

- Continue to improve engagement with prospective students throughout the application process
- Increase the number of highly qualified applicants
  - Grow strong partnerships both locally, regionally and nationally
    - Sustain and enhance existing relationships while establishing new ones
    - Cultivate recruiting relationships with colleges where other LMU-CVM departments have a relationship
    - Regional schools with robust pre-veterinary programs, as well as the largest national pre-vet programs, will be targeted for visits, presentations, and relationship building with CVM advisors and club leaders
  - LMU-CVM Branding Efforts
    - CVM representatives to conduct local, state, and executive board VMA presentations, host state CE conference tables, and make numerous local practice contacts

- CVM stresses the hands-on nature of the CVM curriculum, the family feel of LMU and the campus community, and the relative value in comparison to out-of-state and other private school tuitions
- Further development of Master of Science degree program in Biomedical Professions to provide a potential pathway to gain admission to CVM
- A dual degree DVM/MBA program to provide the essential business acumen to our students
- A “hub” for clinical affiliate rotations is developed in the Northeast, which will also be attractive to Northeast applicants where few veterinary colleges exist. This Buffalo, NY, hub will complement hubs already developed in Knoxville, Nashville, Lexington and Louisville.
  - CVM’s first affiliate agreement with Daemen College was initiated Spring 2015 and could deliver additional Northeast qualified applicants through a 3+4 program.
Objective 2.2: Meet benchmark goals as established by recruitment plans for individual populations.

Progress:

Admissions (undergraduate)

Final fall 2016 applications were up 17.96%, acceptances were up 14.52% and deposits were up 8.51% (all new undergraduates at all locations) over the final Fall 2015 numbers. Current (as of June 19) fall 2017 applications are up 14.42%, acceptances are up 7.87% and deposits are up 11.85% (all new undergraduates at all locations) over the final Fall 2016 numbers.

Final fall 2016 new undergraduate students on the main campus: 492; total Fall 2016 new undergraduate students: 691.

Fall 2016 housing occupancy was 93.96%.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences

Progress:

• Benchmark goals are set for each major, undergraduate and graduate programs. There are 10 undergraduate programs as well as two graduate programs that have measurable goals set. We believe we are on track to meet all goals.

• Web pages have been updated and linked to pages with full explanations regarding programs, goals, initiatives and expectations.

• All four year plans and revised program plans have been updated and installed on the website for LMU and AHSS.

• Curricular information has been clarified on all four-year plans in line with the TBR pathways programs and LMU’s requirements for all four-year degrees.

Carter & Moyers School of Education

Updated all recruiting materials.

Developed a system for reporting recruitment and admissions data.

Caylor School of Nursing (CSON)

Slightly lower enrollment goals for graduate nursing for academic year 2016-17, therefore marketing plans were made to address this issue.

College of Veterinary Medicine
CVM application pool increased from 822 to 1120, an increase of 36.25% in the 2016-2017 application cycle with high quality applicants continuing to seek seats.

Efforts in the Appalachian region has yielded over 30% of the incoming class originating from our regional target area.

Targeted regional schools with strong pre-veterinary programs, as well as the largest national pre-vet programs, for visits, presentations, and relationship building with advisors and club leaders.

During this recruiting season, CVM recruiters presented at 50 schools, hosted six school visits, hosted a preview day, and over 100 applicant tours.

Redesigned the CVM website to enhance the digital presence and focus on recruitment.

Increased social media presence; added an additional social media outlet.

Marketing brochures, rack cards, tear sheets, banners, and swag were updated and disseminated locally, regionally and nationally by CVM recruiter, Clinical Relations and Outreach team, and travelling faculty and staff.

Duncan School of Law (LMU-DSOL)

DSOL exceeded incoming student enrollment projections for the 2016-2017 academic year:
- 63 students matriculated in fall 2017 (26% increase YOY) (55 predicted in the Reliable Plan)
- Five (5) transfer students matriculated in fall 2016 (0 predicted in the Reliable Plan)
- Another 20 students transferred in spring 2017 and summer 2017 (19 spring; one summer)

For fall 2017 admission, DSOL has experienced an increase of over 70% increase in applications YOY.

As of June 14, 2017, DSOL has already exceeded its 2017-2018 enrollment projections based upon the number of acceptances and seat deposits received to date:
- Seventy-seven (77) new students have accepted offers of admission (22% increase YOY) (65 predicted in the Reliable Plan)
- 17-of-the-77 incoming first-year students are identified as ethnic minorities (22%)
- An additional 12 transfer students have accepted offers of admission for the 2017-2018 academic year (11 for fall 2017 and one for spring 2018)
- Twenty-three (23) additional students accepted the opportunity to participate in the summer Admission Through Performance (ATP) Program. If they successfully complete the program and perform well on the final exam, then some of the participants could be considered for 2017-2018 admission.

Recruitment efforts throughout the Southeast Region continue, and articulation agreements have been signed by 12 colleges and universities whereby eligible applicants from those schools receive tuition discounts at DSOL if offered admission and otherwise qualify by meeting established criteria.

Marketing pieces were redesigned for use at recruiting events, the annual Open House, career fairs, and applicant meetings.

Recruitment of minority applicants remains a priority at the law school through partnering with organizations such as Council on Legal Education Opportunity (CLEO), the National Black Pre-Law Conference, the National Hispanic Pre-Law Conference, and the National HBCU Pre-Law Summit.
School of Business

• Continued to develop intentional strategies to increase enrollment and awareness of LMU School of Business.
• Implemented 10 social initiatives to provide networking and career awareness (these included students at all levels).
• Implemented School of Business Facebook (425 followers), Twitter (286 followers), Instagram (300 followers) presence.

School of Mathematics and Sciences

Overall, the goal for fall 2016 undergraduate enrollment was not met. It was 249 total students including post-baccalaureate students. The actual number was 224. The goal for Fall 2017 is 255. Secondary education majors were an area where the numbers were most notably below goals. This included biology, chemistry and mathematics.

Recruitment goals were updated for programs in the Department of Biology in association with the Mathematics and Sciences Recruitment and Student Success Coordinator.

The Recruitment and Student Success Coordinator has been providing bi-weekly updates on applicant and deposited undergraduate students throughout the Spring 2017 semester. The numbers are about 25 ahead of the 2015-2016 cycle. He has also reported on fall-to-spring retention rates.

For the Master of Science program, the enrollment goal for fall 2016 was 148 while actual enrollment only reached 130. The Fall 2017 applicant goal of 400 applicants has been exceeded as of May 31, 2017 with 2 months remaining in the cycle. Deposits for the program are also on track to match the best cohort which was the fall 2015 group of 147. Continued improvements to the applicant processing flow has helped to shorten the turn-around time from application to acceptance. The addition of an Admissions Clerk has greatly helped these efforts.

DeBusk College of Osteopathic Medicine

• DO Program: ACOMAS data – 4832 applications received which is a 5.79% decrease from last year (average decrease per COM = -5.23% excluding newly opening schools). Although the ACOMAS applications decreased, our completed applications (with supplementals) increased by 3% to 3163. We conducted 568 interviews; 240 matriculants (still fluid) include 56% males and 44% females; 76 from TN; 23 from KY and 14 from VA; 32% diverse population; 53% from Appalachia region; and 47% from Tri-State area.
PA Program: CASPA data – 1600 applications received; 240 students interviewed; 105 matriculates include 25% males, 75% females; 42 from TN, five from KY and five from VA (60% from Southern Appalachia region)
Class filled with 96 matriculates as expected

Allied Health Sciences

- All recruiting materials are updated regularly.
- All AHS programs work closely with AHS recruiter to attract, enroll and retain students in all AHS programs.
- Health, Physical Education, and Exercise Science Department uses Twitter to recruit and maintain contact with students.
- The faculty of the MLS Program is working to ensure that all enrollment goals are met as illustrated by their regular recruitment presentations at local community colleges.
  - Class filled with 96 matriculates as expected
**Objective 2.3:** Achieve and maintain appropriate enrollment levels in the graduate and professional programs to meet program capacity goals.

**Progress:**

**College of Veterinary Medicine (CVM)**
- Recruit and retain a diverse student body
- Increase our focus on recruiting applicants with diverse qualities to veterinary medicine including male and ethnically diverse applicants
- Increase focus on recruiting applicants in the Appalachian region
- Focused efforts on educating competent and confident, productive graduates for diverse careers
- Student centric administration, faculty and staff
- 103 students compose the inaugural CVM class of 2019
- 110 students compose the CVM class of 2020
- 129 students have matriculated and will begin in August 2017 for the class of 2021
- Over 250 clinical practice sites have signed CVM contracts, and continuing to aggressively recruit additional locations
  - Diverse options for clinical year placement
- The Master of Science Biomedical Professions (Pre-Veterinary Medicine option) enrolled 15 students in the Fall 2016 semester. 15 of these students were accepted to the CVM for the Fall 2017 semester. For the Fall 2017 semester, 30 seats will be available in the MS VBS program.
- The MBA/DVM enrolled 2 students in the Spring 2016 semester.
- 41 students involved in 2017 summer research programs
  - (7) University of Kentucky
  - (23) LMU Summer Research Scholars
  - (11) CAHA Summer Student Scholars

**DeBusk College of Osteopathic Medicine (DCOM)**
- DCOM received 4,832 applications for the Class of 2021 and interviewed 568 applicants
- DCOM will matriculate 243 new students for the DCOM Class of 2021; the class is still fluid but so far there are 76 from TN, 23 from KY, and 14 from VA
- 47% from the KY-TN-VA tristate area
- DCOM graduated 208 students
- 99.5% of the Graduating Class of 2016 were placed in residency programs:
  - 61% placed in osteopathic residencies
  - 37% placed in allopathic residencies
  - 2% placed in military residencies
  - 82% in a primary care track
  - 27% in Appalachian region
- DCOM will continue to work closely with LMU MS Students in Biomedical Sciences and Anatomical Sciences
  - This cycle is still fluid but so far DCOM has accepted 45 MS students
• During recruitment trips, DCOM also takes material for other graduate programs including PA, MS, Nursing and Vet
• The PA program matriculated 96 new students and five returning students for the Class of 2017

Paul V. Hamilton School of Arts, Humanities, and Social Sciences

Progress:
• The MPA program director has developed a recruitment plan for the greater Knoxville area and region. He has attended graduate program admissions workshops and recruitment meetings this fall and spring.
• Enrollment in the MPA program is in line with its proforma budget expectations. The MSCJ program has not developed enrollment as per expectations given competition it experiences. The MSCJ will be fully online Fall 2017.
• The School tracks enrollment and applications via its team site, where information details the status of all applicants and registered students so to aid in contacting applicants and tracking progress for enrollment.
• The graduate program team site information includes reports on registration, applicant funnel, application status, re-engagement and admissions reporting and other documents for guiding faculty and the recruiter toward meeting enrollment goals.
• The Recruiter is a member of the local chambers of commerce and has established contacts with all regional two-year colleges, local high schools and Claiborne County Office of Homeschooling.

Carter & Moyers School of Education
Along with the implementation and continuous update of the Comprehensive Recruitment Plan, the School of Education also participates in the following activities to promote enrollment:

• Associate Dean continues to serve on the Board of the Clinch Powell Educational Cooperative to keep professional relationships and partnerships active with surrounding school systems (On-going);
• School of Education hosts monthly meetings of the Clinch Powell Educational Cooperative Advisory Committee and the School deans attend meetings (On-going);
• School of Education hosts the Carter & Moyers School of Education Advisory Council meetings each semester – the Council is made up of regional and surrounding state school officials (On-going).

Caylor School of Nursing (CSON)
Slightly lower enrollment goals for graduate nursing for academic year 2016-17, therefore marketing plans were made to address this issue.
School of Business

- Enrolled 61 undergraduate students for the freshman class Fall 2017 ~ increase above expected enrollment of 50 new students.
- Total Undergrad for Fall 2017 will include 191 students.

School of Mathematics and Sciences

Social media use by the MS program has improved the visibility of the MS program, especially with featuring a Student of the Week profile on Facebook. This improves the amount of chatter online about the program which usually impacts perceptions in a positive manner.

Duncan School of Law

- DSOL facilities have been evaluated for potential for maximum enrollment
  - When consistent with the adequate delivery of the program of legal education, classrooms, offices, and meeting spaces are being utilized by other LMU programs
  - Also, started the process to consider additional/new programs that can be offered by the law school once full accreditation from the American Bar Association has been awarded.
- Targeted Facebook and website advertisements were posted by independent contractors to assist DSOL with marketing its program of legal education
- DSOL added a part-time flex program option to its part-time offering in an attempt to make the day-time part-time program more attractive to working professions
Objective 2.4: Achieve and maintain appropriate enrollment levels at the J. Frank White Academy (JFWA) to meet program capacity goals.

Progress:

Academic Affairs

J. Frank White Academy:

- Continue to market the Academy and its programs in targeted locations using social media, signage, and commercial advertising
- Maintain and periodically evaluate a marketing plan for the Academy
- Pursue a diverse enrollment (e.g., community students, international students, etc.)
- JFWA will continue to work in coordination with Academic Affairs to develop a private lower school feasibility study evaluating the cost to operate a pre-k through grade 5 lower school.
- Fall 2016 enrollment for JFWA reached 163 students
  - Spring 2017 enrollment dropped to 160
- JFWA hosted a preview night for interested prospective students and families
- JFWA hosted a high volume of preview students throughout the academic year
  - During the Spring semester, JFWA averaged 1 preview student each week
- JFWA administration will continue to collaborate with LMU Marketing to maintain and execute the JFWA Marketing and Recruitment Plan
- Maintained part-time homeschool program
- The JFWA middle school boys basketball program started Fall 2015 and will continue forward into 2017
- The JFWA middle school girls basketball and cheer programs will start Fall 2017
- World School International Forum initiated development of a study abroad exchange program
  - JFWA was invited to participate in development and participation
    - Participation will be contingent upon the development of a homestay program for families interested in exchange opportunities
    - The first JFWA student to participate in the World School Exchange Program will travel to Invicta Grammar School in the United Kingdom in July 2017.
- JFWA administrators plan to host Invicta students during the 2017-2018 academic year.
Objective 2.5: Improve the persistence and progression rates for students in undergraduate, graduate, and pre-professional programs.

Paul V. Hamilton School of Arts, Humanities and Social Science (AHSS)

• The School of AHSS engages students in academic and quasi-academic programs and events in a wide variety of ways which improves persistence and academic success rates; some examples from this past year include:
  o English program essay contest for local high school AP English class students
  o Hosting Social Work practitioners for panel discussions for junior students
  o Re-establishment of the LMU Players theater group
  o Engaging students in student travel to conferences in cities including Las Vegas, Orlando, Washington DC, Kingsport, Nashville, and St. Louis.
  o Implementing a faculty mentoring program to improve awareness of advising opportunities for curricular and student service needs.
  o Providing opportunities for internships and work with faculty on current research
  o The MPA program initiated a lecture series for local practitioners to talk with graduate and law students about community opportunities and job options.
  o MCOM students are now anchoring LMU News at Sigmon. Students have contributed news packages, sports packages and written scripts, while anchoring the news and sports segments.
  o MCOM students produced promotional videos for class including a video for the Art Program and a video for DSOL.
  o The Music Program’s Fall 2016 Concert Schedule included:
    • September 12- Core Ensemble performing Tres Vidas
    • September 14- L & M Piano and Percussion Duo
    • October 18- University of Alabama at Birmingham Chamber Trio
    • November 12- First Annual Fine Arts Showcase Day
    • November 15- LMU Choirs Winter Concert
    • November 17- Dr. Robert Young, saxophone recital
    • December 1- Knoxville Symphony Chamber Orchestra with LMU Choirs
    • December 4- LMU Bands Winter Concert
  o The Music Program’s Spring 2017 Concert Schedule included:
    • Francesca Anderegg, violin recital
    • LMU Choral Workshop featuring Greyscale
    • LMU Bands Spring Concert
    • The Nordic Fiddler’s Bloc
    • LMU Honor Band Festival
    • Spring Musical Production of Fiddler on the Roof
    • les Freres Meduses, guitar duo
    • LMU Choirs Spring Concert
• Four graduating social work students have been admitted to graduate programs in Tennessee and Kentucky.
• The Office of Admissions and the Office of Financial Aid agreed to offer all accepted Honors Scholars students, $2500 scholarships beginning Fall 2017.

School of Mathematics and Sciences
Retention and completion of the MS Veterinary Biomedical Sciences program was 100 percent.
The overall retention rate for the School of Mathematics and Sciences was 89% from fall 2016 to spring 2017 based on list of eligible students in the programs on the 12th class day.
A more holistic student advising paradigm which did not simply focus on making a schedule was discussed in Department of Biology meetings and adopted as the model for advising students.

Student and Enrollment Services
Persistence Rates
First-time, full-time Freshmen Fall 2016 to Spring 2017 Persistence rate: 86.53%
First-time, full-time Freshman Fall 2015 to Spring 2016 persistence rate: 87%
First-time, full-time Freshmen Fall 2014 to Spring 2015 persistence rate: 89%
First-time, full-time Freshmen Fall 2013 to Spring 2014 persistence rate: 87%
First-time, full-time Freshmen Fall 2012 to Spring 2013 persistence rate: 85%
New transfer students Fall 2016 to Spring 2017 persistence rate: 86.4%
New transfer students Fall 2015 to Spring 2016 persistence rate: 87%
New transfer students Fall 2014 to Spring 2015 persistence rate: 88%
New transfer students Fall 2013 to Spring 2014 persistence rate: 79%
New transfer students Fall 2012 to Spring 2013 persistence rate: 67%

Retention Rates
First-time, full-time freshmen Fall 2015 to Fall 2016 Retention rate: 68.62%
First-time, full-time freshman Fall 2014 to Fall 2015 retention rate: 67%
First-time, full-time freshman Fall 2013 to Fall 2014 retention rate: 72%
First-time, full-time freshman Fall 2012 to Fall 2013 retention rate: 66%
First-time, full-time freshman Fall 2011 to Fall 2012 retention rate: 71%
Fall 2015 to Fall 2016 overall undergraduate retention rate: 72.64%
Fall 2014 to Fall 2015 overall undergraduate retention rate: 78%
Fall 2013 to Fall 2014 overall undergraduate retention rate: 75%
Fall 2012 to Fall 2013 overall undergraduate retention rate: 76%
Fall 2011 to Fall 2012 overall undergraduate retention rate: 73%
Graduation Rates

Six-year graduation rate for the 2011 cohort: 44.65% (Unofficial)
Six-year graduation rate for the 2010 cohort: 64% (IPEDS Data)
Six-year graduation rate for the 2009 cohort: 53% (IPEDS Data)
Six-year graduation rate for the 2008 cohort: 47% (IPEDS Data)
Six-year graduation rate for the 2007 cohort: 53% (IPEDS Data)
Six-year graduation rate for the 2006 cohort: 49% (IPEDS Data)
Six-year graduation rate for the 2005 cohort: 49% (IPEDS Data)
Six-year graduation rate for the 2004 cohort: 32% (IPEDS Data)

Academic Affairs

Academic Support:

- The Office of Academic Support contacted all students on Third Week Grade or Midterm Report who had at least one D or F
  - The Third Week Grade Report included 86 students who had at least one D or F
  - This is 5% of all undergraduates (86/1565) (Not full-time equivalent).
  - 100% of all qualifying students were contacted by either Academic Support staff or their academic advisor by email to meet and recommend tutoring
- The Office of Academic Support contacted all students on Midterm Report with at least one D or F
  - The Midterm Report included 78 students who had at least one D or F
  - This is 5% (78/1565)
  - 100% of all qualifying students were contacted by either Academic Support staff or their academic advisor to meet and recommend tutoring
- The Office of Academic Support ran a Final Grade report of students who had at least one D or F
  - On the Final Grade Report 82 students had at least one D or F
  - This was 5% (82/1565) of all undergraduates.
  - Of those with at least one failing grade at Third Week Report (86) only 61 had at least one failing grade at Final grade (61/86). 30% improvement.
  - Of those with at least one failing grade at Midterm (78) 61 had at least one failing grade at Final grade (61/78). 22% improvement.
- The Tagge Center for Academic Support provided 1823.96 hours of tutoring for the Fall 2016 and Spring 2017 semesters.
- During the academic year (Fall 2016 to Spring 2017) the Office of Academic Support responded to 219 student welfare alerts generated by professors who felt the student(s) had an academic need that warranted extra attention
  - 100% of all alerts generated an email to the student asking them to meet with Academic Support staff
  - Appropriate information was shared with the referring professor
  - 100% of all students identified by the Student Welfare Alert system were offered academic counseling
• 100% of all students on Academic Warning or Academic Probation were offered academic counseling.

• Of the 60 students on Academic Warning for Fall 2016, 15 did not register for the Spring Semester 2016. (75% Fall 2016 to Spring 2017 retention rate).
  o Of those remaining 60, 100% were contacted and offered academic support.
  o 21 out of the remaining 45 had a Spring 2017 semester GPA above a 2.0, thus removing the warning (47% improvement).
  o 40 of the original 60 had a schedule for Fall 2017, showing a Fall 2016 to Fall 2017 retention rate of 67%.

• Of the 10 students on Academic Probation for Fall 2017, the Director of Academic Support offered 100% academic counseling and met personally with 80% of them.
  o Of the 10 students, 8 had a Spring 2017 schedule (80% retention).
  o Of the 8 who registered for Spring 2017, 3 had a Spring 2017 semester GPA over 2.0 (38%).
  o Of the 10 original Fall 2016 probation students, 4 have an entered schedule for Fall 2017 (40% retention rate Fall 2016 to Fall 2017).
  o 3 of the 4 who have registered for Fall 2017 now have cumulative GPA’s over 2.0 thus removing the academic probation (30% improvement from Fall 2016).

Cornerstone:

Overview of Cornerstone Program - Fall 2016 to Spring 2017

<table>
<thead>
<tr>
<th>Incoming Fall 2016 Cohort</th>
<th># Placed on Academic Warning</th>
<th># Placed on Academic Probation</th>
<th># Placed on Academic Suspension</th>
<th># Withdrew during Fall 2016 Semester</th>
<th># Transferred out after fall 2016 semester</th>
<th># Transferred to Spring 2017</th>
<th># Registered for Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>27</td>
</tr>
</tbody>
</table>

• Academic retention rate from Fall 2016 to Spring 2017 = 93.1% or 27 of 29 remained academically eligible to return for Spring 2017

• Matriculation rate for original cohort (excluding transfers out and withdraws from Fall 2016) = 79.3% or 23 of 29 registered and enrolled in Spring 2017

• Noteworthy Happenings:
  1. Two Cornerstone students withdrew mid-semester
  2. Two of the four transfers out were in good academic standing; two were placed on academic warning
  3. Three of the four students transferred out for athletic reasons. One transferred out for social reasons

Overview of Cornerstone Program – Spring 2017 to Summer 2017
Incoming Spring 2017 # Placed on Academic Warning # Placed on Academic Probation # Placed on Academic Suspension #Withdrawn during Spring 2017 Semester #Transferred out after Spring 2017 semester #Registered for Fall 2017
---
27 2 3 1 2 0 22

- Academic retention rate for Spring 2017 to Summer 2017 = **88.9% or 24 of 27 remained**
- Projected matriculation rate for Fall 2017 (excluding transfers out, withdraws, and suspensions from Spring 2016) = **81.5% or 22 of 27 have registered for Fall 2017**
- Noteworthy Happenings:
  1. Two Cornerstone students made the Dean’s List (3.5 or better in Spring Semester)
  2. Two Cornerstone students withdrew mid-semester
  3. One Cornerstone student was socially suspended for Fall 2017 but was academically eligible to return

**Overview of Cornerstone Program – Fall 2016 to Fall 2017**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>4</td>
<td>33</td>
<td>1</td>
<td>3 / 3 actual</td>
<td>9 / 7 actual</td>
<td>4</td>
<td>4</td>
<td>22</td>
</tr>
</tbody>
</table>

- Academic Retention rate for 2016-2017 = **84.8% or 28 of 33 remained academically eligible for Fall 2017**
- Projected yearly matriculation rate from Fall 2016 to Fall 2017 = **66.7% or 22 of 33 have registered for Fall 2017**
- Projected **viable** yearly matriculation rate from Fall 2016 to Fall 2017 (excluding transfers out, withdraws, and suspensions from Fall & Spring) = **91.7% or 22 of 24 have registered for Fall 2017**
- Noteworthy Happenings:
  1. Two students have not completed registration but were advised and provided a schedule

**Allied Health Sciences**
- All Programs have processes in place to identify struggling students (academic, social, etc.) early in their progression through their respective curriculum
  - Once identified, faculty members work closely with the student and appropriate Student Services office (s) to ensure students receive needed support
- All Programs have academic progression policies in place
- Any student that faces dismissal from his/her program meets with his/her academic advisor to identify an alternative major at LMU in an effort to support University retention
- Two faculty members participate in instruction of sections of UACT 100

---

7/10/2014 3:21 PM
Caylor School of Nursing (CSON)

• The CSON identified a retention committee for the ASN program several years ago because retention has been an issue. Retention in the ASN program has improved slightly over the last 2 years at several sites.

School of Business

Progress:

• Implemented a referral program for current LMU students transitioning to MBA/DBA.
• Provided outreach visits to area high schools, industry, hosting parent/student tours, working collaborative with the Admissions office and providing assistance during new student registration orientation sessions throughout the academic year.
• Faculty and coordinators actively participated within the Tennessee Promise program.
• Half of the new undergraduate student recruiter’s role for the School of Business is that of student success coordinator.
• The MBA program in School of Business did a full-individualized program completion plan for all students.
• The School of Business retained a higher percentage of freshmen that will enter sophomore status compared to the previous year.
• The School of Business invited students to quarterly social gatherings with the Dean, faculty, and staff.
• The School of Business determined that half of students transferring out of the school left due to athletic transfers.
• The School of Business implemented a faculty and staff mentoring program to improve student success.
• The School of Business participated in IEC’s advising study.

Allied Health Sciences

• All AHS programs have processes in place to identify struggling students early in their progression through their respective curriculum.
  o Once identified, faculty members work closely with the student, appropriate Student Services office and AHS retention office to ensure students receive needed support.
• All AHS programs have academic progression policies in place.
• Any student that faces dismissal from his/her program meets with his/her academic advisor to identify an alternative major at LMU in an effort to support University retention.
• Two faculty members participate in instruction of sections of UACT 100.
• The MLS faculty continues to meet regularly with all of the MLS students so that the progression rates goals are met in the MLS Program.
• The School of Business participated in IEC’s advising study

DeBusk College of Osteopathic Medicine

<table>
<thead>
<tr>
<th>Incoming Cohort</th>
<th>Cohort Size</th>
<th>Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>160</td>
<td>129</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>160</td>
<td>125</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>162</td>
<td>126</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>162</td>
<td>130</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>162</td>
<td>134</td>
</tr>
</tbody>
</table>

College of Veterinary Medicine
• Faculty were readily available to meet with students during office hours, in person scheduled meetings, by phone, video conference or through email
• CVM established an Advising program in which all students were assigned a faculty advisor that they met with on a regular basis
• Set up a peer to peer tutoring “Big Sibling Little Sibling” program
• Developed and implemented regular student workshops that covered topics such as resume writing
• Regularly held “Dean’s Hour” where the CVM Administration met with the students to provide updates and answer questions in an open forum
• Optional review sessions held on campus as well as via videoconference
• LMU Wellness Committee formed
• Frequent Student Services wellness events
• Numerous guest speakers and extracurricular hands on training activities
• Expert non-resident faculty provide specialized lectures throughout the curriculum
• Encourage students to attend national veterinary conferences and events throughout their education
  • Class schedule allows students to attend events without missing critical material
• Career mentor program to be implemented before clinical year
• Established remediation program for summer


7/10/2014 3:21 PM
2260  Established LMU North American Veterinary Licensing Examination preparation course
Objective 2.6: To improve student success by increasing student use of available services.

Career Services

Progress:
- Utilize Focus2 software in UACT courses and in one-on-one appointments to help advise and direct students to appropriate majors and career paths to enhance persistence.
- Provide graduate school and career fairs each semester to prepare students for planning during and after their collegiate career.
- Student attendance to career fair events has quadrupled and employer attendance has tripled through outreach and marketing initiatives.

Visit service area high schools to conduct workshops on college application etiquette and personal statement writing to enhance LMU’s visibility and aid in recruitment

Caylor School of Nursing (CSON)
- This continues to be a problem for the CSON since the majority of CSON sites are extended sites. Student tutors for Nursing students are rarely available. We are working on solutions to help improve this issue.

College of Veterinary Medicine
- The classes have founded seventeen LMU student chapters of national veterinary organizations thru volunteer opportunities with animal organizations
  - Over 80% of our students are involved in at least one of these student chapters, many are involved in multiple organizations
  - LMU students participate in veterinary medicine thru national and global impact CE and experiential opportunities.
- Hired administrative assistant to Student Services and Admissions to work with students and student organizations to ensure they have resources to be successful
- Conducted periodic student surveys to give students the opportunity to provide feedback on services offered
- Comments from Comment Box in student lounge are addressed monthly at Deans Executive Council
- Conduct end of course surveys
- Collaborated with the LMU main campus and DCOM Student Services to provide an array of student services and student activities
- Open door policy for all student service offices

Office of Mental Health Counseling
The LMU Office of counseling now provides counseling services in the Knoxville area (Cedar Bluff and the DSOL) three days per month.

Counseling staff currently seeking licensure in both Kentucky and Florida in an attempt to increase student access to counseling services in these states.

Counseling Center now utilizing a HIPPA encrypted online scheduling platform to allow students to schedule appointments quickly/easily.

The Director of Counseling is currently working with a company called Protocall (a 24/7 crisis call center staffed with licensed mental health professionals) to offer after-hours crisis management services for all LMU students regardless of the student’s current location.

School of Business

Progress:

- Integrated course assignments within each concentration to increase research awareness and abilities.
- Dr. Edwin Quinn took three students to the Sullivan Foundation sponsored Diversity Retreat held at Kanuga, in Hendersonville, NC.
- Assisted with the recruitment and hiring of an advanced accounting tutor for graduate students.
- Advisors worked closely with Cornerstone, SSS and Tagge Center to assure student success within the School of Business.
- Inclusion of SEWS paper writing requirements at the Junior and Senior level require students to log a minimum of 10 hours with a librarian to increase research application, knowledge and APA writing.
- Three School of Business faculty have taught UACT-100.
- The School of Business is reinstating the ENACTUS student group.
- The School of Business conducted end of semester student course evaluations for the fall and spring semesters as well as oral exit interviews with graduating students.

DeBusk College of Osteopathic Medicine

- Two (2) financial services officers are available to support both the DO and PA program students
  - The office provides student debt management seminars and provides students periodic emails regarding scholarship opportunities
  - Each officer provides one-on-one counseling for students as needed with an open door policy
- A student activities office supports both the DO and PA student government clubs (35+) and interprofessional community activities
  - For the DO program, small groups are created to create “colleges” where students participate in recreational activities, study groups, and fellowship within a smaller community of a large class size
• A new full-time academic support person (Dr. Justina Hyfantis) started last August to support students from the DO, PA and Vet program.

Abraham Lincoln Museum

Dr. Robert L. Kincaid Endowed Research Center identified an LMU senior to be the 2017 Student Researcher. She is analyzing the political positions within the Evangelical Family Library published by the American Tract Society in the 1830s.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences

Progress:
• AHSS held a workshop about advising students for success and has had several staff speak at school meetings about the Tagge Center and student success initiatives.
• The Dean of AHSS is a member of the Student Success Council and attend meetings regularly.
• The Recruiter in coordination with advisors requires feedback on students that are enrolled but not registered. This information often progresses to students being sent to the Student Success staff in Academic Support Services and the Office of the Registrar and Financial Aid Office for help to remain at LMU and become successful.

Student Services
• Partnered with Academic Affairs to implement our new vision for the Lincoln Ambassadors to serve as First Year Experience Peer Mentors, beginning with Welcome Weekend 2016 and continuing in the UACT 100 courses.
• Partnered with Academic Affairs and Athletics to implement the First Year Experience “PASSPORT TO SUCCESS” program. Awarded two Sophomore Year Scholarships for students who attended all 44 educational and social programs during the “1st Six Weeks” of the Fall semester.
• Partnered with Academic Affairs to host bi-weekly “Dine with the Mind” programs to facilitate out-of-class interactions with faculty and students.
• Initiated weekly “Lincoln’s Lounge” mystery programming to promote social and academic integration for students, particularly targeted at first year students.
• Hosted 175 Student Activity Events and recorded 8,905 student participations for the 2016 – 2017 academic year.
• Partnered with Abe’s Army and Athletics to sponsor Pack the House events during Bowling, Men’s and Women’s Soccer, Men’s LaCrosse, Men’s and Women’s Volleyball, Men’s and
Women’s Basketball, Tennis, Baseball, and Soft Games to increase fan involvement and school spirit.

- Expanded Residence Life’s role in educational and social programming for on-campus residents.
  - Continued to collaborate with Student Life to offer 13 programs for all students, reaching 350 students.
  - Coordinated an additional 43 Residence Life-sponsored programs for undergraduate residents.
  - Coordinated 18 programs for 250+ graduate and professional student residents; collaborated with DCOM Student Activities to make these events successful.

- Implemented the 5 Star Program for Student Clubs & Organizations to provide structure and incentives to be involved in educational, social, and community service programs throughout the year.

- Created the first Student Clubs/Organizations Handbook.

- Conducted the first Club Officers Training Workshops and Club Advisor Training Workshops to enhance student clubs/organizations involvement on-campus.

- Collaborated with 23 student clubs/organizations and academic departments on co-sponsored activities.

- Trained 4 Lincoln Ambassadors and 6 Federal Work Study students to assist with the Lincoln’s Activities Board in order to increase student developed programming and foster support of activities amongst campus organizations.

- Drafted a 5-year Greek Life Strategic Plan to increase the number of LMU students involved in fraternities and sororities; reviewed and approved by the Inter-Greek Council.

- Sought recommendations from faculty and staff to identify first year students with leadership potential and invited them to our 2nd Annual Rising Stars Dinner.

- Planned and implemented our 2nd Annual Student Leadership Retreat to enhance student leaders’ leadership skills, enhance collaboration and cooperation, and build community among student leaders.

- Hosted the inaugural Student Leadership Banquet where 79 student leaders, clubs, and faculty/staff advisors were recognized for their positive contributions to LMU.

- Hosted the Fall 2016 and Spring 2017 Dean’s List Luncheon for over 60 honor students.

- Collected Fitness Center traffic data in 2-hour increments to improve departmental efficiency and planning, including:
Total Visits: Fall 2016 = 12,688 and Spring 2017 = 14,910 (130 visits per day)
Busiest Time Frame: 4:00 – 8:00 PM daily (30.8% of visits)

- Added three Group Fitness classes to accompany ZUMBA (average attendance = 30):
  - Bootcamp (average attendance = 12), Total Body Conditioning (average attendance = 6, and Yoga (average attendance = 11)

- Partnered with DCOM to organize campus-wide (undergraduate, graduate, and faculty/staff), 7-week, 5v5 Co-Recreational Intramural Basketball League for 103 participants on 12 teams (largest league in several years).

- Implemented bi-weekly “Wellness Wednesday” programming during meal times to increase education and awareness about various health and wellness topics.

- Participated in the One Health Initiative to create learning opportunities for undergraduates and graduate/professional students.

- Created the Healthy Splitters Challenge, a 10-week health and wellness challenge that included incentives for exercising, attending workshops, and participating in relevant events offered by other Student Services areas.

- Led sixteen High Adventure Ropes Course groups for 481 participants.

- Led two High Adventure Excursions for backpacking, hiking, caving, and snow skiing for 74 student participants.

- Participated in the Outdoor Nation Campus Challenge which included weekly outdoor related prizes for the 6-week challenge and encouraged students, faculty, and staff to participate.

- Received Enterprise Holdings Foundation Grant for $2,500 to improve the quality of the Bicycle Friendly Campus program.

- Checked-in a total of 979 Undergraduate students at THE LMU POOL during the 2016 – 2017 academic year.

Duncan School of Law (LMU-DSOL)
- DSOL administrators have increased collaboration with undergraduate and other graduate and professional programs by guest lecturing or teaching in Criminal Justice, Business and Political Science courses.
- When available, DSOL faculty members are assisting in the Pre-Law, Political Science and Criminal Justice programs by teaching independent study courses for undergraduate students.
- As part of its Professionalism Series, Student Services hosted a series of legal leaders from the Knoxville community and beyond, that provided insight into various aspects of the
legal profession and the demands and responsibilities associated with the duties of an
attorney.
• Student Services promoted and provided many pro bono opportunities and led the school’s
Access to Justice Initiative with the Tennessee Bar Association.
• Student Services held several campus events for students including a professionalism series
events intended to educate students on the law and various aspects of being a practicing
attorney, and advised the Student Bar Association in all activities, including the annual
Barristers’ Ball.
• Provided on-site anonymous counseling for students
• Provide parking and accommodations for students with varying needs
• Career Services are being utilized significantly by DSOL students and graduates, resulting
in a 100% employment rate for May 2016 graduates (82.3% J.D. Required* or Advantage;
17.6% Professional).
Objective 2.7: To provide appropriate student aid awards to eligible students.

Progress:

Student and Enrollment Services
- Made brief “College Expectations” presentations to 10 UACT 100 courses
- Formed the Student Life Co-Programming Team to encourage institutional collaboration in planning events for undergraduate and graduate students
- Formed Diversity Appreciation Committee made up of a cross-section of students, faculty, and staff to advise the Office of Multicultural Student Services on the needs of underrepresented students from their departments’ perspective
- Formed the International Student Services Task Force to encourage inter-departmental collaboration to serve international students
- Started International Student Union to provide a support network for international students and American students who want to learn about other cultures
- Collaborated with Career Services to plan and implement a Career & Community Service Fair
- Restructured the Resident Director position and developed a Resident Director duty schedule which includes office hours from 8:00 am – 8:00 pm
- Clarified the roles and responsibilities of the Resident Assistant position and developed a Resident Assistant duty schedule which includes office hours after 4:30 pm and nightly “rounds” at 9:00, 10:00, and 11:00
- Created and introduced a 100+ page RA Manual to be used during training and to be kept by RAs as a reference throughout the school year
- Improved service to students and parents by instituting a 24/7 housing hotline which provides a way for on-campus residents to reach a Residence Life staff member at any hour, of any day, every day of the year
- Introduced an RA Challenge to encourage more educational and social programming within the halls, resulting in eighteen additional programs for Spring 2016
- Utilized the Resident Assistants to follow up with residents about registering for classes and completing the housing update process for Fall 2016 in order to help with retention efforts
- Improved service to students and employees by adding IDs, Parking Permits, and FERPA waivers as functions of the Office of Residence Life
- Increased faculty, staff, and student access from 4 hours/day to 12 hours/day
- Re-vitalized Welcome Weekend educational programming to include a New Student Convocation and Student Services Departmental Info Sessions
  - Instituted “All Weekend, Every Weekend” programming to plan on-campus events and off-campus trips on Fridays, Saturdays, and Sundays
- Partnered with Residence Life and the Wellness Center Staff to revitalize Intramural Sports involvement on campus. Created “friendly competitions” among residence areas to develop “Area Pride”
- Planned and coordinated monthly “Get Outta Town” shopping shuttles
• Collaborated with the extended learning sites to host Student Appreciation Days, including Free Breakfast on test dates, Pizza Parties, and drawings for LMU apparel and accessories

• Hosted Free Donut and Coffee events the week of Early Registration to encourage students to register for Fall 2016 classes

• Began discussions about how to utilize Federal Work Study and Institutional Scholarships dollars to enhance student leadership opportunities

• Sought recommendations from faculty and staff to identify “rising stars” with leadership potential and invited them to the Rising Stars Dinner

• Planned and implemented the 1st Annual Student Leadership Retreat to enhance student leaders’ leadership skills, enhance collaboration and cooperation, and build community among student leaders

• Developed a Strategic Housing Plan for 2016-2017 and designed new paperwork to provide opportunities for returning students to choose their housing assignment before the end of Spring 2016 semester and new students to be placed according to a retention-focused model

• Transformed the Lincoln Ambassadors program into First Year Experience Peer Mentors for 2016-2017

• Developed the PASSPORT TO SUCCESS program to improve the first year experience for LMU students and create a synergistic partnership with the UACT courses/faculty for 2016-2017

• Developed a 5 Star Program for Student Clubs & Organizations to increase student involvement in academic societies, social clubs, Greek Life, and Athletics for 2016-2017

• Created the Fall 2016 and Spring 2017 Student Activities Calendar to be included in the LMU School Datebooks for the 2016-2017 Academic Year

• Created the inaugural Lincoln’s Activities Board to plan, implement, and review student-led campus activities, beginning in the 2016-2017 academic year

College of Veterinary Medicine (CVM)

• CVM suffers a strategic disadvantage vs. legacy schools in scholarship offerings. Significant efforts have resulted in some scholarship offerings to date, but much more effort will be required to be competitive with established CVMs.

• Spring Scholarship and Awards Ceremony
  o 17 current students received scholarships totaling $42,200
  o A $500 CVM faculty established research award was also given to 3 students
  o This Spring, one student was awarded the F. Edward Hébert Armed Forces Health Professions Scholarship, which makes a total of two students receiving this ongoing full tuition scholarship.

• Financial Aid Office changed from joint DCOM/CVM to main campus office

• CVM Admissions Office and the Financial Aid Office worked together closely to ensure that student needs are met

Paul V. Hamilton School of Arts, Humanities, and Social Sciences

Progress:

• Criminal justice program initiated two new student financial awards this year.
• There were more scholarships and grants awarded to the School of AHSS students this year than last.

Caylor School of Nursing (CSON)

• The CSON continues to apply for student scholarships with the help of other departments across campus and we have been successful securing several additional tuition awards for ASN and BSN students. Furthermore, the CSON has applied for and received HRSA traineeship awards over the past several years to provide support for MSN students.

School of Business

Progress:

• Awarded a total of $19,259 in School of Business Scholarships.
• Awarded $1,500 to Top Scholar/Top Leader ACBSP Scholarships

DeBusk College of Osteopathic Medicine

• The following scholarships were awarded for 2016-2017
  o **DCOM Annual Faculty/Staff Scholarship** – Total Amount Awarded: $10,000 ($2,500 awarded to one student from each class.)
  o **Jimmie Charles Whitt Memorial Scholarship at LMU-DCOM** – Amount Awarded: $800
  o **Dr. Ray Stowers Endowed DCOM Scholarship** – Amount Awarded $2,300
  o **Mary Frances Gray Lundy Endowed Scholarship for LMU-DCOM in memory of James Charles Gray, Sr.** – Amount Awarded: $2,000
  o **Dr. Jerry D Westerfield Endowed Scholarship** – Amount Awarded $1,000
  o **R.R. Evans Endowed Scholarship for DCOM** – Amount Awarded: $3,000
  o **Snider Whitaker Endowed Scholarship** – Total Amount Awarded $4,500 ($1,000 to PA student and $3,500 to DO student.)
  o **Alesha Hicks Memorial Scholarship for PA students** – Amount Awarded $1,500

• Total federal student loans amounting to $59,182,332 was awarded to DO students in 2016-2017.

School of Mathematics and Sciences
• Department chairs and dean used the new online scholarship evaluation software to help evaluate undergraduates for scholarships. They thought and observed that the awards were better distributed and thus affecting more students than in past cycles.

International Programs

• To provide appropriate student aid awards to eligible students.
• The President’s Study Abroad Scholarship awarded $7,000 to six students for credit-bearing study abroad programs in six countries.

Duncan School of Law

• The Office of Financial Aid added a person in Knoxville to work with financial aid matters of students at the Knoxville extended sites.
Objective 2.8: Promote the service component of our mission statement to the University community.

Progress:

University Advancement

- Serving 27 rising senior high school women from Claiborne and Union Counties
- LMU Day of Giving (November 18, 2016)

Paul V. Hamilton School of Arts, Humanities, and Social Sciences

Progress:

- All majors in AHSS have an internship (or externship or practicum) course available, taken advantage of particularly by those interested in going to a professional school or graduate program.
- The Social Work program requires a practicum experience of every student in the program.
- The Honors Program requires hours of community services to be expended in service to the community.
- There are 14 clubs that are active in the School. Nearly all have a service component as a requirement of their bylaws.
- The School of Arts, Humanities, and Social Sciences held a Presidential Election forum. This forum discussed the electoral process and how one becomes president. This was an opportunity for students to have a better understanding of politics and service to the community, state and nation.

Student Services

Progress:

- Logged 7,946 community service hours completed by undergraduate students (including 6,507 related to their academic majors/career plans).
- Served 356 non-profit organizations/agencies through our Community Service Initiative for undergraduate students.
- Encouraged Greek organizations to complete nearly 400 hours of community service during Spring 2017.
- Partnered with Women of Service to open the Lincoln’s Cupboard in September 2016 to serve faculty, staff, and students who experience food insecurity.
- Launched SilverSneakers Healthway’s program to serve local income seniors from the community.

7/10/2014 3:21 PM
• Donated Household memberships, Individual memberships, or Pool Parties to the following organizations:
  
  o **DCOM SAA Welcome Weekend** in July.
  o **Coopers Carnival**
  o **Bell County Animal Shelter**
  o **DCOM SAA Fall Festival**.
  o **Young Women’s Organization of Cumberland Gap.**
  o **KANTO Program.**
  o **Claiborne High School 2017 Senior Skip Day.**

**DeBusk College of Osteopathic Medicine**

**Over 16 Events/Services for the community**

- Tazewell Medical Clinic
- RAM clinics
  - LMU-DCOM students volunteer at RAM clinics. The RAM clinics are set up in various areas in the region where free health care is provided to the community. Not only do our students help with the various tents such as dental and pharmacy, they set up 10-15 OMT tables. They serve approximately 300-500 people per year in this area of medicine. LMU-DCOM has been serving in RAM clinics since 2012.
  - 8 clinics per year
    - 20 students per trip
    - Total of 160 students helping at RAM clinics per year
  - Sites include but are not limited to:
    - Knoxville
    - Sneedville
    - Wise, VA
    - Maryville
    - Jonesville, VA
- Spring Mobile Food Pantry-free food for the community fed over 1,000 people
- Fall Mobile Food Pantry-free food for the community fed over 400 people
- Servolution
  - Blood Pressure screening
- Clinch/Powell Head start physicals
  - Over 120 students served each August
- Community Wellness student volunteers
  - Ellen Myers, Forge Ridge, Powell Valley, Yellow Creek
  - Over 150 students
  - Teaching health and wellness to K-7th grade
- Cooper’s Carnival-Carnival for the community in the Fall. All proceeds go to CSA
- After School Reading Program at Middlesboro
  - Lead by Dr. Stanczak
- Doggie Dash 5K-money from the event is donated to the Claiborne County Animal Shelter
- 22 Too Many 5K-money from the event is donated to 22 Too Many. This is an organization for PTSD awareness
- Sundown Rundown 5K (PA)
- Cumberland Gap Fire Department entirely lead by DCOM students
- Community Veteran’s Day dinner
  - Sponsored by our SAMOPS club
- Canyon Creek clean up
- LMU-DCOM Summer Camps
  - Scrub camps for high school students.
  - 4 Summer camps, over 140 high school students from Claiborne, Harlan, and Bell County.
  - CPR/First Aid training
  - Airway training
  - Tips on how to apply to medical school

**Donations to the community**
- Claiborne County Animal Shelter
  - Donations and Doggie Dash event (5K)
- Food for Kids Claiborne County
  - Through Second Harvest
- Gatlinburg fire relief fund
- CSA (Christianson Syndrome Association)
  - Donations and Cooper’s Carnival
    - Cooper is the only person in the tristate area who has Christianson syndrome
- Winter Clothing Drive
  - Through Servolution
- Mobile Food Pantry- Second Harvest and Food City
- Servolution
- CCM donations-food pantry in Middlesboro
- 22 Too Many-PTSD awareness organization

**Over $10,000 in donations to the community

**International donations and involvement**
- Child Scholars
- Hope for Haiti
- “Power of a Nickel” –medical work in Nicaragua
- Honduras (2016) and Jamaica (2017) outreach trips
**Over $4,400 worth of donations**

School of Business

Progress:

- Dr. Sheree Schneider and Dr. Karen Carter along with Ms. Lindsay Davis are active members of the Women of Service. Dr. Carter is President Elect.
- Dr. Sheree Schneider and Dr. Karen Carter provided workshops (*Continuing Your Education* and *Dangers of Social Media*, respectfully) for the Pearls of Grace CORE summer program.
- Dr. Sheree Schneider is providing active participation in *Servolution Health Services*.
- Dr. Roger Holt spearheaded the Volunteer Income Tax Assistance (VITA) program having served 103 federal IRS returns completed with approximately one-third of those also involved state returns.
- Dr. Jake Fait, member of Knox County Rotary Club and serves on Pellissippi State Community College Business Advisory Board.
- Dr. Allen Pannell, President and member of Knox County Rotary Club.

Duncan School of Law (LMU-DSOL)

- Participated in ASB (Alternative Spring Break) where students spend spring break providing legal services to those that are in need and cannot afford to pay for the service.
- Partnered with Legal Aid of East Tennessee in the summer externship program and pro bono opportunities throughout the school year.
- Sponsor multiple clubs that participate and provide pro bono service opportunities to students.
- SBA has required all clubs to add a service project opportunity to its programming each semester in order to acquire club funds.
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.

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 2016-17.
- 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 2016-17 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.
- Financial forecasts were developed for all colleges, divisions, departments and units.
  - The forecasts were reviewed on a quarterly basis to assess the University’s financial performance to plan.
  - Any necessary adjustments to plan were developed as a result.

Duncan School of Law

- The DSOL administration requires all of its budget managers to justify how new requests meet the University and law school mission and enhance the program of legal education.
- The law school works closely with the Vice President for Finance and her staff, both in developing its proposed budget in concordance with institutional priorities and ensuring that it remains within budget.

School of Arts, Humanities, and Social Sciences

- The School of Arts, Humanities, and Social Sciences created and, in some cases, revised department and program mission statements and program and curricular outcome objectives for all major programs.
- All School mission statements are tied to the University mission statement and to the School of Arts, Humanities, and Social Sciences’ mission statement and organization chart.
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 Trustees’ 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 or 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.

Duncan School of Law

- DSOL is finishing FY 2017 well within the budget that was approved by the Board in May 2016.
- The approved budget for FY 2018 reflects a significant increase in revenue and continues to make strides towards the goal of a neutral operating budget for DSOL.
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.

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.

Duncan School of Law

- As part of its accreditation efforts with the ABA, DSOL has worked closely with the Vice President for Finance and her staff to develop estimates of revenues and expenses for the next several years.

Allied Health Sciences

- All AHS programs continue to use the current five year pro forma as the baseline for budgeting purposes.
Strategic Goal 3: *Strengthen planning, budgeting and assessment*

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

Progress:

**Finance**

- The Board of Trustee approved budget for 2017-18 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 has been implemented.
Strategic Goal 3: Strengthen planning, budgeting and assessment

Objective 3.5: To enhance budget management.

Progress:

Finance

- Budget process for the 2016-2017 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 Finance Committee prior to submission to the Board of Trustees.
- While enhancement of budget management was successful during 2016-17 as evidenced by a positive year-end, specific programs and processes will continue to be enhanced in the coming year to support this objective.

Allied Health Sciences

- Budget managers within the School of Allied Health Sciences closely monitor all budgetary purchases so that effective budget management is maintained.

School of Arts, Humanities, and Social Sciences

- The School of AHSS has improved procedures for using funds for the performing arts and dinner theater as well as AITG. Protocols now include pre-requests for approval channeled through the program and department and assistant dean before purchases are made.
- Budget management is often a topic of discussion during department chair meetings and School meetings. Careful use of the purchase request system helps to minimize errors and increase efficiency.
- The School of AHSS divided the department of Humanities and Fine Arts into two: Department of Humanities and Department of Fine Arts and Communications. This came about from information from our Outcomes Assessment reports as well as planning for the budget process for the 2017 budget. Bifurcating HuFA will make decision making more efficient and tracking budget use more clear and exact.
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.

Progress:

Finance

- Funding was continued for the Research department as part of the University budget that was approved by the Board of Trustees.
- Increased funding for research was approved in the 2017-2018 budget in several academic areas.
Strategic Goal 3: Strengthen planning, budgeting and assessment

Objective 3.7: To utilize data to make informed decisions.

Progress:

Finance

• Processes for making essential data available to decision makers continued to be improved during 2016-17. However, there is a need for further refinement 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.
• Revenues and expenses continue to be reported in detail to allow more granular visibility into our financial performance thereby increasing opportunity for more data based decisions by function.
• Revenue budgets for 2016-17 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. updated College of Veterinary Medicine, updated Duncan School of Law, and Doctor of Medical Science) 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 2016-17 indicate use of data in decision making.

Paul V. Hamilton School of Arts & Humanities

• The School of AHSS Data Team meets each semester throughout the year analyzing data from NSSE, Student Opinion Surveys, graduating student surveys and other survey derived information. Actions were taken or policies were developed in response to program and student needs suggested by the data.
• Data collected through OARs and program evaluations are used to continually improve programs and departments.

Abraham Lincoln Library and Museum

• The ALLM is continuing its summer survey of guests to study visitor reactions and effectiveness of the marketing efforts
• Staff have planned a core group study for selected visitors to study reactions deeper
Strategic Goal 3: *Strengthen planning, budgeting and assessment*

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 (2015-16) included material related to fulfillment of institutional strategic goals.
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.

Progress:

Physical Plant

- Weekly evaluation of custodial, grounds, maintenance, water plant workers to manage workload effectively
- Daily distribution and monitoring of work orders to ensure efficient use of time; 5178 work orders for 2016-2017
- Oversite and care of 1,341,651 square feet of building space
- Provided maintenance, grounds, and custodial support at Alcoa/Blount Site, Cedar Bluff, and DSOL
- OSHA 10-hour training for Physical Plant and Properties
- Additional campus lighting at Byram, Student Center, DAR, Duke, Burchett, McClelland, Peters
- Setup and takedown of all University events in Turner Arena
- Delivery & partial setup of 125+ events outside of Turner Arena
- Pressure wash DCOM, Arena, Math & Science and all residential breezeways
- Continued to add more LED lighting
- Renovate classroom to Men’s Basketball Lounge in Turner Arena
- Create 5 counselor’s office on 3rd floor Student Center
- Renovate front lobby & cashier’s office in DAR
- Renovate the checkout area of University Medical Clinic
- Installed Splash Pad at Harrogate City Park
- Created 3 office in the old print shop in Turner Arena
- Installed back-up generator at University Medical Clinic
- Installed new carpet in the IS Dept. of Duke
- Renovate JFWA Locker Room in Mary Mars Gym
- Renovate the vending area of Student Center
- Created offices for Soccer coaches in Turner Arena
- Renovate the archives area of the Library
- Painted & added indoor sand training area in Mary Mars Weight Room
- Enlarged the sound booth in Turner Arena
- Painted hallways and multiple classrooms in Business Education
- Renovate classrooms into offices on 3rd floor DAR
- Painted public restrooms at Harrogate City Park
- Painted multiple offices, hallways and 2nd floor restrooms of DCOM
- Recently acquired new Pellissippi site 170,000 square feet
- Building signage at Cedar Bluff, added chair rail in lounge area, additional outside seating
- Additional outside lighting at DSOL, provide custodial/maintenance support for the Legal Aid of East Tennessee
Caylor School of Nursing (CSON)

- The CSON programs at the Harrogate campus are often challenged to find enough classroom space despite being in the new MANS building. Additionally, there have been some challenges for space at the Cedar Bluff site, and the VP for Extended Sites has put in a request to complete the buildout of the space in the back at the Cedar Bluff site.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences

- The Art program installed a ceramic pugmill and has been recycling clay for reuse
- The Cumberland Gap Arts Center Baggage Building second floor refurbished and renovated for 2D art classes last year. It has been successful in its use but due to growth in 2D art classes, expansion is on the horizon
- The School of AHSS department chairs’ meetings regularly include discussions regarding facilities usage, maintenance and needed repairs
- The School accommodates the use of classrooms in Avery Hall by the J. Frank White Academy, School clubs, University clubs, and administrative departments for a variety of needs and purposes
- MPA classes held at the DSOL facility in Knoxville. The program director has an office in that location
- The Social Work program continues to use the DCOM Simulation Laboratory facilities in the training of social work juniors and seniors
- The theater program requested and has installed window treatments in Duke Hall.
- The music program classroom technology equipment was assessed and up-to-date equipment and software has been installed
- Supply closet room 309 repurposed into an office for the Recruiter/Student Success Coordinator
- The supply closet room 308 is doubling as a testing center for the psychology department behavioral testing program
- The Criminal Justice program acquired equipment for hands-on learning for:
  - Fingerprinting equipment
  - Alco-sensors to demonstrate DUI testing
  - Software to demonstrate crime scene investigation

1/22/2018 8:38 AM
**Water Plant**
- Sanitary Survey 97%
- Average daily Flow – 150,000 gallons
- Yearly Approximate – 54,750,000 gallons
- Water Filtration Plant – install new Fan Forced Heater
- Water Filtration Plant – switched to liquid bleach on 02/02/17
- Water Plant Cumberland Gap 4” Water Meter test
- Replaced Student Center Backflow preventer with Zurn Wilkins 975XL2P Reclaimed Water RPZ Backflow Preventer
- Ordered 3 fire hydrant repair kits (for BE, Kresge & the Arena/Schenck side hydrants
- Replace Water Plant Bray Electric Actuator

**Facilities Scheduling**
- Trained Athletics for Arena & Fleet Management Calendars on Active Data Calendar system
- Added Arena & Fleet Management Calendars for Athletics
- Train responsible party for DVTC calendar and made public & private calendar links
- Trained responsible party for MANS calendar
- Create Active Data Calendars for DCOM, Math & Science, School of Business, Arts, Humanities & Social Sciences, Caylor School of Nursing for LMU Website
- Schedule 60 outside facility rentals

**Post Office**
- Update Pitney Bowes Mailing System in the Post Office & Distribution Center
- Post Office & Distribution Center – change from multiple contracts with Pitney Bowes to one contract. Change out mailing system to Connect+ P2000 system.
- Post Office – installed new outgoing mail box slot

**Interior Design & Special Events**
- Updated Apartment 146 with new sheets, blankets, towels, dishcloth, and sheet topper
- Selected paint colors and fabrics for players’ lounge – Tex Turner Arena
- Decorated 30 tables for A-Team Meeting at Convention Center
- Decorated PA Graduation w ferns & baby’s breath
- Decorated Women of Service Fashion Show at TTA – 30 tables
- Updated Apartments 133 & 131 with new sheets, towels, blankets and sheet toppers
- Selected carpet for Museum
- Placed order for Atomic Clocks for Nursing Department
- Placed order for 20 prints from Kirkland’s for offices on campus – updated and new offices
- Decorated Women of Service at Tex Turner Arena – 55 tables with linens, pink linens and flower shoe arrangements
- Selected fabric or furniture at Student Center Lounge
• Decorated 12 tables at Convention Center for Service Awards
• Hung prints at Construction Office in 2 offices, waiting area and kitchen
• Selected carpet from Broadway Carpets for Museum remodel
• Replaced prints in Business Dept. Administration Office with new prints
• Replaced prints in BE Graduate Office with new prints
• Relocated prints from Graduate Office to office in BE
• Decorated Offices 308 A & B in DCOM
• Decorated Offices 106 & 108 in DCOM
• Atomic Clocks in BE classrooms – 3
• Ordered Fall 2016 Homecoming decorations for campus
• Dinner, Breakfast & Luncheon at President’s Conference Room – Decorate
• Schedule repairing of Duke Auditorium Drapes – 2nd time
• Order decorations for Homecoming Activities
• Order Decorations for Christmas
• Decorated Convention Center for Dr. Carter Seminar
• 25+ events decorated for Homecoming
• ITLC Dinner Lincoln Dining Room
• Repaired and replaced numerous clocks throughout campus
• Fall Board Meetings and events – decorated
• Decorated Police & Security Dinner at Convention Center
• Decorated numerous events in Lincoln Dining Room and Convention Center for Christmas
• Decorated Presidents Office, Cumberland Gap Convention Center, Cumberland Gap Cap and Arts Center for Presidents Christmas reception
• Decorated for VA Lodge Christmas Party
• Decorated Corbin Nursing site with prints, clocks, and decorative items
• Hang new prints and updated 2nd floor hallway at Library
• Order atomic clocks for Med Tech
• Updated Dr. Kessler’s office with clocks and new prints, rearranged furniture
• Teacher Education Banquet decorated
• Fall Graduation decorated
• Painted interior at Cumberland Gap Cabin & changed out prints
• Bought clocks, prints, deco for new employees and update numerous offices
• Updated several offices with paints, prints & clocks
• Planned and coordinated fabric, carpet for Grant Lee Administrative Office
• Ordered prints and décor for Grant Lee Offices and Lounges
• Planned and coordinated fabric carpet etc. for Tampa Nursing Site
• Planning for upcoming events in Spring
• Order ferns and flower arrangements for graduation events
• Awards Dinner
• Producers Circle Dinner
• Professional Administrative Brunch
• ITLC Dinner
• Board of Trustees meeting and breakfasts, lunch and dinners
• Graduation Speakers luncheon and dinner
• Graduation – Undergraduate, DCOM, PA
• Chamber of Commerce Dinner
• Decorated 60 offices at Grant Lee
• Move offices to Grant Lee
• Painted offices and areas in DCOM
• Cumberland Gap Cabin interior painted

Furniture Procurement & Design
• Moved Corbin Nursing Location from Baptist Hospital to new location on 25E
• Moved Lacrosse program into new facility
• Players’ lounge was created and furnished in Tex Turner Arena
• Three offices and an open area were built and furnished in Tex Turner Arena
• Also for Tex Turner Arena chairs were purchased for the new sound booth and tables along the court
• Furnished new classroom and seminar room at Duncan School of Law along with a few other offices there
• Set up new office in DAR
• Moved several staff from Tazewell Clinic to Harrogate
• Relocated some of the staff at the Tazewell Clinic
• Replaced couches and chairs in the dorms in preparation for arriving students
• Relocated cashiers at DAR. This included a complete renovation by maintenance and all new furniture.
• Worked with vet med to set up additional offices in preparation for accreditation visit
• Relocating conference room at DAR and creating office for VP of Admissions. Also setting up four new offices on the third floor
• Sat up 32 dorm rooms in the newest dormitory building on campus
• Biggest projects of the year have been working on furniture for Grant Lee and Tampa. Grant Lee furniture install will be complete by June 15 and Tampa is scheduled to begin install July 10
• For 2017 future projects, include completing Tampa and beginning planning for the new Veterinary medicine building on the Harrogate Campus. Some furniture will also be placed at the new athletic facilities.
• Furniture will be finished in Liles in June.

Organic Garden
• Working with 35 families, of which 19 are new members
• 15 members are home gardeners
• Workshop attendees range from 25-60 people (wild edibles and medicinal plants)
• Working with Servolution Ministries on gardens for participants
• Participated with 4H Junior beekeeper on installation of bees
• Six additional upcoming workshops: Basic Beekeeping, Starting Sweet Potato Slips, Heart Healthy Cooking from the Garden, Preserving Your Garden Bounty, Canning College
• Participate in UT Organic Crops Field Day
• Work closely with Grow Appalachia

Sigmon Communications

Athletics

• Televised/live streamed 103 LMU and local high school (football) events during the 2015-16 academic year
• Broadcasted 40 away LMU Basketball games
• Had students work with Packman Sports for a Regional broadcast of LMU vs. Carson-Newman on MyVLT and had students work with the American Sports Network for a national broadcast of LMU vs. Wingate on ASN.
• During the past year the LMU Sports Network received advertising support from four national sponsors and eighteen regional sponsors
• Transitioned from SD to HD at the beginning of basketball season with the purchase of a High Definition Tricaster and Mini Tricaster.
• Provided live radio and tape delayed TV coverage of Cumberland Gap and Claiborne High School football games
• Provided live radio coverage from the NCAA Division II Southeast Regional Tournaments in Charlotte, North Carolina and Columbus, GA.
• Provided live radio coverage from the NCAA Division II Men’s Elite Eight basketball finals in Sioux Falls, SD.
• Provided live radio coverage of all LMU basketball games at the SAC Tournament from Greenville, SC
• Live radio broadcast of basketball coaches shows from the Angelo’s in the Gap, bringing the programs before a live audience

Campus Audio Services

• Between August 1, 2016 and May 15, 2017, 115 work orders were generated through this system that included LMU Faculty Staff Conference and LMU Homecoming as the biggest events per day. All work orders were either completed or in the process of being completed.
• Provided audio systems for five different University locations to be kept on site and utilized when needed: Convention Center in Cumberland Gap, Cafeteria, Math and Science Building, DCOM, and the Veterinary Farm in Virginia
• Audio services were provided for University Commencement, DCOM Commencements, White Coats, and theatrical and music events, Knoxville Symphony, tree lighting, Women of Service Fashion Show and other various events
• Provided audio services for local high school graduations, Cumberland Gap, Claiborne, Union County, Campbell County and JFWA.
**LMU Community TV**

- Continue to expand news coverage of community and campus happenings
- Worked with DCOM students on a health tip segment focusing on heart month, cancer awareness, breast cancer prevention & detection, flu season and other health issues
- Continued a partnership with the Claiborne Animal Shelter for an adoption segment each week; shelter brings in two pets that are eligible for adoption each week for our Pet of the Week segment
- Produced 16 hours of religious programming live and recorded for Sunday and Wednesday’s
- Televised and broadcast the fourth annual Servolution Telethon
- Integrated more Media Communications students into the Sigmon workforce
- Recorded the Lincoln Symposium at the Abraham Lincoln Library and Museum
- Live streamed and recorded the CAHA (Center for Animal Health in Appalachia) Symposium from the College of Veterinary Medicine
- Worked at the annual ROHO Shopping Spree
- Live streamed the Women of Service Fashion Show
- Broadcast the second athletics Lincoln Awards Ceremony from Tex Turner Arena

**Radio**

- Continued our Midday Classics radio show daily on WLMU-FM
- Continued the Extra Mile, a public service program that features local organizations and their good deeds in our region (airs weekly every Tuesday at 6pm on WLMU-FM)
- Continued our partnership with the College of Arts, Humanities & Social Sciences to produce a weekly recruitment and informational program on WLMU-FM and increase the length of the program from 30 minutes to 60 minutes.
  - Program airs each Wednesday at 4:30 pm and is re-aired during the week
- Did a number of radio remote broadcasts in the community, including the Claiborne Health Department’s Baby Shower (July) and the Claiborne County Fair to name two
- Increased our social media presence for both WCXZ-AM and WLMU-FM
- Utilized local personalities as ‘guest DJ’s’ on WCXZ-AM
  - These included Steve Gulley, Don Gulley, Vic Graves, Bill Sowder, Phil Leadbetter, Bryan Turner & Bill Turner, Stuart Wyrick
- Provided live radio broadcast for all Railsplitter men’s and women’s basketball games on WLMU-FM, High School Football Game of the Week, and the SAC Baseball Tournament Championship.
- Continue to provide a radio platform for local religious programming every Sunday on WCXZ-AM and WLMU-FM

**Social Media**

- Increased our social media footprint with all Sigmon brands
- All Sigmon Facebook pages (LMU Community TV, WLMU-FM, WCXZ-AM, and Monday Sports Talk) have seen an increase in likes and views totaling over 3000 likes.
• All LMU Community TV newscasts, high school football games, and Railsplitter Athletic Reports are posted on Facebook and YouTube

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
• The School of AHSS broadcasts are supported fully by Sigmon Communications Center and the IS department.
• The MCOM program works closely with Sigmon Center, supported by IS, to ensure that student learning and development take place to the fullest. Determination of success occurs in the Outcomes Assessment process.
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.

Progress:

Administration

Police & Security

- Dispatch answered 30,908 calls for service
- Attended FBI Command Staff Training in Murfreesboro, TN.
- Spoke to Baseball Team about Alcohol Awareness
- Spoke to Athletic Advisory Committee about Alcohol Awareness
- Spoke to Basketball Team about the partnership with the Police Department
- Provided safety training for housing RD’s and RA’s.
- Participated in Welcoming New Students
- Updated the Critical Incident Response Team
- Coordination CIRT Team kick luncheon and training
- Coordinated agreement with HY Livesay for CIRT Team assistance
- As part of the Critical Incident Response Team: Coordinated with Pineville, Middlesboro, Claiborne County and Lafollette Hospitals in case of a mass casualty event.
- Provided Lockdown Training throughout campus
- Coordinated training for the Rapid Response Team.
- Coordinated with the Harrogate and the Shawnee Fire departments to assist during a mass casualty event
- Continued promotion of “See Something Say Something” campaign
- Cleared 19 of 23 Threat Assessment Cases
- Resolved threats to main campus without incident
- Coordinated investigative measures with the Lexington Police Department, the FBI and the Joint Terrorism Task Force
- Coordinated with the Tennessee Highway Patrol in conducting bomb sweeps prior to major events (SAC Basketball Tournament, NCAA Basketball Tournament and Graduations)
- Certified Melisa Myers, Travis Bailey, and Alan Powers as Firearms Instructors
- “See Something, Say Something” presentation at Missionary Baptist Church
- Participated in Festival at the city park during Labor Day celebration
- Utilized grant money to purchase a 2008 Chevrolet Tahoe and 16’ enclosed trailer for the Police Department
- Utilized grant money to purchase flashlights for the handguns
- Developed Standard Operating Procedures (S.O.P.’s) for Minors on Campus, Visitation Violations, Bomb Threats, and Active Shooter Incidents
- Coordinated with the Department to remain in compliance with the Clery Act
- Coordinated providing security for the Tampa Hospital site
- Certified Alan Powers and Travis Bailey as Patrol Rifle instructors
- Kathy Human and George Bruce to attend Command Staff Training in Gatlinburg
Justin Proffitt and Tim Collingsworth attended a training for Police Instructor Development.
Jaimee Snow attended Leadership Training sponsored by Caliber Press.
Cesar Gracia scheduled to attend Supervisor Training sponsored by the FBI Law Enforcement Executive Development Association.
Alan Powers and Travis Bailey schedule to attend the Tennessee Law Enforcement Officers Fall Conference.
Attend Suicide Prevention Training in Nashville.
New Campus Parking Policy underway.

Community Service
Provided In-service program for the Rogersville and Mount Carmel Police Departments and Hancock County Sheriff’s Office.
Hosting the Tennessee Governor’s Highway Safety Office Hands Across the Border.
Hosted a Free Firearms Instructor Class to surrounding agencies (12 different agencies participated).
Hosted a Free Patrol Rifle Instructor Class to surrounding agencies (15 different agencies participated).
Provided Lockdown and Active Shooter training for the Union County School System.

Health & Safety
Purchased Lock Out/Tag Out program from Brady Worldwide.
Lock Out/Tag Out = Seven facilities completed 221 Procedures installed.
Additional Parking Lot signage for Faculty/Staff Parking, JFWA parking & Commuter parking.
Signage for Infrastructure Management Parking, Lacrosse Complex, DVTC, Harrogate City Park Splashpad (under video surveillance & rules).
UIIN/UNC – purchase reflective sign (UNC-Special Events Parking) and rolling pole base to put out for parking, Signage for Pet Area @ Lee & Mars Hall, UIINN-Pool Area.
UIIN – install emergency call box in the Lobby.
DVTC/Small Animal Clinic – install panic button.
Purchased 11 AED units, 9 for cabinets and 2 portable.
DCOM – replace two expired AED pads.
DVTC – Formaldehyde Monitoring & Testing.
Ordered 100 GHS Hazard Symbols & Classes wallet cards for employees.
Ordered three Universal Maintenance Spill Kits for the Maintenance Shop.
Pope, Mitchell, Dishner, & UIINN – install camera system upgrades.
2016- 26 Building Inspections with a Potential Fine totaling $442,000, maintenance created work orders to perform corrective action for the findings.

Risk and Insurance
Managed property coverage for 80+ structures professional liability coverage for 25+ programs.
Continued to evaluate existing insurance coverage to ensure adequate coverage.
Obtained new program coverages in Florida and Tennessee as approved.
• Obtained new property coverage in Tennessee and Virginia as approved, i.e. Builder’s Risk for Florida and Harrogate campuses (Vet Med and Pellissippi)
• Worked closely with Athletics and Student Services to ensure risk free programs on campus
• Processed certificates of insurance and claims history reports for graduating students in our professional programs
• Approved university drivers after successfully transitioning to new MVR search company with decrease in research time
• Continued to work closely with physical plant to reduce facility liability exposure
• Reduction of 90% rate per student from 2007-2017 for professional liability
• Added International Package/Special Contingency Risk Coverage
• Managed $1,103,730.92 in premiums of coverage

**Caylor School of Nursing (CSON)**
• The CSON strives to promote and provide a healthy, safe, and secure environment by following established policies and requesting maintenance repairs/updates when needed. Faculty and staff in the CSON have participated in training events such as active shooter training, CPR classes, and the mandatory harassment training held annually by the University

**Paul V. Hamilton School of Arts, Humanities, and Social Sciences**
• A workshop for active shooter aggression was completed in the fall.
• Lighted exit signs were replaced and/or updated
• Security personnel provided a training on how to accept alerts, how to contact security, and under what conditions security or off-campus emergency responders are to be alerted
• Faculty in AHSS serve on the Parking Tickets committee, the Health and Safety Service Committee, and other university and school safety and health committees
• The School of AHSS provided a Healthy Month of November where many activities, events and medical activities were provided and presented. Activities from hiking to blood pressure tracking to drunk driving simulations were available to students and faculty
**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).

**Progress:**

**Human Resources**
- Completed conversion to a Kronos Timekeeping System from the current EMMA system for all hourly employees
- Put on hold the planning for the new overtime rules proposed by the federal Fair Labor Standards Act
- Human Resources one day a month at Knoxville locations.
- Participated in Job Fairs
- LMU Years of Service Awards and the Administrative Professionals Day Luncheons conducted by Human Resources
- Employee Recruitment Administrator conducted Lunch and Learn sessions for employees regarding various topics of interest
- TIAA-Cref representative for individual counseling sessions for LMU employees on campus
- Millennium representatives presented individual counseling sessions and group meetings on retirement for LMU employees
- New broker and consulting services relationship established with BB&T.
- Initiated implementation of a benefit online system in conjunction with LMU IS department and LMU broker/consultants, BB&T
- Review and updating of current University Policies
- Human Resources staff provided support for over 1,600 full time and part time employees

**Caylor School of Nursing (CSON)**
- The CSON provides orientation and mentoring to new faculty and staff in addition to the University orientation
- The CSON works with the Human Resources department to coordinate and schedule interviews for faculty and staff. However, the availability of staff from Human Resources is limited and creates challenges for scheduling interviews

**Paul V. Hamilton School of Arts, Humanities, and Social Sciences**
- The School of AHSS mentors program was established three years ago and has been a success, according to faculty. The faculty-mentoring program includes assignment of mentors, scheduled mentoring meetings each semester, workshops on academic matters such as advising and registration, and discussions with LMU departments with information helpful to new faculty
- Changes to leadership are regularly communicated to the Office of Human Resources.
- The faculty leadership have been trained on the use of PeopleAdmin, the program for hiring and advertising open positions
Strategic Goal 5:  
Ensure effective and efficient use of technology
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

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

Progress:

Information Services

- Procured annual software assurance for academic software
- Microsoft campus agreement
- New Computer Support Technician Tampa
- New Classroom Technology Technician
- New Senior Programmer
- New Director of Classroom Technology
- Migrated GoToMeeting and BlueJeans to Zoom Online meeting space annual savings $44,350.00
- Migration from AT&T long distance to SIP provider with annual savings of $36,000.00
- Migration from on-premise to VMWare cloud with annual savings of $250,000.00
- Installed new AT&T Education MLS circuit to remove NetTN annual savings of $42,000.00
- Installed new Sunset dedicated internet circuit 2gb annual savings $26,500.00
- Signed CDWG shipping agreement annual savings $18,000.00
- Replaced desktop backup software with Druva annual savings $11,000.00
- Combine EMS contracts annual savings 27,000.00
- Signed ParkPlace Support contract for server hardware support annual savings $19,000.00
- Procured classroom technology hardware support contract
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

Objective 5.2: Provide and maintain technology infrastructure.

Progress:

Information Services
- Upgraded 197 faculty and staff pc across all campuses
- Direct private connection to VMWare data center
- Migrated 93 servers to the VMWare cloud
- Upgraded phone system to eliminate long distance with SIP
- Security audit of all internal and external systems
- Implemented new McAfee IDS system
- Druva personal desktop backup system deployed to select clients
- Migrated email spam solution to ProofPoint cloud solution
- IT provided services with 99.991% uptime from July 2015 to July 2016
- Library wireless upgrade
- DCOM/MANS/DSOL wireless upgrade
- Network peering with Facebook and Netflix
- Grant Lee-(4) Conference Rooms with TVs and wireless presentation support by AirMedia
- Lacrosse Complex-Hallway digital signage, Men and Women’s locker room TVs with wireless presentation support, Coaches’ offices with TVs and wireless presentation support by AirMedia, Player Lounge and Athletic Training Room with TVs and cable
- Study Room upgrades from VGA and/or HDMI to wireless presentation via AirMedia in MANS, DCOM, and DSOL
- DSOL 325 Room Expansion-Added three new 70” TVs to accommodate a larger classroom
- DSOL Study Room-Installed (1) SMART Kapp IQ 55” Touch Screen
- Corbin Site Expansion-Installed (4) new classrooms with podiums, laser projectors, screens, SMART Sympodiuems with PC input, laptop input, and Blu-Ray input
- DVTC Bovine/Equine Rounds Rooms-Installed 65” TVs with wireless presentation support by AirMedia
- Assisted with new Scoreboard implementation
- Tex Turner sound booth Expansion-Moved the Scoreboard equipment to second tier in a rack under the counter
- Tex Turner-Players’ Lounge-Installed 75” TV
- Women’s Basketball Locker Room-Installed 65” and 43” TVs for wireless presentation and cable
• Athletic Suite-Installed 65” TV with cable
• Women’s Soccer Coach’s Office-Installed 43” TV
• Schenck Radiology-Installed 55” TV with wireless presentation support by AirMedia
• LMU Club-Installed replacement 55” TV
• Implemented Michelangelo reporting software for University Advancement
• Implemented College Scheduler to enhance student registration
• Implemented Target X online application service
• Upgraded Business Objects service pack 7 reporting software
• Image Now system upgrade
• Implemented McAfee antivirus software across all sites
• Implemented redundant Avaya network access control system across all sites
• 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 the LMU’s hardware appliances to assure security, optimum performance and high availability
• Performed routine maintenance, firmware upgrades on 247 windows servers
• Maintained timely updates on over 3350 windows workstations (faculty, staff and students)
• Maintained and verified timely and valid backups of the Ellucian systems on an hourly basis
• Maintained and verified timely and valid backups of all mission critical systems
• Verified disaster recovery with co-locations
• Finalized Kronos implementation (replacing Softdocs EMMA)
• Implemented eVisions FormFusion form printing software (replacing Softdocs doc e-serve)
• Self-service upgrade to 2.14 (new budget, transcript request, graduation application, enrollment verification)
• Installed Colleague UI 5.x
• Implemented communications tracking in Colleague for Education
• Created export files from Colleague for Barnes & Noble integration - financial aid info for students
• Created import into Colleague for Barnes & Noble book data
• Upgrade Recruiter to version 4.0
• Created ELF to import 3rd year rotation courses and grades for DO
• Modified transcript subroutine to incorporate new PHD and DBA levels
• Replaced Official Payments with Touchnet as payment provider
• Created data exports for NCAA data
• Re-implemented the SharePoint portal (created new farm and migrated content)
• Upgrade Self-Service to 2.14
• Implemented Financial Aid Self-Service
• Implemented Person Proxy
• Implemented Deposits Due (allows automation of deposits and payment from self-service)
• Implemented opt-out process and streamlined myLMU alerts
• Redesigned the process used to distribute tuition revenue to the general ledger in Colleague
• E-Transcript
• SiSense reporting package implemented
• Dorm 7
• LAET Building (aka Stair Building)
• Identity Engine HA Pair
• West Wireless Upgrade
• DVTC SASC Front Lobby Panic Buttons
• DSOL Access Control On Porch Doors
• Pope, Mitchell, and Dishner Camera Upgrades
• Added a new Avigilon camera server
• Avigilon software upgrade to ACC 6
• MANS 101 & 102 wireless upgrade
• Changed Corbin Site over to the new AT&T ASE circuit
• DAR Cashier Office camera installs
• Changed out the ID PC in Dishner for a laptop and carrying case for the ID printer to make it more portable
• Grant Lee buildout
• Tex Turner Parking Lot Cameras
• Unitrends upgrade
• NetApp Upgrade
• HP Blade Servers
• JFWA Lab Replace
• MANS 207 and 212 Lab Replacement
• BE 116 Monitor Upgrade
• Access Point Installation - Liles and West
• 24/7 support of CVM Site Visitors
• Druva rollout
• Skype for Business rollout
• Office 2016 Rollout
• 24/7 support of Nursing Site Visitors
• BE 117 Lab Replacement
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

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

Progress:

Information Services

- Seventy-one private training sessions completed
- Provided training to incoming DCOM students
- Provided training to incoming NA/FNP students
- Provided training to incoming PA students
- Provided training to incoming VetMed students
- Provided training to incoming DSOL students
- Trained additional administrative users in the use of the Colleague report writing tool
- Trained new security staff on Avigilon security camera software
- Trained security staff on the NCC fire system
- Training request work order template made available on the Helpdesk site
- Fifty-two private classroom technology training sessions completed
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

Objective 5.4: Provide user support for technology services.

Progress:

Information Services

- IS Helpdesk closed 27,915 work orders
- Provided support for 177 video conferences
- Recorded and edited 2927 lectures via Mediasite
- Provided tech support for nursing online ERI testing
- Provided technical support for all DCOM, PA, VetMed, DSOL online exams
- New categories added to the LMU IS Helpdesk site for more detailed work requests
- Re-deployment of LMU automated attendant
- New IS Helpdesk call script implemented
- New IS Helpdesk expanded hours for pre and post work day coverage
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

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

Progress:

- Installed New TriCasters at Sigmon, Tex Turner sound booth, and setup a portable mini unit to support HD streaming
- Updated Sigmon Cameras with addition of TeraDek units for wireless video capture
- Installed wireless transmitters in sound booth at Tex Turner
- Sigmon – working with TradeMark but the end users just wanted something completely new that was in the CMS. Created all of the pages that they currently had and the new pages that they requested and trained the end users
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

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

Progress:

Information Services

- Supported Institutional Effectiveness in reporting needs
- Provided an in-depth financial aid data analysis for the common data set
- Upgraded Colleague for all federal regulatory releases
- Provided enrollment and financial data from the colleague system to Institutional Research to support institutional, state and federal reporting requirements
- Implemented door access reporting on MANS research area access
- Research Site – worked with the members of the Research and Grant team/DCOM faculty on this project. I set up the main site and all of the sub-sites for each of the schools as requested
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

Objective 5.7: Develop and maintain a high quality external website.

Progress:

Information Services
- CVM site – TradeMark moved the pages/content
- Law Site – TradeMark moved the pages/content
- JFWA Site – TradeMark moved the pages/content
- Drafthorse – created the new pages for the new issue and changed the styling
- School of Business – restructuring of this site
- School of Arts and Humanities – restructuring and redesign of this site
- Research Site – worked with the members of the Research and Grant team/DCOM faculty on this project, and set up the main site and all of the sub-sites for each of the schools as requested.
- TargetX – created the landing page for the TargetX
- EmailMeForm – creating/maintaining all of the current used forms (66)
- DCOM supplemental application – landing page/form to pass the information over.
- Arts in the Gap – restructuring and redesigning all of the Arts in the Gap pages and events.
- Alumni Site – site switched over to where it was more manageable for them.
- Giving/Donation Page – restructuring these pages and getting the information in the correct order as well as a site redesign.
- Vendor Direct Deposit form – worked heavily with finance on getting this form secure and correct.
- Directory – worked with TradeMark on getting the directory built
- Museum – TradeMark moved the pages/content
- News/blog system – created a new blog/news system for each of the schools and set up contact points for each one. This system replaced the old PR hard copy form.
- Pool – have worked heavily with the end user on developing the pool site.
- Counseling – worked with the end user on the counseling site structure and design, and also lead on getting their new booking/scheduling calendar set up and implemented into the website.
- Sigmon – working with TradeMark but the end users just wanted something completely new that was in the CMS. Created all of the pages that they currently had and the new pages that they requested and trained the end users
- ADA – worked with Dan Graves on creating a new site/pages for all of the legal information that people would need
- Housing – met with Elise, Kate, and Lee to update the restructure the House site. I lead this meeting and we established a game plan/design.
- Safety, Campus Police, and Security – worked with Robin, Cesar, and Officer Snow on the new structure of their site. As well as, creating all the new pages for the emergency information
• Office of University Counsel – worked with the end users to create/design this site. We worked together to make sure that all of the legal information that the University needed was there.

• Information Services Site - Created a new entire directory and started filling in the information that we would need.

• YouTube/radio shows – Assisted setting up a system for Niki so that each school/museum would have their own playlist to allow videos to be showed on the website and to help give life to the YouTube account.

• Active Data Calendar – Administering and maintaining active data calendar content and data.
Strategic Goal 6:

*Enhance resources*
Strategic Goal 6: Enhance resources

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

Progress:

**LMU Women of Service Recruiting New Students, TheCORE: Youth Leadership Symposium 2017**
- Cultural understanding, Overcoming obstacles, Roles and responsibilities, Education
- A program of LMU Women of Service (WOS)
- Building confidence and a pathway out of generational challenges
- Funded by a $14,650 grant from the Women’s Fund of East Tennessee and other private gifts
- Serving 36 rising senior high school women from Claiborne, Knox and Union counties
- Campus residency - July 10-14, 2017

**Lincoln’s Cupboard**
- September 7, 2016 — LMU Women of Service (WOS) teamed with Student Services to open Lincoln’s Cupboard, an on-campus food pantry, to provide healthy food options for LMU students, staff and faculty

**Caylor School of Nursing (CSON)**
- Faculty and students in the CSON collaborated with individuals in other schools and programs, as well as individuals in the community, on research initiatives, publications and service projects

**Hamilton School of Arts, Humanities and Social Sciences**
- The Social Work Program developed additional placement sites to accommodate growth in the number of majors during Fall 2016

**School of Mathematics and Sciences**
- School of Mathematics and Sciences, the DeBusk College of Osteopathic Medicine and the College of Veterinary Medicine have faculty members collaborating in research projects, thesis committees and Admissions Committees for graduate students.
Strategic Goal 6: Enhance resources.

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

Progress:

- Raised $5,066,442.57 in gifts from all sources (as of May 22, 2017)
- Received gifts from 196 full-time faculty and staff (30.0 percent) in 2016-17 (as of May 10, 2017) compared to 177 (28.8 percent) in 2015-16 (YTD)
- Increased active friends giving rate to 14.73 percent during 2016-17 (as of May 22, 2017) up from 13.3 percent (YTD)
- Raised $84,370.09 in Annual Fund contributions (as of May 22, 2017) compared to $83,630.55 in 2015-16 (YTD)
- Current undergraduate alumni giving rate is 5.08 percent (as of May 22, 2017) compared to 5.19 percent (YTD)
- Achieved a 43.1 percent donor retention rate for 2016-17 YTD
- Conducted the 12th successful MVT focused on social media segmentation
- Reconciled 1,040 credit card payments totaling $109,174.56 in coordination with Finance Office, via iModules and the Authorize.net gateway
- Compiled 76 prospect research reports including biographic information, donor history, business interests and property ownership as of May 22, 2017
- Conducted three iModules user group training sessions
- Expanded the use of LinkedIn as a platform for alumni and donor research
- Worked with Information Services to expand the use of ImageNow platform for document and storage retrieval in Advancement
- Continued to use and support the Michelangelo reporting platform
- Completed the Voluntary Support of Education (VSE) survey in Fall 2016
- Presented a summary of LMU’s MVT and Experimental Design methodology at the 2016 Southeastern Conference on Public Administration
- Supported the development of new web forms and event registration pages across campus using the iModules platform
- Launched the GiveCampus platform in Fall 2016 as a mobile-first solution to expand online giving
- Launched the NextGen Scholarship manager platform in Fall 2016 as an online scholarship application and review platform, and worked with IS and Financial Aid during Spring 2017 to complete this transition
- Provided training and support for 68 faculties, staff, and deans serving as scholarship committee reviewers in the NextGen Scholarship system
- Maintained the use of HEPData matching system in LMU online giving pages to facilitate donor matching gifts
- Submitted 23 proposals to foundations
- Achieved 30% success rate for submitted proposals
- Conducted 49 meetings with faculty and staff to assess project goals, objectives and sustainability.
- On-going communication with faculty on grant opportunities
• Conducted grant workshop for students
• Held 40% more events resulting in a significant increase in alumni participation
• 163 alumni returned to main campus for Alumni Night at the basketball game
• Around 500 people attended a Homecoming function at one of three sites
• 1,000 graduates and their families attended breakfasts hosted by the Alumni Association
• Sold 456 Dollywood tickets!
• Met with 14 alumni groups: five in Tennessee, five in Florida and four in other states
• Awarded first Alumni Association scholarship
• Three alumni chapters awarded a total of 13 scholarships at the Awards Banquet
• Achieved 100% donor participation by Alumni Association board members
• Hosted 14 alumni events since last November, resulting in around 180 alumni

  Reconnecting and Renewing relationships with LMU and other alumni
• Hosted two breakfasts for graduates and their families attended by over 1,000 and signed up hundreds of new alumni
• Increased alumni membership by 50%
• Because Railsplitters live in communities across the country, we offer communications, events, services and other programs that help reach alumni wherever they call home.
• The Alumni Insider reached a total of 15,600 alumni & friends, and the open rate was above the industry standard
• Published 21,940 copies of The Alumnus magazine
• Published 22,400 copies of Blue & Gray newsletter
• Alumni Association Facebook Page grew, with a 16% increase in fans since December 1
• Over 600 people saw information on the Alumni Association Facebook page in April

  (reach has doubled since December 1)
• Over 7,200 people saw post about Dollywood tickets
• One of the major goals of the Alumni Association is to connect alumni through events and programs that reach and engage our members and Railsplitters everywhere through a variety of programs and events
• A total of 1,975 alumni attended 31 events (since July 2016)
• Alumni Association has 1,496 dues paying members, including 264 lifetime members
• Experienced a 10% growth in lifetime memberships
• Hosted Steak Night at University Club to kick off women’s and men’s basketball season.

  Forty-nine fans, including alumni, faculty, staff, and friends, plus the coaches attended
• Continued Railsplitter Legends series, hosting eight groups/82 former athletes during home basketball games
  • 1979 women’s basketball
  • 1984 baseball
  • Cheerleaders
  • 2010 men’s and women’s tennis
  • 1980-82 softball
  • 1986 men’s golf
  • 2002 women’s volleyball

Social Media
• The 3.5-minute video overview of LMU reached an audience of 135,000 on Facebook
• Residential Life video reached an audience of 35,000
• Men’s basketball win on February 18 reached an audience of 24,000
• LMU scenic photo reached an audience of 35,000
• Men’s basketball win on March 14 reached an audience of 20,000
• LMU-DCOM Director of Alumni Services, in conjunction with LMU-DCOM Director of Career Services, launched lunchtime seminar series for 2016-2017 academic year focusing on rotations, the residency match process, and specialty choice. Ten sessions were held for 1st and 2nd year students; five speakers were LMU-DCOM alumni
• LMU-DCOM alumni events held at various regional and national conferences in 2016-2017, including AOA OMED, TAPA FallFest, ACOFP, AAO and TOMA.
• Grew LMU-DCOM MATCHMaker Mentorship Program between DO graduates and OMS students; launched mentorship program for PA graduates and PAS students.
• Initiated four new DCOM PA Scholarships: LeConte Rural Medical $1,000 each & Erika Todd Memorial Scholarship $1,500
• Alisha Hicks Memorial Scholarship increased from $1,104 to $8,122
• Golden Scalpel Tournament net revenue increased 18%
• Awarded Snider Whitaker Endowed Scholarship
• Awarded Dr. Ray Stowers Endowed Scholarship
Strategic Goal 6: *Enhance resources*

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

**Progress:**

- Increased total endowment giving by 254 percent (as of May 22, 2017) with $3,369,756.62 in total endowed gifts, compared with $951,879.64 last year-to-date
- Established 15 new annual scholarships and six new endowed scholarships
- Worked with the Student Awards Committee to organize LMU’s annual Student Awards and Recognition Program, presenting 548 annual/endowed scholarships and awards to 373 students from 21 states and six foreign countries
- The grand total of the endowed scholarship corpus is $14,364,008.54
- In addition to that, the total annual scholarship value available for this year was $288,068

*Carter and Moyers School of Education*

- Continue to support the Upholding the Constitution event and other activities related to the Carter/ Moyers Endowed Fund.
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. Alcoa (Blount County), Alcoa City Center; Chattanooga, TN (Chattanooga State Community College); Corbin, KY (Baptist Health; Ewing, VA, extension of Harrogate Campus (DeBusk Veterinary Teaching Center; Kingsport, TN (Kingsport Center for Higher Education); Cumberland Gap, TN, extension of Harrogate campus; Knoxville, TN, Cedar Bluff and Duncan School of Law. (1.1 and 4.6—Principles of Accreditation).

Progress:

Public Relations

- “Beyond” awarded Gold in the Video Advertisement/PSA category of the 2017 Tennessee College Public Relations Association (TCPRA) Awards
- Earned 2,772 media mentions worth $1,816,429.62 in ad equivalency (July 1, 2016-May 1, 2017)
- Media mentions reached a circulation of 13,616,243 people

Identified and profiled five recent grads’ early career success.
- Derek Voiles, EdS – Carter and Moyers School of Education
- Kayla Swiney, JD – Duncan School of Law
- Lane Welch, DO – DeBusk College of Osteopathic Medicine
- Lindy McGuire, BBA – School of Business
- Whitney Vannoy Taylor, BA, MBA – School of Business

Marketing Publications

In cooperation with the Office of Admissions and the academic schools, produced:
- Undergraduate search brochure (new layout, photography, and updated content)
- Undergraduate view book (new layout, photography, and updated content)
- School brochures (six) new photography and updated content
- Major/program rack cards (52) (incorporated new logo, photography and updated content)
- Undergraduate transfer brochure (new photography and updated content)
- Undergraduate residential life brochure (new photography and updated content)
- Undergraduate financial aid guide (new photography and updated content)
- Developed plan for 2017-18 publications

School of Arts, Humanities and Social Sciences
- Initiated a weekly radio program called, “American Culture: Arts, Humanities and Social Sciences.” The main purposes of the radio broadcast is recruitment of student and informing the community of all that the School and University have to offer

Caylor School of Nursing (CSON)
• Worked closely with Summer Martin to develop advertising campaigns for the new Tampa site, online program and new nursing initiatives in addition to increasing advertising for specific programs and sites via billboards, digital media and print media.
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).

Progress:

- Fundraising Priorities
Strategic Goal 6: Enhance resources

Objective 6.6: Provide support for the University by accurately recording gifts and maintaining alumni and demographic information through the use of appropriate technology and software (2.11.1 and 3.10.2—Principles of Accreditation).

Progress:

• Enhanced Custom XSPC screen for career information for DO graduates to indicate if graduate was chief resident and to indicate what Match process graduate participated in to gain residency (i.e., osteopathic match or allopathic match)
• Advancement: UA entered 1,895 meaningful points of contact in Colleague (as of May 22, 2017) including 800 phone calls, 559 face-to-face contacts and 237 emails
• Processed 239 reports, mailing lists and other requests for information (as of May 22, 2017)
• Processed 1,441 NCOA updates in Colleague Advancement
• Maintained and expanded our Entrinsik Informer report library to meet the information needs of Advancement and other campus constituents
Strategic Goal 6: *Enhance resources*

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

Progress:

- All documents are completed per timeline for the University Advancement progress report and outcomes assessment, as well as other documents as requested and required

Caylor School of Nursing (CSON)

- The CSON submits accreditation reports and outcomes assessment documents in accordance with established timelines as requested and required
Strategic Goal 6: Enhance resources

Objective 6.8: Enhance legislative relationships.

Progress:
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.

Progress:

- University Committee on Scholarly Activities (CSA) Membership includes each school or college dean or the appropriate dean’s representative, the Director of the Abraham Lincoln Library & Museum, as well as the Executive Director of the ORGSP.
- Continued to refine and update the routing and approval form for grant submissions that streamlined signature requirements while ensuring that deans and divisional vice presidents were informed of grant submissions in their areas.
- Continued to encourage self-reporting of research and scholarly activity by reporting such activity in ORGSP newsletter.
- ORGSP newsletter highlighting faculty research and scholarly activity continues to be electronically distributed monthly to faculty.
- ORGSP coordinates with Office of Public Relations on publicizing grants.
- Continued to work with University Advancement on developing donors for research and scholarly activity.
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 sites research community.

Progress:

- Worked with auditors when appropriate to ensure all policies and required documentation are in place.
- The Collaborative Institutional Training Initiative (CITI) continues to be available for faculty, staff and student training; since 2011 4,857 faculties, staff, and students have been trained.
- The ORGSP has worked with faculty on several grants which include undergraduate students.
- ORGSP continues to work with CMRC researchers on grants and contracts.
- ORGSP continuously updates the LMU website to provide the best faculty support possible for research, grants and sponsored activities.
- ORGSP continues to provide a comprehensive list of grant opportunities listed on the ORGSP website and updated monthly.
- Executive Director of ORGSP, Director of Foundations and the Director Health Sciences Research continue to notify appropriate faculty of external funding opportunities.
- Together, ORGSP, University Advancement and Office of Health Science Research continue to sort Grant opportunities according to faculty expertise and interest and notifies appropriate faculty of the opportunities.
- Together, the ORGSP, University Advancement and Office of Health Science Research assisted in the preparation and submission of 50 grant applications during fiscal year 2016-2017.
- The total awarded dollars for LMU in externally funded grant support is currently $2,190,837.
- The ORGSP continues to work with the Chair of the Institutional Review Board (IRB) and the School of Education to refine the IRB application process for EdD students.
- ORGSP provided an IRB workshop for EdD students and for LMU faculty.
- ORGSP provided administrative support to the IRB which reviewed 70 protocol submissions, and the IACUC which reviewed _ protocol submissions and _ protocol renewals.
- ORGSP staff/chairs/attending vet attended nine trainings during FY 2016–2017 for research administration through NCURA as well as NIH, IRB and IACUC.
Strategic Goal 7: Assess and enhance University-wide research and scholarly activity

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.

Progress:

- 161 Publications, 226 Presentations and 56 Abstracts by LMU Faculty as listed by Schools and Colleges are as follows:
  - Arts & Humanities: 23 Publications, 34 Presentations and 19 Abstracts
  - Math & Natural Sciences: 9 Publications, 7 Presentations
  - Business: 2 Publications, 5 Presentations and 3 Abstracts
  - Education: 2 Publications, 23 Presentations and 13 Abstracts
  - Allied Health: 6 Publications and 6 Presentations
  - VCM: 37 Publications, 35 Presentations and 19 Abstracts
  - DO/PA: 9 Publications, 15 Presentations and 2 Abstracts
  - CSON: 9 Publications, 5 Presentations
  - DSOL: 35 publications, 89 Presentations

- Mini-Grants were awarded by the URC to nine Faculty members in the total amount of $44,689.
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.

Progress:

- Dedicated research space in MANS building was allocated to all DCOM, MANS and VCM faculty with research appointments. Four research faculty continue to share laboratory facilities in the CMRC.
- A list of journals where faculty can publish their education research compiled by the Medical Librarian for the URC continues to be available on the ORGSP website.
- The CMRC field station at BFREE continues operations to support research by LMU Faculty.
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.

Progress:

- A database containing all grant and contract submissions continues to be updated jointly by the Executive Director of the ORGSP, the Director of Foundations and the Director of Health Science Grants & Research and is stored on MyLMU.
- A form to document faculty and staff research and scholarly activity continues to be available for use.
- 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.
Section II
Strategic Plan: 2018-2023
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:

- Submit all proposals for accreditation substantive changes/approvals sequentially through the appropriate curriculum committee(s), program(s), department(s), college(s), school(s), division(s), and Academic Council. This may include, but is not limited to, feasibility studies, adequacy of faculty, staffing plans, mission compatibility, budget pro forma and all budgetary implications.
  - The appropriate vice president will present proposals to the President’s Cabinet
  - The appropriate vice president will inform the Institutional Effectiveness Committee after review/approval by the Cabinet and Board of Trustees
- Ensure academic programs receive review of financial pro forma and marketing plans prior to entering the academic approval process beyond the school/college level
- Demonstrate that assessment results and outcomes are used to improve/support curricula, programs, compliance with accreditation criteria, and the annual budget process
- Document assessment results using appropriate technology
- Distribute and use documented assessment results to guide program improvement, support or discontinuation
- Include adequate funding in the program budget pro forma for marketing new and existing programs
- Suggest: Goal 3.6 (162): Review and recommend specific adjustments to funding for marketing new and existing programs. *this was not added in2017 but is still recommended

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Office of Institutional Effectiveness, Senior Director of Marketing, Vice President for Academic Affairs (VPAA), and appropriate Vice President(s) (VPs).

Time Frame: Ongoing. Curricular changes should be completed by March 1, with inclusion in the new catalogs, web pages, and the 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, marketing, learning resources, academic support services, appropriate technology, assessment, and accreditation processes.

Assessment: Annual review of budget proposals and marketing plans based on departmental and program plans, needs identified by assessment activities and corresponding program outcomes by all responsible parties.

Use of Results: To create, maintain and document a connection among mission, 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 or discontinue academic programs.

Strategies and Action Plans:

- Consider and implement innovative approaches to instructional delivery and student learning

- Continue the development and implementation of new academic programs including, but not limited to: (1) Continuing Medical Education (CME); (2) Graduate Medical Education (GME); (3) Doctor of Veterinary Medicine (DVM); (4) Master of Science in Business Analytics; (5) Doctor of Business Administration (DBA); (6) Master of Public Health; (7) DVM/MBA joint degree; (8) DVM/PhD with University of Kentucky; (9) 3+4 DVM with Daemon College (Buffalo, NY) and Berry College (Georgia); (10) Doctor of Medical Science (DMS); (11) PhD in Clinical Anatomy; (12) BS in Computer Science; (13) DVM/MS; (14) MSN NBA; (15) integrative bioscience PhD; (16) Graduate certificate in Business Analytics; and (17) additional undergraduate, graduate, and professional programs

- Continue/begin investigation of new academic programs including, but not limited to: (1) reciprocal licensure pathways for teachers and leaders from Alabama and Georgia; (2) Master of Science in Athletic Training; (3) Master of Arts in Psychology; (4) Doctor of Osteopathic Medicine/Juris Doctor (DO/JD); (5) JD/MBA and JD/MPA joint degree programs; (6) JD/DVM joint degree program; (7); (8) international programs and other collaborative efforts; (9) BA in Communication Arts; (10) Additional concentrations and programs in Mental Health and Counseling; (11) Medical Laboratory Science to Corbin, Chattanooga and Knoxville extended learning sites; (12) School librarian endorsement; (13) Occupational Therapy; (14) Doctor of Physical Therapy (DPT);; (15) 3 + 3/4 professional programs and undergraduate programs to include law, medicine, and veterinary programs (16) certificates of therapy (Art and Music); (17) DVM/MPH joint degree; master of veterinary medical education; (18) MSN Nursing Education; and (19) additional undergraduate, graduate and professional programs, including degree completion programs, bridge programs, and certificate programs

- Continue to explore opportunities to provide academic program offerings at existing or new extended learning sites.

- Continue to improve coordination between Harrogate and extended learning sites with emphasis on budget development, human resources, marketing, facility operations, student and academic support services, technology, learning resources, and comparability of courses/programs

- Continue to explore, secure, and utilize technology to enhance the instructional delivery process

- Continue to provide relevant professional development opportunities for all faculty, including training for program promotion to enhance enrollment and retention

- Continue the process for obtaining full ABA and AVMA accreditation

Responsibility: Instructional Technologist, Director of Online Learning, Program Directors/Coordinators, Department Chairs, Deans, VPAA, and appropriate VPs.
**Time Frame**: Ongoing. Curricular changes and program creations should be completed by March 1, with inclusion in the new catalogs, web pages, and 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, academic and student services, library, and other learning resources and accreditation processes.

**Assessment**: Annual review of budget proposals based on departmental and program plans and needs identified by assessment activities and corresponding program outcomes by Program Directors/Coordinators, Department Chairs, Deans, Office of Institutional Effectiveness, and appropriate VPs.

**Use of Results**: To create, maintain, and document a connection among academic planning, budgeting, implementation, and mission fulfillment.
Strategic Goal 1: Assess and enhance academic quality.

Objective 1.3: Pursue international collaborations to enhance the diversity and quality of the University community and academic programs.

Strategies and Action Plans:

• Continue to develop and expand student exchange programs
• Continue to develop and expand faculty exchange programs
• Continue to develop a visiting scholars program
• Continue to recruit, enroll and retain international students
• Continue to revitalize the English Language Institute (ELI)
• Continue to develop relationships with language institutes
• Continue to build infrastructure to support collaborations and other initiatives
• Explore opportunities for international extended learning sites
• Develop professional programs’ student clinical year integration at LMU

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Director of International Programs, Assistant Director of International Programs, Coordinator of International Recruitment and Advising, Assistant Vice President for Academic Support, and appropriate Vice Presidents.

Time Frame: Ongoing.

Resources Required: Commitment of time; collection and analysis of data; and budgeted resources for program development, student and academic services, library and other learning resources, accreditation processes, and travel.

Assessment: Annual review by Director of International Programs, Assistant Director of International Programs, Coordinator of International Recruitment and Advising, appropriate Deans and Vice Presidents, Assistant Vice President for Academic Support

Use of Results: To enhance the diversity and quality of the University community and academic programs.
Strategic Goal 1: Assess and enhance academic quality.

Objective 1.4: Ensure that all programs have clearly articulated academic expectations.

Strategies and Action Plans:

- Clarify expectations for each program
- Publicize academic expectations via appropriate channels
- Ensure accuracy and consistency of information in all catalogs, handbooks, program brochures, social media, and website, and provide a unified brand for all publications by establishing a Publications Department
- Collaborate with marketing, academic and student support services, and student recruitment to publicize academic expectations
- Document and demonstrate a systematic plan of evaluation for all programs
- Develop and communicate college/school-specific accountability processes that demonstrate course-specific academic expectations
- Suggest: Goal 6.4- Suggest adding emphasis on digital footprint/social media evaluation

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, VPAA, and appropriate Vice Presidents.

Time Frame: Ongoing. Curricular changes and program creations should be completed by March 1, with inclusion in the new catalogs, web pages, and 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, academic and student services, learning resources, and accreditation processes.

Assessment: Annual review of budget proposals in light of departmental and program plans and needs identified by assessment activities and corresponding program outcomes by Program Directors/Coordinators, Department Chairs, Deans, Office of Institutional Effectiveness, and appropriate VPs.

Use of Results: To ensure clearly articulated academic expectations.
Strategic Goal 1: Assess and enhance academic quality.

Objective 1.5: Evaluate faculty and academic staff compensation against benchmark salary levels of peer institutions with respect to faculty rank, appointment, academic discipline, experience, workload requirements, and scholarly activity.

Strategies and Action Plans:

- Continue to examine faculty and academic staff compensation and develop a step-wise plan to address identified issues
- Continue development of a plan for faculty and academic staff compensation with a target salary scale as prioritized below:
  - Adjust any institutional inequities of full-time faculty and academic staff
  - Develop a plan to establish full-time faculty and academic staff compensation that is competitive with peer institutions within the region and/or industry standards
  - 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
  - Maintain benchmark data on compensation by level, discipline, and/or college/school
  - Evaluate the impact of faculty contractual term
  - Review the compensation process for appointed positions (including Chairs and program directors)
  - Explore the development and implementation of a broader definition of faculty and academic staff roles/positions

Responsibility: The President’s Cabinet, Program Directors/Coordinators, Department Chairs, Deans, Office of Institutional Effectiveness, and Director of Human Resources.

Time Frame: Collection, evaluation and interpretation of data in the preceding academic year with planned implementation in the upcoming academic year. 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 and the budget process.

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 1.6: Enhance the Abraham Lincoln Library and Museum (ALLM), and its services.

**Strategies and Action Plans:**

- Pursue grants and leverage resources to support and extend LMU collections at the ALLM
- Promote the 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 ALLUM collections
- Promote research opportunities at the ALLM to internal constituents and outside researchers

**Responsibility:** Director of the Abraham Lincoln Library and Museum (ALLM), and, Security Staff, University Advancement staff, and the Special Assistant for Executive Affairs.

**Time Frame:** Ongoing.

**Resources Required:** Time commitment; funding both from institutional budgets and from external grants and gifts.

**Assessment:** Analysis of visitor numbers and of user satisfaction surveys will indicate the extent to which the objectives are being met.

**Use of Results:** For the improvement of services the ALLM to scholars and service to the community.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.7: 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 and Action Plans:

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

Responsibility: Department Chairs, Program Directors, Deans, appropriate VPs, Office of Institutional Effectiveness, Director of Online Learning, Instructional Technologist, and Director of Human Resources.

Time Frame: Ongoing.

Resources Required: Time commitment, data collection, analysis, interpretation.

Assessment: Periodic review of the faculty evaluation process.

Use of Results: To provide a comprehensive faculty evaluation process.
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 through the development of a global, comprehensive recruitment plan.

Strategies and Action Plans:

- Continue/Maintain a system-wide Enrollment Coordination Committee
  o Regular meetings with representatives from undergraduate/graduate/professional programs
  o The committee will collaborate with essential LMU offices.

- Evaluate system-wide potential for maximum enrollment
  o Facility needs, including co-curricular space (classroom audit by department, student center, study space, etc.); facilities optimized for current and future student populations.
  o Availability of courses and classrooms at optimal times for undergraduate/graduate/professional student requirements
  o Faculty/Staff resources
  o Alternative delivery and advising models (Online/Virtual)
  o Appropriate budget
  o ROI Analysis

- Develop a LSEM (LMU strategic enrollment management plan). A comprehensive recruiting plan for undergraduate programs
  o Streamline the application process via Target X Software
  o Continue the utilization of Multivariable Testing (MVT)
  o Prioritize our regional market
  o Invest in an engaging and interactive online presence.
  o Utilize census data to identify potential markets
  o Continue to expand Associate Degree completion programs to take advantage of Tennessee State Aid
  o Explore graduate/professional preferable admission placement programs
  o Develop a five-year strategic growth plan
  o Increase our focus on recruiting high performing students
  o Implement a recruiting plan for all programs at extended learning sites

- Begin to establish a centralized recruitment philosophy for all graduate/professional programs
- Continue collaboration in support of J. Frank White Academy
- Continue to promote quality and affordability
- Collaborate with Student Success Coordinators in developing LSEM components
- Collaborate with University Advancement staff to identify potential alumni recruitment liaisons.
- Continue to utilize name searches to identify suitable candidates for undergraduate, graduate, and professional programs
- Increase the number of dual-enrollment students and course offerings
- Continue to recruit dual-enrollment homeschool students
- Increase Parent communication and outreach efforts.
- Utilizing technology to optimize communication
- Conduct routine meetings among the Director of Admissions, recruitment staff, Director of Financial Aid and academic deans and chairs to engage LMU faculty in the recruitment process (department letters to potential students, department telephone calls, automated emails, etc.)
- Host recruitment and yield events for undergraduate, graduate and professional students.
- Maintain and enhance contact with high school counselors, teachers and principals. Host counselor lunches to establish a stronger partnership.
- Conduct student surveys and focus groups to determine the effectiveness of marketing and recruitment efforts
- Pursue opportunities to expand the diversity of our student population at the undergraduate, graduate and professional level.

**Responsibility:** Vice President for Student and Enrollment Services, Director of Admissions and Admissions staff, Department Chairs, Faculty, Director of Public Relations and Marketing, Director of Publications, Webmaster, and Enrollment Coordination Committee.

**Time Frame:** Annually.

**Resources Required:** To be determined.

**Assessment:** Compare enrollment patterns through trend analysis for undergraduate, graduate and professional students each semester; minutes from Enrollment Coordination Committee 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.

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

Enrollment Goals:

- Overall LMU Enrollment goals by 2017 – 2018 – 4,558 students
  - 2018 – 4,656
  - 2019 – 4,726
  - 2020 – 4,831

- Overall Undergraduate Enrollment by 2017 – 2018- 1,800 students
  - 2018 – 1,875
  - 2019 – 1,925
  - 2020 – 2,000

- Overall Graduate enrollment goals by 2017 – 2018 – 1,026 students
  - 2018 – 1,036
  - 2019 – 1,046
  - 2020 – 1,056

- Overall Professional Enrollment goals by 2017 – 2018 – 1,732 students
  - 2018 – 1,745
  - 2019 – 1,755
  - 2020 – 1,775

Strategies and Action Plans:

- Implement LSEM
- Assist in the coordination of a unilateral retention plan
- Continue to coordinate with financial aid to maximum all financial resources available

Responsibility: The Vice President for Enrollment Management, Director of Admissions, Director of Publications, Webmaster, Director of Marketing and Public Relations, Athletics staff, Deans, Academic Chairs, Enrollment Management Coordination Committee, and Executive Director of Financial Aid.


Resources Required: To be determined.

Assessment: Track through minutes of marketing committee, Enrollment Coordination Committee 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.

Enrollment Goals:

- Overall Graduate enrollment goals by 2017 – 2018 – 1,026 students
  - 2018 – 1,036
  - 2019 – 1,046
  - 2020 – 1,056

- Overall Professional Enrollment goals by 2017 – 2018 – 1,732 students
  - 2018 – 1,745
  - 2019 – 1,755
  - 2020 – 1,775

Strategies and Action Plans:

- Complete brochures and other promotional materials for graduate and professional programs; identify brochures that need to be developed and brochures that need to be updated, and develop a publication schedule
- Schedule quarterly meetings with representatives from undergraduate/graduate/professional programs
- Investigate the purchase of testing names for graduate recruitment
- Continue to recruit medical, veterinary, and law students who are committed to serving the Appalachian area
- Increase the diversity of the faculty, staff and student body
- Promote graduate programs and implement matriculation strategies from undergraduate to graduate/professional 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 industry partnerships to explore tuition reimbursement programs
- Increase community awareness of graduate/professional programs through professional organizations, school districts, community involvement and open houses

Responsibility: Deans of schools, housing, graduate/professional programs, Enrollment Coordination Committee, Director of Public Relations, and Director of Publications, and 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 J. Frank White Academy (JFWA) to meet program capacity goals.

Strategies and Action Plans:

- Complete feasibility study for lower school program (Pre K – 5)
- Integrate JFWA students with campus life initiatives
- Maintain a low student-teacher ratio
- Maintain enrollment of over 150 students
- Maintain a balanced and diverse student body
- Continue to assess and revise the Marketing and Recruitment plan to reflect new initiatives
- Maintain healthy community relationships to recruit potential students
- Work with University Advancement to enhance scholarship opportunities for students
- Maintain a part-time program for homeschooled students
- Continue to explore and develop athletic programs for JFWA students
- Maintain and cultivate funding for an exchange program with international institutions

Responsibilities: Director of JFWA Admissions, JFWA Principal, JFWA Guidance Counselor, JFWA Athletic Director, Enrollment Coordination Committee, Dean of Administration, Director of Student Life, and Director of Residential Life.


Resources Required: To be determined.

Assessment: Enrollment statistics.
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: To provide appropriate student aid awards to eligible students.

Strategies and Action Plans:

- Reassess the undergrad institutional financial aid practices/philosophy
  - The institutional financial aid policy is reviewed and revised annually to maintain consistency with university goals and resources.
  - Financial aid uses the Noel Levitz model for financial aid packaging of new and transfer students.
  - For the 2016-2017 academic year, the aid matrix was adjusted to give a larger percentage of LMU need based aid to students who live on campus. We also gave a small academic scholarship to those at the lowest level academically.
  - This was the first year FAFSA opened in October. As a result, we decided to accelerate the process of registration and student aid packaging. The first aid packages were sent to new student in early December and new student registration began in March.
  - For returning students who lost academic or state-based aid and received LMU need-based aid a cap of $14,000 was established. A new 2.0 GPA requirement was established.
  - Institutional financial aid increased along with annual cost of attendance
    - The Finance Office and Office of Financial Aid monitor spending continuously to try and keep the discount rate within budget.

- Assess retention rates
  - The Endowed Scholarships Committee identified current students who best met the defined scholarship criteria and had a minimum cumulative GPA of 3.0.
  - Through recently purchased Nex Gen software, many students with diverse interests and backgrounds were identified and awarded additional funding.

- A new process was put into place for full tuition scholarships. This process included an application process and a personal interview. Members of admissions and faculty were on the committee.

- Utilize the Enrollment Revenue Management System to develop and assess multiple econometrics
  - This is on-going and weekly reports are reviewed by Admissions, Financial Aid and Finance.
  - Currently on a one-year contract with Noel Levitz.

- Improve interdepartmental communications
  - Cross training occurred on various occasions to improve communication.
  - Leadership team meetings have addressed communication issues.
  - Admission counselors were given Noel Levitz training to address potential barriers to entry. We want to deliver a campus wide consistent enrollment message.
All Admissions Counselors can view the awards from Financial Aid to better inform prospective students and families.

Best Practices on call times and proactive tips to promote LMU positive outcomes were discussed in detail:
  - Document imaging is underway and the Office of Financial Aid shreds documents each year following the annual A-133 audit

**On-going activities**
  - Identify students’ financial needs and meet those needs through a combination of grants, scholarships and self-help aid
  - Re-evaluated the funding level of the Lincoln Grant component of the Financial Aid budget
  - Continued training work study students and supervisors. Spend all allotted federal funds.
  - Monitor Federal and State funds annually
    - Be aware of work study spending in 2017-2018 but communicate additional funding to be received in 2018-2019
  - Continue work with the Consumer Information Taskforce which created single webpage for all Consumer Information requirements for LMU
  - Keep a close eye on the political environment. Short-term: Summer Pell, No Cost of Living Increase for Pell, No SEOG, Cut Work Study by 50%, Work Study only for Pell Recipient’s, Eliminate PSLF, One Income Based Repayment Plan. Long-term: Elimination of the Loan Subsidy and Parent Plus Loan

**Responsibility:** VP for Student and Enrollment Services, Executive Director of Financial Aid, Admissions staff, Student Services 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 and Action Plans:
- Coordinate annual review of the institutional mission statement (with specific consideration of the current and projected character and composition of the institution) at the Strategic Planning Retreat and submit recommended changes to the Institutional Effectiveness Committee (IEC)
  - The IEC will approve changes and submit recommendations to the President and Cabinet for consideration by the Board of Trustees
- Review the University Strategic Plan on an annual basis and revise as appropriate to reflect any changes in the University Mission Statement
- Ensure the alignment of the mission, goals and objectives of the colleges, divisions, departments, and units with the University Mission and Strategic Plan
- Align the budget with the University Mission, Values, Goals, Objectives and Strategic Plan
- Ensure the assessment of expected outcomes across the University, including college, school and departmental levels
- Make continuous changes and improvements as dictated by the assessment results

Responsibility: Strategic Planning Retreat attendees, IEC, the Cabinet, the President and the Board of Trustees.

Time Frame: Continuous.

Resources Required: Time.

Assessment: The President’s Cabinet and the IEC will determine that the University Mission is the foundation for all planning, budgeting and assessment as documented by the committee minutes.

Use of Results: To document alignment of planning, budgeting, and assessment process or make appropriate revisions.
Strategic Goal 3: Strengthen planning, budgeting and assessment

Objective 3.2: To prepare a balanced fiscal year operating and cash flow budget annually for Board of Trustees’ approval.

Strategies and Action Plans:

- Evaluate the Institution’s financial performance, identifying strengths, weaknesses, opportunities and threats (to be accomplished by the 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 each department and/or program to make informed decisions related to the allocation and reallocation of resources consistent with the strategic plan
- Conduct annual budget discussions during which the Vice Presidents 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, Vice Presidents, and Budget Officers.

Time Frame: Annually.

Resources Required: Adequate data and time.

Assessment: Balanced fiscal year operating and cash flow budget.

Use of Results: To 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, which sustains financial stability, complies with debt service requirements, and supports growth.
Strategic Goal 3: Strengthen planning, budgeting and assessment

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

Strategies and 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 fall for approval

Responsibility: Budget Officers, Office of Institutional Effectiveness, and the President’s Cabinet.

Time Frame: Annually.

Resources Required: Adequate data and time.

Assessment: The President’s Cabinet will review to ensure the alignment of the five-year operating and cash flow pro forma with institutional priorities as documented by the committee minutes.

Use of Results: To plan effectively and 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 and Action Plans:

- Ensure, as part of the budget development, line items for debt service, strategic initiatives and contingencies
- Establish parameters for the allocation of budgeted funds in support of debt services, strategic initiatives and contingencies
- Designate a portion of remaining cash balances at year-end as restricted for future debt service requirements
- Utilize a forecasting process to provide a foundation for decision-making
- Include in the program budget pro forma adequate funding for marketing new programs

Responsibility: Vice President for Finance and President.

Time Frame: Continuous.

Resources Required: Adequate data and time.

Assessment: The Board of Trustees will approve an annual budget that assures 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 and support strategic growth.
Strategic Goal 3: Strengthen planning, budgeting and assessment

Objective 3.5: To enhance budget management.

Strategies and 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: President’s Cabinet and Budget Officers.

Time Frame: Continuous.

Resources Required: Adequate data and time.

Assessment: The President’s Cabinet 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 and Action Plans:

- Coordinate with the Vice President for Academic Affairs, through the Committee on Scholarly Activities (COSA), to develop budgeting projections in support of scholarly 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 and manage expenditures of grant-funded programs
- Review levels of scholarly activity and align budgeting to provide adequate support, including intramural, and start-up funding

Responsibility: Vice President for Academic Affairs, Office of Research, Grants and Sponsored Programs, Vice President for Finance, Director of Foundations, Director of Health Sciences Research and Grants, Vice President for Enrollment Services, Vice President for Academic and Student Support Services and President.

Time Frame: Continuous.

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

Assessment:

- Documented outcomes of scholarly activities and growth of 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 scholarship efforts for Level VI requirements.
Strategic Goal 3: Strengthen planning, budgeting and assessment

Objective 3.7: To utilize data to make informed decisions.

Strategies and Action Plans:
- Collect and analyze appropriate data from internal and external sources
- Develop allocation methods to support activity based costing
- 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
- Utilize a forecasting process to provide a foundation for decision-making

Responsibility: Office of Institutional Effectiveness, Finance, and the President’s Cabinet.

Time Frame: Continuous.

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

Assessment: The President’s Cabinet will utilize findings discovered through the analysis of data to support informed decision-making.

Use of Results: To improve 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 and Action Plans:

• Evaluate progress of strategic goals based on University 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 University community and its accrediting bodies

Responsibility: Vice President for Academic Affairs and President.

Time Frame: Annually.

Resources Required: Timely submissions.

Assessment: Annual strategic planning progress report.

Use of Results: To inform constituents of the Institution’s status and 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 and Action Plans:

- Develop a vetting process for prioritization that can align with a 5-year budget projection in order to assess, plan for, and evaluate facilities and grounds at the Harrogate campus and extended learning sites to respond to fluctuations in student demographics; support faculty/staff research and scholarly activities; support community program needs by providing physical maintenance, housing, and furniture to the following:

Existing Facilities

- Continue to review and identify office, classroom, and study space on the main campus and throughout the extended learning sites
- Continue improvements to the Student Center, including wellness and recreational activities
- Continue to remodel the Abraham Lincoln Library and Museum, including installation of a new roof and relocation of HVAC rooftop components
- Completed the final Village residential hall
- Completed the remodel of rental property adjacent to campus
- Completed remodel of University Inn pool (completed by the end of the Fall 2015 semester)
- Completed remodeling of Liles Hall
- Completed roofing project for Carnegie-Vincent Library
- Demolished Alumni, Bluebird, and Robertson houses
- Completed renovation of Grant Lee Hall for administrative spaces
- Completed renovation of President’s house to President’s and legal offices
- Completed relocation of the Post Office to the Student Center
- Completed relocation of the Print Shop to the Student Center
- Completed renovation of Art Center in Cumberland Gap
- Completed relocation and renovation of UMC-New Tazewell
- Continue demolition of old tennis facility
- Continue to complete HVAC renovations for Duke and DAR Halls
- Completed construction of additional office space in Tex Turner Arena
- Completed remodel of Mary Annan Natatorium
- Continue to pursue funding through University Advancement for Democrat Hollow upgrades
- New roof on Business Education Building
- Cafeteria for Kindergarten-4th grade JFWA
- New roof for Liles and West Residence Halls
- Road completion through campus
- New roof and building upgrades to Schrenk
- Remove maintenance building
- Remodel space to accommodate 4 classrooms in Duke Hall
- Pellissippi site remodel

New Facilities

- Track and field facilities- On going
  - Lacrosse facilities- Completed
  - Indoor baseball/softball facility- On going
  - Communication, Instruction and Technology (CIT) facility- On going
  - New maintenance building with storage- On going
  - Construct on-campus (Harrogate) Veterinary Medicine facility, including labs, lecture halls and office space- In progress
  - Additional water storage to support irrigation and fire sprinkler systems- On going
  - Five hundred-thousand-gallon tank- On going
  - Investigate catch basin to collect and store raw water for irrigation and grounds upkeep- On going
  - Continue plans for construction of facility for Conservation Biology teaching and research
  - Renovate CMRC building- Completed
  - Construct Virginia Small Animal Veterinary Medicine facility, including labs, lecture halls and office space- Completed
  - Construction of community tennis facility at Harrogate City Park- In progress
  - Complete upgrades of Cumberland Gap buildings- Completed
  - Development of a Social Sciences lab- On going
  - New water plant facility with office space- On going
  - Purchase and renovation of Shipping and Distribution Center- Completed
  - Plan and construct new UMC-Harrogate- On going
  - New Electronic Library & Commons
Campus Enhancements

- Ongoing campus lighting enhancements- In progress
- Campus sidewalks and crosswalks- In progress
- Continue to monitor utilities to enhance fiscal responsibility- In progress
- Evaluate and identify facilities with potential Accessibility compliance issues- In progress
- Implement and continue upgrades to Schenk facility- In progress
- Continue to renovate Student Center- In progress
- Reconfigure campus road schematics- In progress
- Continue to identify site-specific enhancements at extended sites- In progress

Responsibility: Director of Properties and Physical Plant, VP for Administration, Director of Environmental Safety and Facility Coordination, Director of Infrastructure Management, the President, President’s Cabinet, and 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; minutes from the Physical Plant Operations Group 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 and Action Plans:

- Assess, plan for, and evaluate University safety and security operations in order to ensure compliance with regulatory agencies annually - In progress
- Seek funding from outside sources to ensure additional health and safety opportunities and resources - In progress
- Communicate the University’s Health and Safety Manual, including the University Crisis Plan - In progress
- Delete
- 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) - In progress
- Support training opportunities for health and safety issues - In progress
- Coordinate and implement handling of hazardous materials and biological waste in compliance with applicable local, state and federal regulations - In progress
- Implement access control in all new facilities on campus - In progress
- Continue to expand the security call phone system and utilization of campus siren - Completed
- Enhance participation in Emergency Alert System - In progress
- Enhance current fire drill procedures for administrative buildings - Completed
- Designation of shelter in place for each facility - In progress
- Mock emergency drill conducted on a scheduled basis - On going
- Assist with educating students about campus, personal and situational safety - In progress
- Ongoing enhancement of safety and maintenance support at extended learning sites - Completed
- Increased training of police officers on Campus Save initiative and sexual assault investigation - Completed
- Posting of evacuation routes on all floors of all buildings - Completed
- Assess risks for both facility and employee related to reduce potential claims
- Coordinate with Student Services, Financial Aid, Housing, Athletics, and Student Enrollment in order to remain in compliance with the Clery Act.
- Certify faculty, staff, and students as Campus Safety Authorities (CSA) on all LMU campuses per the Clery Act.
- Ongoing training with the Critical Incident Team (CIRT)

Responsibility: IS Representative for Infrastructure, Director of Properties and Physical Plant, VP for Administration, Director of Environmental Safety and Facility Coordination, Director of Campus Safety and Emergency Preparedness, Director of Infrastructure Management, President’s Cabinet, Chief of LMU Campus Police and Security, and the Risk and Insurance Manager, and 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 and Action Plans:

- Enhance employee orientation process- In progress
- Maintain the HR information site on LMU’s internal portal- In progress
- Continue to provide and enhance in-house training and development programs for employees- In progress
- Evaluate and enhance University benefits- In progress
- Ensure compliance with local, state and federal agencies- In progress
- Review and ensure compliant procedures for Faculty/Staff based on current laws
- Support the financial audit process- In progress
- Participate in job fairs to present LMU as a career opportunity- In progress
- Enhance the Human Resources physical presence at extended learning sites- In progress
- Research and address current healthcare reforms- In progress
- Further streamline payroll process (EMMA) while adhering to payroll legislation- Updated to Kronos System effective November 2016
- Maintain digital backup employee file system to aid in retention documentation (Image Now) - In progress
- Recognize employee service and promotions through celebrations- In progress
- Support and encourage the development of wellness programs- On going
- Implement human resources technology (as budget permits) to reduce manual processes- In progress

Responsibility: Human Resources Legal, IS Representative, and the Vice President for 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: Provide and maintain effective and efficient utilization of technological resources.

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

Strategies and Action Plans:

- Actively participate in budgeting process of new and proposed initiatives
- Identify and prioritize department and program technology requests for existing programs
- Identify cost effective solutions to meet technological needs
- Identify budget resources for upgrades, maintenance, support and training
- Develop university purchasing, life-cycle management and maintenance schedule
- Assess technology initiatives to determine adequate resources
- Procure instructional technology to support adjunct faculty
- Support instruction, research and scholarly activity
- Include opportunities to provide service to the community
- Identify, plan and support resource needs (including both physical and personnel needs) for online and hybrid course and program offerings
- Improve communication between Finance, Information Services and appropriate departments regarding funded and unfunded technology budget requests
- Negotiate technology resource agreements to provide comparable support and access at extended learning sites

Responsibility: Vice President of Finance, Information Services (IS) staff, and President’s Cabinet.

Time Frame: Continuous.

Resources Required: Included in IS budget.

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

Use of Results: To justify, plan and communicate budgeting for technology.
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

Objective 5.2: Provide and maintain technology infrastructure.

Strategies and Action Plans:

- Review and assess all network closets
- Provide and maintain appropriate technology 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 provide 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 technology needs in new and existing buildings
- Identify technology needs for new and existing programs
- Review, assess and modify Disaster Recovery Plan for Information Services
- Continue implementation of safety plan to including access control, video surveillance and fire and smoke detection
- Maintain appropriate support for security services
- Partner with vendors to identify and improve bandwidth and performance on applications hosted off-site

Responsibility: IS and Security

Time Frame: Continuous.

Resources Required: Basic resources included in Information Services budget; additional resources requested through budget process and grants. Compliance with 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 Control Objectives for Information and Related Technologies (COBIT).

Use of Results: To ensure adequate technology infrastructure for faculty/staff/student.
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

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

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

Responsibility: IS, CTLE, Academic Affairs, Office of Institutional Research and Student Support Services

Time Frame: Continuous.

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

Assessment: Training assessment surveys and Annual Software utilization assessment.

Use of Results: To determine user satisfaction levels as measured by continuous survey and identify training needs of faculty, staff, and students; to identify problems which additional user training could improve user satisfaction.
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

Objective 5.4: Provide user support for technology services.

Strategies and Action Plans:

- Review, assess, and modify IS Helpdesk support
- Continue campus-wide campaign to communicate Helpdesk support procedures
- Review and analyze Helpdesk service and support logs
- Assess and analyze Helpdesk FAQ and online support documentation
- Encourage the use of campus portal (MyLMU)
- Analyze trends for user support frequency and staff appropriately
- Review, assess and modify IS Policies and Procedures as needed
- Review, assess, and modify the student and employee handbooks for IS policy changes
- Develop policies and procedures for granting appropriate guest access to technology, facilities and services
- Support the technology needs for campus and community events

Responsibility: IS and President’s Cabinet.

Time Frame: Continuous.

Resources Required: Basic resources included in IS 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: Provide and maintain effective and efficient utilization of technological resources.

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

Strategies and Action Plans:
- Investigate opportunities for a new communication center
- Provide additional staff training to minimize air down time
- Establish additional advertising accounts and programming opportunities
- Provide video and audio support for campus events, public relations and marketing and community events
- Maintain compliance with Federal Communications Commission (FCC) and adherence to additional regulatory guidelines
- Maintain required memberships and licensing
- Expand opportunities for internet broadcasting
- Support a communication plan to advertise services to the LMU community
- Facilitate student involvement with broadcast productions
- Continue to foster collaboration between academics, administrative departments, and Sigmon Communications
- Support necessary upgrades to Sigmon Communications Center broadcasting infrastructure

Responsibility: Sigmon Communications, CIO and VP of Administration and Academic Deans.

Time Frame: Continuous.

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


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: Provide and maintain effective and efficient utilization of technological resources.

Objective 5.6: Provide appropriate support for scholarly activity

Responsibility: IS and the Office of Research, Grants, and Sponsored Programs.

Time Frame: Continuous.

Resources Required: IS 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 5: Provide and maintain effective and efficient utilization of technological resources.

Objective 5.7: Develop and maintain a high quality external website.

Strategies and Action Plans:

- Maintain communication with current web design firm on redesign of website
- Provide support and training for website content management system (CMS).
- Develop a dynamic/responsive website to allow viewing on all electronic devices
- Consult with the office of PR and Marketing to facilitate consistent design and brand use across all LMU web pages
- Maintain the content management system
- Investigate software options to enhance University website, including e-Commerce (beyond what is currently available through iModules/alumni community)
- Empower department heads or designee to review, assess and modify website content
- Review web analytics on an ongoing basis to determine security threats and marketing opportunities

Responsibility: IS, Office of Public Relations and Marketing, department heads or designees

Time Frame: Continuous

Resources: IS budget, personnel

Assessment: Web analytics

Use of Results: To create a consistent dynamic website accessible to all constituents via all web access devices
Strategic Goal 6: 
Enhance resources
Strategic Goal 6: Enhance resources

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

Strategies and Action Plans:

- Track and publish current listings of internal experts, scholarly activity and campus/community service
  - This will provide a means for collaboration, public relations opportunities, advertising, tracking and recruitment
- Establish a committee to plan and host fall 2017 and spring 2018 social events in order to foster a sense of faculty/staff community, share new program initiatives and provide collaborative and social opportunities
- Utilize cross-departmental experts to create fundraising opportunities
- Create dedicated section on main LMU website to promote new initiatives, and utilize Outlook calendar invitations to announce scheduled events and encourage attendance
- Continue to provide opportunities for local high school teachers to meet faculty/staff and coordinate with faculty to provide opportunities for guest lectures
- Promote the use of MyLMU notifications for campus communication
- Employ surveys and focus groups to identify ways to engage commuter students (such as facilities, programs, services and other strategies)
- Employ surveys and focus groups to identify faculty/staff needs (such as recruitment, retention, etc.)

Responsibility: Vice President for University Advancement, Assistant Vice President for University Advancement, Prospect Research, I.S., Assistant Vice President for Academic and Student Support Services, President’s Cabinet, Academic Deans, Program Directors, Department Chairs, Faculty Senate President, Staff Senate President, Athletics and Administrative Assistants.

Time Frame: Ongoing

Resources Required: University Advancement Entertainment and Other budget lines (if funds are necessary)

Assessment:

- Track service hours
- Surveys to assess interest, participation and awareness
- Monitor attendance at forums and events

Use of Results: Enhance campus image through marketing and promotion. Improve formal and informal campus and community communication. Revise future activities based on results of assessment.
Strategic Goal 6: Enhance resources.

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

Strategies and 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.
- 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)
- Collaborate with deans, departmental chairs and all campus constituencies to increase current faculty/staff giving with the goal of 50% participation for FY 2016-17, and 100% participation for schools/departments and extended learning sites
- Meet each academic year with deans to discuss potential internal and external fundraising opportunities for the department
- Establish an internal advisory board with representatives from each school and administrative area, to meet quarterly as a means to share fundraising priorities, materials and needs/goals
- Continue to monitor fundraising strategies for 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
    - Continue to target LYBUNT and SYBUNT donors
    - Publish Annual Fund appeals publications such as, AlumniInsider, the Alumnus with the Honor Roll of Donors, 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, professional organizations and parents
      - The University President and President Emeritus will call on targeted donors
• 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
  o Through utilization of prospect research, focus on potential major gift level donors
• Educate alumni about the increased need for scholarship funding for veterans and dependents
• Explore ways to recognize LMU’s alumni veterans at special events such as Homecoming or Inauguration
• Involve students in philanthropy from the time of enrollment through programs such as the Student Alumni Association and UACT courses
• Educate the University’s community on the importance of speaking with a consistent message
  o Create enhanced revenue streams and synergy through education on philanthropy
  o Stress the importance of working through the University’s president, major gift officers and deans to enhance the giving process
• Evaluate future composition of advisory boards with the 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 new program initiatives to facilitate transition from current students to University alumni with emphasis on giving
• Explore new affinity programs
• Investigate TravelPledge program
• Continue communication with Human Resources personnel on payroll deduction procedures
• Disseminate trustee letters to target groups
• 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
  o Names will be compiled into a master solicitation list
• Continue to collaborate with the J. Frank White Academy (JFWA) principal to maintain 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
• Partner with athletics on annual golf tournament, auction, and other fundraising events
• Continue to 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
• Pursue private foundation dollars to fund University projects in cooperation with the President Emeritus
• Maintain a calendar of stewardship and cultivation events to help create and broaden the foundation for annual donor support
• Maintain calendar of annual solicitations for DCOM donors including White Coat Solicitation, End of Year Appeal, LYBUNT and Commencement
• Continue Thank-You call program for the Board of Trustees with 20 board members signing commitment cards
• Maintain Thank-You Call process for dean of DCOM to help steward gifts of $1,000 or more and develop major gift prospects from preceptor pool
• Maintain presence at the Annual American Osteopathic Association (AOA) Convention with intent to recruit faculty, potential students, and continue DCOM alumni annual reception
• Maintain all undergraduate and graduate Alumni Boards and giving programs as needed
• Maintain and expand online alumni sub-communities as needed
• Maintain 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 during 2017-18
• Coordinate LMU Student Awards Day program
• Initiate fundraising activities to support research and scholarly activity
• Explore opportunities to contribute to LMU at corporate point-of-purchase

Responsibility: Vice President for University Advancement, President, President Emeritus, President’s Cabinet, UA, Athletics Director/Representative and Board of Trustees in cooperation with deans, chairs, program directors and other designated faculty and staff.

Time Frame: Ongoing.

Resources Required: University Advancement/Alumni Services Travel, Postage, Printing, Publications and Honors and Awards budget lines

Assessment: (Benchmark with Council for Aid to Education (CAE) report on peer institutions to be added when report is in)
• Review call reports at staff meetings and development meetings
• Monitor all giving totals
• Review LYBUNT and SYBUNT reports as needed

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 and physical plant.

Strategies and Action Plans:

- Support efforts to enhance University-wide research
- Research, identify, and cultivate potential donors who have the capacity to endow chairs at a minimum of $2,000,000, endow professorships at a minimum of $1,000,000, endowed 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
- Identify and cultivate special interest groups, honorary degree recipients, and recipients of institutional awards
- Recognize donors who contribute to endowment funds
- Continue to monitor fundraising strategies for 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 targeted generations 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, 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 and scan documentation for planned giving through ImageNow
- Utilize DonorSearch 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 scholarship funding for Honors Scholars
- Educate University community on importance of speaking with consistent message
- Continue to coordinate LMU Student Awards and Recognition program and recognize endowed scholarship donors
- Initiate fundraising activities to support research and scholarly activity
- Marketing dollars for developing new programs
Responsibility: Vice President for University Advancement, President, President’s Cabinet, UA, Student Awards Committee, and Board of Trustees in cooperation with designated faculty and staff.

Time Frame: Ongoing.

Resources required: University Advancement Travel, Postage, Printing, Publications and Honors and Awards budget lines; similar budget lines within the DCOM budget are also required.

Assessment:
- Review and compare call reports of major gift officers
- Compare five-year endowment giving trends
- Evaluate return on investment for donor calls, direct mail, special events and other initiatives
- Evaluate actual endowment acquired for facility upkeep versus goal amounts
- Evaluate the use of endowed scholarship dollars to offset need for institutional student aid

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: Promote the University locally, regionally, nationally and internationally through alumni, friends and all donor constitutes to support fundraising goals, recruitment, retention.

Strategies and Action Plans:

- Emphasize the concepts of Values – Education – Service as it applies to giving
- Utilize social media sites including Facebook, Twitter and YouTube to promote fundraising
- Promote 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 include in the alumni and fundraising publications
- Meet individually with each dean once per year and develop specific fundraising plans for each school; and attend periodic dean’s meetings for fundraising leadership
- Partner with Sigmon Communications to produce video segments/news releases to be loaded on the LMU website and YouTube for fundraising awareness
- Develop fundraising promotional materials
- Communicate regularly with extended learning sites to ensure that their needs with regard to fundraising needs
- Continue to distribute the Blue and Gray newsletter, the Alumnus magazine, CommunityLinc, AlumniInsider, and Bridge Builder Heritage Society Newsletter
- Publish donor recognition notices in appropriate media
- Assist with service initiatives including Rural Area Medical center (RAM) in 2018 to help promote the University’s mission of service to humanity
- Promote the culture of service among faculty, staff and students through participation in external charitable events
- Continue to promote LMU through collaboration with LMU-TV and Sigmon Communications Center
- Continue to implement overarching strategy with distinct talking points for CVM recruitment of faculty, students and clinical sites
- Broaden the use of testimonials (parents, students within specific majors, faculty, staff, alumni) using social media in conjunction with the Merit Pages system to recognize student achievement
- Continue internal marketing plan to educate students on the Merit Page program and how LMU will utilize Merit Badges to promote student achievements
- Support initiative to demonstrate adequate resources for accreditation standards
Responsibility: Vice president for university advancement and all gift officers, Director of Special Projects and Foundations, Director of Alumni Services, Director of Social Networking, and the Sports Information Director in cooperation with the and designated faculty and staff.

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

Resources Required: University Advancement Travel, Postage, Printing, Publications, budget

Assessment:
- Compare five-year endowment giving trends
- Evaluate return on investment for donor calls, direct mail, special events and other initiatives
- Evaluate actual endowment acquired for facility upkeep versus goal amounts
- Evaluate the use of endowed scholarship dollars to offset need for institutional student aid

Use of Results:
- Improve goodwill through improved personal relationships between regional community leaders and University officials, faculty and staff
- Provide accurate information to aid effective promotion of the University
- Utilize data to demonstrate connection between marketing efforts, recruitment and retention, and gift income
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).

Strategies and Action Plans:

- Identify, cultivate and solicit donors to provide revenue for identified initiatives
- 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
- Increase Endowment fund
- Increase Annual Fund
- Robert Kincaid $1 million Challenge for the Abraham Lincoln Museum and Library
- Pellissippi (Plan and start) updates
- Monitor facility needs and improvements for extended learning sites
- Mountain Heritage Literary Festival
- International Programs
- Speaker Series for any academic program
- Completion of Athletic facilities
- Additional water storage tank to support irrigation and fire sprinkler systems
- Development of social science lab
- Enhance campus lighting
- Roof, lighting and gallery improvements at the Abraham Lincoln Library and Museum through Kincaid gift
- Roof improvements at the Carnegie Vincent Library
- Construct on-campus Veterinary Medicine facility (adding labs, lecture halls and office space)
- Construction of facility for conservation biology teaching and research, to replace pottery shop and CMRC building
- Boiler project
- Campus road project
- Fiber optic/high voltage project
- Climate Control for Carnegie Library
- Awaiting Administrative listing of projects

Responsibility: Vice President for University Advancement, President, President Emeritus, President’s Cabinet, UA, and Board of Trustees in cooperation with designated Faculty and Staff.

Time Frame: Review progress monthly and on June 30.
Resources Required: University Advancement Travel, Printing, Postage, and Entertainment budget lines

Assessment:
- Review monthly giving reports
- Meet monthly with Finance to review capital projects and budget pro formas for new projects 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, are provided
Strategic Goal 6: Enhance resources

Objective 6.6: Provide support for the University by accurately recording gifts and maintaining alumni and demographic information through the use of appropriate technology and software.

Strategies and 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
- Expand tracking of foundations and other organizations
- Expand planned giving tracking in conjunction with ImageNow scanning project
- Enhance reporting and data analysis to meet the needs of the Division
- Continue tracking alumni and donor contacts
- Continue to use Informer as needed
- Continue to utilize Michelangelo software to facilitate gift officer access to donor information
- Continue to utilize GiveCampus
- Provide alumni and donor data as requested for departmental fundraising efforts

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

Time Frame: Ongoing.

Resources Required: Costs covered under Information Services budget.

Assessment:

- Document the completion of address updates, gift records and contact reports
- Track and evaluate the dissemination of information for fundraising efforts

Use of results: Improved 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 and 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*
- 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 of advancement divisions of other SACSCOC Level VI accredited institutions and the effectiveness of their development efforts for benchmarking and planning purposes
- Review and update fundraising policies and procedures, where appropriate, to reflect best practices in all areas of operation to support LMU’s Level VI status with development of additional programs and scholarly activities
- Review program accreditation as it relates to student scholarship support

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

Time Frame: Ongoing.

Resources Required: Budgeted under the Institutional Research and Accreditation budget.

Assessment: Provide required completed outcomes assessment documents to meet University schedule

Use of results: Continued accreditation
Strategic Goal 6: Enhance resources

Objective 6.8: Pending
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 and Action Plans:
- Continue to examine membership of Committee on Scholarly Activities (COSA) to ensure adequate representation of academic colleges/schools and entities
- Work with the Deans through the COSA to develop processes and support for student scholarly activities
- Review, evaluate and revise policies and procedures pertaining to research and scholarly activities
- Work with Deans through the COSA to ensure that the Office of Research, Grants and Sponsored Programs (ORGSP) receives notice of research and scholarly activity in a timely manner
- Review, evaluate and refine methods of disseminating news about research and scholarly activity both internally and externally including coordination with the Office of Public Relations
- Facilitate the integration of research and scholarly activities throughout the University’s curricula
- Facilitate the development of multi-institutional local, state, national and international partnerships

Responsibility: Vice President for Academic Affairs, Deans of Schools/Colleges, Executive Director of the ORGSP, Director of Marketing and Public Relations, and COSA.

Time Frame: Ongoing.

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

Assessment: Documentation of presentations, exhibitions, publications, internal and external grant activity, press releases, and course syllabi with research integration; COSA agendas and minutes

Use of Results: The continued development and support of research and scholarly activities related to the University’s 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 sites research community.

Strategies and Action Plans:

- Review the electronic grant budget and tracking system to ensure it is efficient and effective
- Continue to assess procedures to ensure same day purchasing and delivery of supplies and rapid purchasing and delivery of equipment from grant accounts
- Continue to assess procedures to ensure rapid direct on campus delivery of supplies and equipment to the purchaser, to ensure biological and chemical safety and grant accountability
- Ensure ORGSP staff and committee chairs (IRB, IBC, IACUC and AV) actively participate in professional development activities to ensure LMU’s compliance with federal and state law pertaining to research and grants
- Review biological, chemical and radiation safety policies and procedures to ensure compliance with federal and state guidelines and regulations
- Review and update fiscal management procedures and policies relative to external funding
- Foster the management of internal grant programs for the support of undergraduate/graduate students’ research projects and scholarly activity
- Assist faculty, staff and students in obtaining external financial support for their scholarly activities including research, training, publications and presentations
- 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 and maintain a research and scholarly activities budget for each school/college
- Develop and grow institutional support for attracting and hosting scholarly conferences
- Maintain and negotiate the cost and purchase of service contracts for core equipment in the Math and Science research laboratories and other core facilities across campus and the extended learning sites
- Continue the university scholarly activities seminar program
- Ensure potential researchers complete Collaborative Institutional Training Initiative (CITI) training
- Support the activities as outlined in the strategic plan for the Dr. Robert L. Kincaid Endowed Research Center
- Continue to fund a writer-in-residence program

Responsibility: Vice President for Academic Affairs, Deans of Schools/Colleges, Office of Finance, Dean of Administration, Risk and Insurance, Director of Library, Executive Director of the ORGSP, Post-Award Grants Manager, IS, Chair of Institutional Biological and Chemical Safety Committee, Chair of Institutional Animal Care and Use Committee (IACUC), Chair of...
Institutional Review Board (IRB), Attending Veterinarian (AV), and Committee on Scholarly Activities (COSA).

**Time Frame:** Ongoing. Any changes with fiscal impact must be included in the budget planning process.

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

**Assessment:** Documentation of professional development, CITI training, purchase and receiving of equipment/supplies; compliance with federal and state regulations

**Use of Results:** The continued development and support of research and scholarly activities related to the University’s mission.
Strategic Goal 7: Assess and enhance University-wide research and scholarly activity

Objective 7.3: FACULTY/STUDENTS: Support on-campus and extended learning site faculty to initiate, grow and sustain undergraduate, graduate, and professional research and scholarly activities.

Strategies and Action Plans:

- Office of Research and Sponsored Programs works with COSA to support grant-related research and scholarly activities
- Contribute to the development of guidelines for 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 funding for travel and publications
  - Individual membership in scholarly associations, societies and councils.
  - Sabbatical leave policy and funding
  - Rank advancement standards and incentive compensation increments
  - Reassignment of time in order to achieve a 9 hour undergraduate semester instructional work load and 6 hour scholarly activity/service work load
  - Expected incremental scholarly output increase
  - Scholarly Activity Support Services
- Develop new programs that foster interdisciplinary, multidisciplinary and inter-professional research and scholarly activities
- Maintain funding for a University statistician to support faculty/staff research statistical design and data analysis
- Promote the External Funding Incentive Pay Plan
- Review the university Intellectual Properties Policy
- Review the institutional conflict of interest policy regarding research
- Continue to develop and support national and international programs that foster student scholarly activities including academic honor societies and Honors Scholars Program
- Support and mentor the professional development of all faculty to become nationally and internationally recognized leaders in their academic disciplines

Responsibility: VPAA, Vice President for Finance, Deans of Colleges/Schools, and Committee on Scholarly Activities (COSA).

Time Frame: Ongoing.

Resources Required: Cost to be determined, Information Resources.

Assessment: Documentation of the Strategies and Action Plans related to this objective.

Use of Results: The continued development and support of research and scholarly activities related to the University’s 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 and Action Plans:

- Identify short-term and long-term facility needs ensuring future competitiveness of research and scholarly activities across campus and at extended learning sites in conjunction with Deans, Chairs, and research faculty
- Ensure adequate information technology, library and support services are in place to facilitate research and scholarly activities across campus and at extended learning sites
- Ensure that all facilities across campus and at extended learning sites comply with laboratory health, safety and environmental protection regulations
- Support Space Allocation Committee policies and procedures for space allocation of dedicated laboratory research facilities across campus and at extended learning sites
- Review library resources for campus and extended learning sites to ensure graduate, undergraduate and faculty research and scholarly activity needs are adequate
- Ensure ADA and USDA compliance of research facilities across campus, including the Abraham Lincoln Library and Museum, and at extended learning sites

Responsibility: Deans of Colleges/Schools, appropriate Vice Presidents, Director of Abraham Lincoln Library and Museum, Chief Information Officer, Director of Accessible Education Services, Chairs of IACUC, IBC and IRB, AV and Director of the Library.

Time Frame: Ongoing.

Resources Required: Cost 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 and Action Plans related to this objective.

Use of Results: The continued development and support of research and scholarly activities related to the University’s 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 and Action Plans:

- Encourage the Deans to establish guidelines, expectations, and incentives concerning research and scholarly activities (including start-up funds for research and scholarly activities)
- Continue to ensure research and scholarly activities criteria are a component of the annual faculty evaluation
- Review procedures to record and report research and scholarly activity, including submissions, awards, outcomes presentations and publications
- Assess the broader impact of research and scholarship on student learning, curricular development and the community at large

Responsibility: VPAA, Deans of Schools/Colleges, Chairs of departments/program directors.

Time Frame: Ongoing.

Resources Required: Cost to be determined.

Assessment: Documentation of presentations, exhibitions, publications, internal and external grant activity, press releases, and course syllabi with research integration; COSA agenda and minutes; ORGSP Outcomes Assessment

Use of Results: The continued development and support of research and scholarly activities related to the University’s mission.
Strategic Goal 8:

Provide academic and student services that foster academic and social integration to promote retention and student success.
Strategic Goal 8: Provide academic and student services that foster academic and social integration to promote retention and student success.

Objective 8.1: Improve the retention, progression, and graduation rates for students in undergraduate, graduate, and professional programs.

Strategies and Action Plans:

- Continue to collect, interpret, and present data outcomes to academic leadership and Cabinet members
- Continue to utilize student survey results in addressing student satisfaction and engagement as coordinated by Institutional Research; supplement survey needs with the Office of Institutional Research
- Increase participation in student surveys
- Utilize institutional benchmarks with regard to retention, progression, and graduation rates to create a student retention, progression, and graduation plan
- Continue to improve upon new student orientation programs
- Continue the fifth-year program for student athletes to promote degree completion
- Continue to develop and offer academic support programs
- Develop a contingency plan for academic support if external funding is not secured
- Continue three-week and mid-term grade assessment for all undergraduate students; continue Concerned Conferences; encourage faculty participation
- Continue to promote and discuss retention initiatives with faculty
- Maintain and promote the early warning system through Ellucian
- Continue to expand and improve student services at the extended learning sites
- Continue to expand academic support at extended learning sites
- Utilize feedback from the Parent’s Club to improve services
- Continue to assess and track retention figures by semester and Fall-to-Fall
- Enhance utilization of peer support programs
- Continue to identify “at-risk” students and promote the use of available student services
- Enhance our coordinated effort to identify and serve students with undecided majors
- Require “at risk” (semester GPA under 2.5) student athletes to meet with an Athletic and academic support representative for advice and guidance regarding available resources
- Continue and evaluate the expansion and success of the Cornerstone program

Responsibility: Academic and Student Support Services Personnel, Deans, Directors, Undergraduate Student Success Committee.

Time Frame: By 2018.

Resources Required: Academic and Student Support Services, Financial Aid, Academic Affairs, Advancement, and Athletics.

Assessment: Evaluation of the institutional research data, utilization of annual Outcome Assessment Reports, establishment of institutional benchmarks.
Use of Results: Improved retention, progression, graduation rates, and enhanced culture.
Strategic Goal 8: Provide academic and student services that foster academic and social integration to promote retention and student success.

Objective 8.2: To improve the student experience by developing and promoting available services.

Strategies and Action Plans:

- Increase opportunities for cooperation between undergraduate, graduate, and professional communities
- Continue to improve the co-curricular experience for students at all locations
- Continue to provide leadership development opportunities for students
- Continue to enhance intramural sports and recreation opportunities
- Evaluate the effectiveness of Omicron Delta Kappa, the national leadership organization
- Expand involvement of Career Services to include early intervention academic advising
- Develop and maintain a living and learning community through Residence Life
- Provide intentional and effective information to students about University services and activities
- Enhance a comprehensive student activities program; enhance a student-led programming committee/board
- Provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office
- Provide counseling and mental health awareness to students through the Counseling Services department
- Educate the campus community on requirements and responsibilities pertaining to Accessible Education Services, FERPA, and mental health issues
- Encourage the Student Government Association to effectively evaluate student issues and advocate on students’ behalf
- Promote knowledge and integration of the Tagge Center for Academic Support and other academic support services into the campus community
- Coordinate and partner with faculty and key staff to develop theme events to increase awareness of and involvement in the Tagge Center for Academic Support
- Develop a weekly newsletter highlighting upcoming events, important dates, and services offered by Academic and Student Support Services – to be sent via MailChimp to all students and parents/guardians
- Enhance appropriate communication with parents and guardians to develop a partnership with parents and guardians
- Proactively budget for housing management software

Responsibility: Academic and Student Support Services, Academic Affairs, Legal Counsel, and Deans of Undergraduate, Graduate, and Professional Programs.

Time Frame: Annually.
Resources Required: Adequate funding to support the Academic and Student Support Services Division, collaboration and participation by other offices across campus; budget allocation for housing management software

Assessment: Collect and analyze data for continuous improvement of student experience

Use of Results: Use assessment data to enhance student experience for improvement of retention, progression, and graduation rates.
Strategic Goal 8: Provide academic and student services that foster academic and social integration to promote retention and student success.

Objective 8.3: Promote the service component of our mission statement to the University community.

Strategies and Action Plans:

- Explore opportunities for outreach in LMU’s service area and beyond
- Explore the possibility of partnering with University Advancement, Marketing, and Sigmon Communications to increase community awareness of existing service by faculty, staff and students through social media, radio, and television formats
- Continue to track Student Service Initiative (SSI) hours from undergraduate, graduate, and professional programs for accountability purposes
- Continue to support student groups conducting fundraising efforts for local charities
- Continue to support student groups conducting health fairs, wellness and health awareness outreach programs for community groups
- Continue programs on campus to enhance individual well-being
- Review service requirements for university programs
- Investigate the possibility of gaining Carnegie Community Engagement Classification and/or President’s Higher Education Community Service Honor Roll as a University based on service to the Appalachian Region

Responsibility: VP for Academic and Student Support Services, Student Support Services staff, Institutional Research Office, Vice President for Advancement.

Time Frame: Each semester.

Resources Required: Collaboration from academic programs for reporting service hours, community partners for service opportunities

Assessment: Analysis of student satisfaction survey results, data relevant to the impact of community service, and other relevant data.

Use of Results: Improved community involvement, enrollment, retention, and student satisfaction.
Strategic Goal 8: Provide academic and student services that foster academic and social integration to promote retention and student success.

Objective 8.4: Provide appropriate academic support services.

Strategies and Action Plans:
- Coordinate with Yellow Schedule to implement an electronic tutoring calendar to allow students to schedule appointments
- Continue to offer graduate/professional school preparation for standardized tests and admission processes
- Investigate the possibility of incorporating online tutoring to better service extended learning sites
- Explore feasibility of creating a Student Success Center to include a Writing Center, a Testing Center, and an Advising Center
- Grow and expand the Cornerstone program
- Collaborate with faculty and staff members to effectively deliver and assess Academic and Student Support Services functions at all extended learning sites and implement a plan to more fully meet all identified needs

Responsibility: Academic and Student Support Services Division, Director of Academic Support; Director of Counseling; Director of Accessible Education Services; Director of Career Services; appropriate Deans and Vice Presidents; Assistant Vice President for Academic Support Services; Vice President for Extended Learning Sites

Time Frame: Ongoing.

Resources Required: Budgets for Academic and Student Support Services, Academic Support, Counseling, Career Services, Cornerstone, Student Support Services, appropriate Deans and Vice Presidents, Assistant Vice President for Academic Support Services; Vice President for Extended Learning Sites

Assessment: Outcomes Assessment Reports for offices reporting through the division of Academic and Student Support Services; other offices rendering such services through professional schools; and Extended Learning Sites

Use of Results: To improve academic support services.
Strategic Goal 8: Provide academic and student services that foster academic and social integration to promote retention and student success.

Objective 8.5: Enhance University libraries and their services.

Strategies and Action Plans:

- Pursue grants and leverage resources to support and extend LMU collections at the Carnegie-Vincent Library, Reed Health Sciences Library, the Duncan School of Law Library, and other extended learning site library resource collections.
- Assess learning resource needs and address the growth and development of new and existing programs, including collaborative agreements with other University/college library systems.
- Secure appropriate library and learning resources to support new and existing programs consistent with accreditation standards for Level VI requirements, including student, faculty and staff research/scholarly activity.
- Support integrated information literacy and quality learning resources, evidenced by student research/scholarly activity, technology and communication skills.
- Provide appropriate cataloging, physical protection, security and space for all University collections.
- Emphasize the integration of electronic resources to extend the availability of the collections to all constituencies.
- Provide faculty training opportunities on library resources.

Responsibility: Directors of the Carnegie Vincent Library, LMU-DSOL Library, Security Staff, Academic Deans, University Advancement staff, Assistant Vice President for Academic Support Services, Vice President for Academic and Student Support Services.

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 8: Provide academic and student services that foster academic and social integration to promote retention and student success.

Objective 8.6: Offer a quality college-preparatory educational program at the J. Frank White Academy (JFWA).

Strategies and Action Plans:

- Maintain a School Improvement Plan to monitor progress and provide data to promote and sustain improvement
- Meet or exceed benchmark senior scores on the ACT
- Maintain a systematic, cooperative approach to teaching writing in grades five through twelve to produce confident, open-minded writers who think critically, read considerably and negotiate differences considerably
- Improve full-time and adjunct faculty salaries to parity with elementary and secondary schools in the tristate area
- Expand collaboration between the JFWA and the KANTO program and other World School member schools
- Continue to integrate information literacy into the academy curriculum
- Increase the collaboration with the University, particularly the School of Education, Math and Science, medical programs and the library
- Continue use of online learning and blended instruction
- Pursue more systematic data collection to determine college completion rates/career information and other pertinent data for graduates
- Explore additional options for expanding fine arts and language curriculum options.
- Maintain accreditation through AdvancED
- Collaborate with University Advancement to establish an alumni organization, and increase alumni involvement
- Maintain an active JFWA advisory board that includes a broad-based constituency
- Develop curricula for K-3 component, in anticipation of the approval of proposed lower school.
- Collaborate with the Office of International Programs regarding English Language Instruction (ELI)

Responsibility: Assistant Principal and Principal of JFWA, Dean of the School of Education, Assistant Director and Director of International Programs, Director of World School, Information Literacy Librarians, Assistant Vice President for Academic Support Services, Vice President for Academic and Student Support Services.

Time Frame: Annual reports of progress. The School Improvement Plan will be reviewed and revised as appropriate on an annual basis.

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 AdvancED; standardized testing results; college placement completion data; long-term career achievement data; and annual progress reports.

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