2018 STRATEGIC PLANNING RETREAT
July 9-10, 2018

2019-2024 Strategic Plan
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.
Reviewed July 9, 2018 at University Strategic Planning Retreat
III. 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.
IV. Values

1. Lincoln Memorial University values integrity
   a. Honesty
   b. Openness
   c. Commitment to principles

2. Lincoln Memorial University values excellence
   a. Teaching
   b. Learning
   c. Operations/ management
   d. Scholarship
   e. Leadership

3. Lincoln Memorial University values creativity
   a. Teaching
   b. Learning
   c. Scholarship
   d. Administration
   e. Artistic expression

4. Lincoln Memorial University values diversity
   a. Ethnic
   b. Cultural
   c. Belief systems

5. Lincoln Memorial University values community
   a. Communication
   b. Honesty and integrity
   c. Caring and helpful
   d. Teamwork
   e. Responsibility
   f. Respect
   g. Safe and secure environment

6. Lincoln Memorial University values accountability
   a. Planning
   b. Assessment
   c. Evaluation
   d. Improvement

7. Lincoln Memorial University values service
   a. LMU community
   b. Appalachian region
   c. Extended sites and online communities
   d. Academic and intellectual communities
   e. Humanity

8. Lincoln Memorial University values the process of life-long learning wherever offered and however delivered
V. 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.

VI. 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

*Approved by Board of Trustees*
VII. 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
2018-2023 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:

Strategies and Action Plans:

1.1.1 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.

1.1.1.1 The appropriate vice president will present proposals to the President’s Cabinet
1.1.1.2 The appropriate vice president will inform the Institutional Effectiveness Committee after review/approval by the Cabinet and Board of Trustees

Allied Health Sciences

- The Medical Laboratory Science (MLS) Program submitted its NAACLS Accreditation Self-study in March 2018.
- The Veterinary Medical Technology (VMT) Program submitted its AVMA CVTEA interim report in September 2017. The upcoming biennial report is due in September 2018.

Carter and Moyers School of Education

- The School of Education submitted a proposal for a licensure endorsement in special education at the graduate level. It was fully approved and the SOE will be accepting students for the Summer 2018 semester.
- An MEd on-line program for CI, II, and EI concentrations was approved and will be implemented and accepting students for the Fall 2018 semester.
- The MEdTAL (Teaching and Adult Learning) has been approved and will begin accepting students Fall 2019.
- A new research concentration for the EdS program was approved and has been fully implemented. The new concentration is designed for candidates who are contemplating further graduate studies and pursuit of a terminal degree. This concentration enhances the opportunity for students to apply hours earned at LMU for the EdS program to the EdD degree, and better prepares them to enter the scholastic realm of doctoral programs.
- The State Department of Education approved the job-embedded program, which allows MEdITL candidates the opportunity to complete their student teaching requirement while serving as a paid classroom teacher. The program is now fully implemented, and had three completers at the end of the Spring 2018 semester.
Duncan School of Law

- There have been no major changes to the J.D. program in 2017-18.
- There have been some minor changes, including giving experiential learning credit for co-curricular activities Moot Court and Mock Trial and upper-level writing credit to the Law Review. Another change has been adding an academic success course for at-risk 2Ls in the fall semester.
- Each curricular change goes through the law school’s Curriculum Committee (chaired by the Associate Dean for Academic Affairs) and the faculty. It is then presented to Academic Council for affirmation.

Caylor School of Nursing

- The CSON submitted appropriate updates regarding accreditations and approvals for the Tampa, Florida site, as well as changes for NURS 590, through the appropriate committees.

DeBusk College of Osteopathic Medicine

- Additional Location - During Spring 2017, the additional location for LMU-DCOM-Knoxville DO program and the new program development for the PA program was approved through LMU and LMU-DCOM.
- On June 23, 2017, SACS-COC approved LMU to offer the Doctor of Osteopathic Medicine at a new off-campus site. The prospectus to SACSCOC is due January 1, 2019. COCA made a site visit to the new location on November 2-3, 2017 and during the COCA Board meeting on April 27, 2018, the COCA Board approved the additional location in Knoxville with the final decision on class size increase to come after the August 2018 LMU-DCOM Comprehensive visit report.
- LMU-DCOM Comprehensive Site Visit – The LMU-DCOM Comprehensive Site Visit was scheduled on February 21-23, 2018. The COCA Board will review and meet the end of August 2019 for a final decision.
- LMU-DCOM Physician Assistant Program New Program Development - A Program Director is hired to submit to ARC-PA to initiate the new program application to be submitted in June 2018. The projected start for this program is May 2020.
- LMU-DCOM Doctor of Physical Therapy Program Letter of Intent was submitted to the Association of Physical Therapy Association May 30, 2018. The projected start date for the DPT program is fall 2019 or spring 2020.
- The LMU-DCOM Doctor of Occupational Therapy Program Director interview is scheduled for June 6, 2018.

College of Veterinary Medicine

- A substantive change request was submitted to the AVMA COE to increase class size from 115 to 125. The request will be reviewed at the fall AVMA COE 2018 board meeting.
1.1.2 Ensure academic programs receive review of financial pro forma and marketing plans prior to entering the academic approval process beyond the school/college level

Arts, Humanities and Social Sciences
- MPA/MSCJ: The Master of Public Administration (MPA) and Master of Science in Criminal Justice (MSCJ) programs continue to review, edit, and amend graduate program marketing plans throughout the academic year. In addition, the School of Arts, Humanities, and Social Sciences (AHSS) graduate programs compile information and feedback regarding completed marketing efforts. In the 2017-2018 academic year, AHSS hired a Graduate School Administrative Assistant who has been instrumental in the planning and execution of many marketing activities for both graduate programs.

Caylor School of Nursing
- The CSON reviewed the Tampa pro forma with Finance prior to submission of the ACEN candidacy presentation and application for annual licensure with the Florida Department of Education.
- Marketing plans are regularly reviewed to ensure that needs are met and ads are appropriate for accreditation/approval body requirements.

Mathematics and Sciences
- A business plan which included a financial pro forma for the proposed Doctor of Philosophy in Integrative Biosciences program was developed and subsequently reviewed by the Vice President for Academic Affairs and the Vice President for Finance. This is a collaborative proposal among the School of Mathematics & Sciences, the Carter and Moyers School of Education, the DeBusk College of Osteopathic Medicine, and the College of Veterinary Medicine.

College of Veterinary Medicine
- A pro forma has been developed for inclusion of Caribbean clinical year students in LMU-CVM’s fourth (clinical) year.
1.1.3 Demonstrate that assessment results and outcomes are used to improve/support curricula, programs, compliance with accreditation criteria, and the annual budget process

Allied Health Sciences

- The MLS Program reviews graduates’ performance on the American Society for Clinical Pathology (ASCP) Board of Certification (BOC) exam, employment rate of MLS graduates, and attrition rate of MLS students to inform curricular decisions and maintain compliance with NAACLS.
- The VMT Program reviews graduates’ performance on the Veterinary Technician National Examination (VTNE), employment rate of VMT graduates, attrition rate of VMT students, and VMT students’ performance on VTNE preparatory tests to inform curricular decisions and maintain compliance with CVTEA.
- The AT Program reviews graduates’ performance on the BOC exam, students’ performance on curricular benchmark exams, and attrition rate of AT students to inform curricular decisions and maintain compliance with CAATE.

Arts, Humanities and Social Sciences

- 2017-2018 Outcomes Assessment Reports were completed. Recommendations have been acted upon in a number of ways:
  - Social Work is an accredited program: all changes recommended were accomplished
    - Timetable and estimated budget submitted to Dean, VPAA, and Institutional Effectiveness. Self-Study due April 1, 2020 for February 2021 CSWE response.
  - Other examples of impact of assessment data and feedback:
    - Review and development of an Art Therapy track, Psychology MA degree, MCOM deletion of concentrations, English deletion of concentrations, MCOM review of a communications major, MSCJ, Political Science and Undergraduate Criminal Justice review of a 4-1 program with the MPA degree program, MSCJ degree online, and humanities/education course created
    - Developed new course offerings in International Relations, Political Philosophy, the American Presidency, American Foreign and Security Policy, and Public Administration
    - Criminal Justice program revised the undergraduate program around two concentrations of Law Enforcement and Law & Society
    - English program downsized from 39 credit hours to 33 credit hours.
    - English program introduced a writing minor and revised the literature minor
    - MPA program maintains three tracks; non-profit, health management, and policy-making
    - Increased use of MCOM and other non-MCOM major students by Sigmon Center
    - Increased use of MCOM students in video production and editing
MPA program expanded the thesis study to include additional time for completion and to allow for white papers to be submitted resulting from internships, organization projects, and case-study projects.

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 use of the ETS Major Field Test in English to assess the general knowledge of graduating seniors in English and American literature. The results have been used in part to plan course offering for the next academic year.

Check sheet portfolios were scored by faculty to assess the writing abilities of graduating seniors. The results have been used to shape student writing assignments.

Faculty scored check sheet portfolios in order to assess course syllabi. The results have been used to ensure the consistency of assignments and reading load across the English curriculum and to encourage the continued effectiveness of the program’s course planning.

Graduating seniors completed an English program exit survey. The results have been used to gauge student satisfaction with the program and improve retention, inform the selection of course offerings, encourage use of classroom technology, and improve academic advising in the program.

MPA/MSCJ: The Master of Public Administration (MPA) and Master of Science in Criminal Justice (MSCJ) programs both utilize a series of student learning goals and program goals that pertain to standards set forth by accrediting bodies in the respective fields (Network of Schools of Public Policy, Affairs, and Administration and Academy of Criminal Justice Sciences).

MPA and MSCJ programs have created goals that pertain to recruitment and retention, student satisfaction, and qualified program faculty. In the MSCJ program, the program goal of attracting and retaining highly qualified academic faculty helped guide the process of hiring a new MSCJ Program Director for the 2018-2019 academic year.

Art Program will implement a proposal for an Art Therapy Pre-Professional Curriculum.

Art Program implemented a ceramics track to emphasize the strength of the current facilities and to give students additional options.

Budget recommendations for changes to budgets for MPA and MSCJ were developed from OAR feedback.

- Budget requests were made to change the structure of both budgets dramatically and to change the contracts for graduate program directors to 11-month contracts.

The Fine Arts and Humanities budget was successfully separated in two: the Humanities budget and the Fine Arts and Communications budget.
Business

- The School of Business is implementing and will utilize MyLMU School of Business (SoB) Portal for Self-studies and Quality Assurance (QA) Reports to develop and enhance web-based technologies.

Education

- The School of Education has expanded the work of SOE Assessment Committee and has conducted data retreats throughout the year with all SOE leadership personnel for review and alignment of standards with key assignments as required by CAEP and the Tennessee Department of Education.

Caylor School of Nursing

- The CSON reviews assessment results and outcomes annually through the OARs/systematic plans for evaluation and makes changes to curricula and/or programs as needed based on findings.
- Issues that impact budget are discussed during the annual budget review and requests made as needed.

DeBusk College of Osteopathic Medicine

- DO Program reviews outcomes assessments on an annual basis to improve and support the curricula. All outcomes are reviewed annually by faculty and staff during the annual faculty/staff meeting with the Dean and during the annual curricular review process with LMU-DCOM.
- The outcomes reviewed and compared from year to year include the end of course reports by course directors that include evaluations and course results to improve courses compared to national benchmarks:
- The correlation between first-attempt COMLEX 1 scores and COMSAE (COMLEX practice exams) and OMS I and II Course Results:

<table>
<thead>
<tr>
<th>Mean Basic Science Course Score</th>
<th>Mean Course Score</th>
<th>COMSAE</th>
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<tbody>
<tr>
<td>First-Attempt COMLEX 1 Score</td>
<td>0.80</td>
<td>0.79</td>
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- The correlation between first-attempt COMLEX Level 2 CE scores with averaged COMAT Exam (end of rotation exams) scores and COMSAE Phase 2 (COMLEX practice exams) scores:

<table>
<thead>
<tr>
<th>Averaged COMAT Scores</th>
<th>COMSAE Phase 2 Score</th>
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<tbody>
<tr>
<td>COMLEX 2 CE Score</td>
<td>0.83</td>
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• DO Program National outcomes including – Students must pass all 3 Levels to obtain a license to practice:
  o COMLEX level 1 (increased since 2017-2018): 93.7% first-time pass rate (527.5 mean score)
    ▪ 2016-2017: 92.4% first-time pass rate (499.2 mean score)
  o COMLEX level 2 CE: 2017-2018 – 87.1% first-time pass rate (513.14 mean score)
    ▪ 2016-2017: 88.2% (498.75 mean score)
  o COMLEX level 2 PE: 2018 - 85.6% first-time pass rate (no mean – only reports Pass/Fail)
    ▪ 2017: 86.1%
  o COMLEX level 3 scores (pass rate remains the same but above national average) – taken during first-year of graduate medical education: 2017-2018 – 96.3% first-time pass rate
    ▪ 2016-2016 – 96.3%
• DO Program Admissions data (increased completed applications since 2017):
  o 2018 to date: Completed Applications 3538 – 582 interviewed; 243 to be matriculated fall 2018
  o 2017: Completed Applications 3163 – 568 interviewed; 243 matriculated
• Graduates and residency placement data (3-year average – 99.5%):
  • 2018: 98.6% placement (2 students chose a research fellowship; 1 student is waiting a year to match with husband)
    ▪ 82% placed in Primary Care Track
    ▪ 22% placed into a residency in the Appalachian region (decrease by 5%)
    ▪ 9% placed into a residency in TN
  • 2017: 100% placement
• Alumni results:
  Results for the Fall 2017 LMU-DCOM Alumni Tracking Analysis Found:
  • 96% (1,056/1,097) of DO graduates were located based on licensure information
  • 77% (811/1,056) of DO graduates practice a primary care specialty
  • 46% (488/1,567) of DO graduates are located in an underserved area
  • 15% (166/1,056) of DO graduates are located in a rural area
  • 26% (272/1,056) of DO graduates are located in Appalachia
  • 90.5% (443/489) of PA graduates were located based on licensure information
  • 44% (193/443) of PA graduates are located in an underserved area
  • 24% (107/443) of PA graduates are located in a rural area
  • 44% (194/443) of PA graduates are located in Appalachia

College of Veterinary Medicine
• The 2018 North American Veterinary Licensing Exam (NAVLE) pass rate for the class of 2018 was 87.3%.
Objective structured clinical examinations (OSCEs) are given each semester during the first three years of curriculum. The results are used to enhance and support the curriculum and to support outcomes assessment as required by the AVMA COE.

A Clinical year exit survey was conducted and the results were reviewed by the CVM Outcomes and Assessment Committee and action items were developed to improve the curriculum.

1.1.4 Document assessment results using appropriate technology

Allied Health Sciences

- The MLS Program Director receives the official ASCP BOC Program Performance Report (PPR). This official report documents the performance of the MLS graduates on their national board exam in all 7 exam categories as well as the comparison of our graduates with our national peers. This report is included in the Annual Outcomes Assessment Report.

Business

- The School of Business is implementing and will utilize MyLMU School of Business (SoB) Portal to provide a reporting platform for self-studies and ACBSP Quality Assurance reports for all undergraduate and graduate programs of study.

Education

- The School of Education has adopted the new Watermark (formerly LiveText) Education Disposition Assessment tool for assessment of professional dispositions as required by the Council for the Accreditation of Educator Preparation (CAEP).

Caylor School of Nursing

- The CSON utilizes SkyFactor (formerly Educational Benchmarking, Inc.) for surveys/data collection; the results are included in annual OARs/systematic plans for evaluation.

College of Veterinary Medicine

- ExamSoft examination software was used for all didactic testing. Course directors are provided feedback regarding the performance of questions. Strengths and Opportunities reports are used to guide student counseling in areas of deficiency.
- Turning Point audience response system is used for all clinical skills assessments and in-class quizzes. The results are used to track student competency and to guide remediation activities.
- E*Value software is used for fourth-year clinical rotations. Performance feedback is provided to students from clinics and from students about clinics through this software to improve student performance and program goals.
Duncan School of Law

- OAs have been prepared and submitted to the University.
- The law school’s Curriculum and Assessment Committees are developing its Assessment Plan in compliance with ABA Standards 303 and 304, which include specific requirements as to learning outcomes and assessment. The law school completed the “course mapping” exercise in 2017-18.
- Course-level formative and summative assessment is performed in every course in compliance with ABA Standards 314 and 315.

1.1.5 Distribute and use documented assessment results to guide program improvement, support or discontinuation

Allied Health Sciences

- The MLS, VMT, and AT Programs all regularly discuss students’ test performance and graduates’ licensure exam performance and present data to the Dean on a regular basis.
- The VMT Program Director reviews the official HESI score report (mock VTNE) and compares LMU VMT student performance to that of all HESI candidates nationwide. The VMT Program Director reviews the official VTNE score report for each of the three testing windows. The official score report documents the overall performance of the VMT graduates on the national board exam, including the nine individual domains. The official report also includes a comparison of LMU VMT graduates with all VMT graduates nationwide.
- The AT Program director reviews the official BOC score report and compares LMU AT graduates’ performance with all AT graduates nationwide.

Arts, Humanities and Social Sciences

- Revenue and numbers of graduates guided the decision to discontinue of the music major, Phil/Rel major and the English BFA degree from the curriculum
- Budget requests for MPA and MSCJ included changes to program director contracts to change to 11-month contracts so directors can more fully focus on marketing and public relations
- Funds were requested for travel and electronic tablets for marketing and recruitment for graduate programs
- Funds were requested to be used for incorporating more social media into the marketing process for both MPA and MSCJ

Business

- The School of Business is implementing an analysis repository (MyLMU SoB) for faculty to review Peregrine Pre-Post Test and ACBSP response distractor reports for curriculum content modifications and to understand student knowledge levels based on
scores obtained through Peregrine content standardized testing, external comparisons and knowledge gaps
• Implementing training for faculty to develop formative assessments to identify knowledge gaps
• Implementing training for faculty in understanding how the Peregrine summative assessment reports associated with each concentration to reduce knowledge gaps
• Conducting comparisons of the concentration’s results to one or more external aggregate pool to assist with program alignment with workforce expectations

Mathematics and Sciences
• Outcomes Assessment Reports were prepared for all programs in the School of Mathematics and Sciences. These reports aided decisions to:
  o Discontinue the Master of Science Life Sciences Teaching Initial Teacher Licensure major
  o Make changes to the Conservation Biology curricular elements to improve and strengthen the program
• The Department of Biology held a series of three meetings to discuss the previous year’s OAR’s
• The Master of Science Graduate Council reviewed the previous year’s OAR’s and recommended changes for the next assessment cycle

Caylor School of Nursing
• The CSON reviews assessment results and outcomes annually through the OARs/systematic plans for evaluation and makes changes to curricula and/or programs as needed based on findings.

College of Veterinary Medicine
• The Outcomes and Assessment Committee and the Curriculum committee assess and review data to support any needed changes to the curriculum.

Duncan School of Law
• The law school is considering changes to the curriculum as a result of the mapping process, including a change to ensure the learning outcome of developing the skills related to small firm or solo practice is met.

1.1.6 Include adequate funding in the program budget pro forma for marketing new and existing programs

Arts, Humanities and Social Sciences
• MPA/MSCJ: The Master of Public Administration (MPA) and Master of Science in Criminal Justice (MSCJ) programs have proposed a change in each program’s budget to have funding that is directly related to “Marketing”.

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Caylor School of Nursing
- The CSON reviews marketing needs regularly and includes appropriate funding requests
during the annual budget process.

College of Veterinary Medicine
- A Pro forma has been developed for inclusion of Caribbean clinical year students in
LMU-CVM’s fourth (clinical) year.

Duncan School of Law
- The law school is limited to offering the J.D. program while it remains provisionally
approved by the American Bar Association.

1.1.7 Suggest: Goal 3.6 (162): Review and recommend specific adjustments to funding for
marketing new and existing programs. *this was not added in 2017 but is still
recommended
Strategic Goal 1: Assess and enhance academic quality

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

Progress:

Strategies and Action Plans:
1.2.1 Consider and implement innovative approaches to instructional delivery and

Student Learning

Arts, Humanities and Social Sciences
- MSCJ program is now online with the utilization of Bb Collaborate; a way to provide
class time in an online environment.

Business
- Monitor each undergraduate and graduate concentration area for student enrollment and
  attrition data
- Utilize the School of Business Executive Advisory Board to explore career potential
  through internship, shadow managing and classroom presentations

Education
- The School of Education is working to provide online programs where appropriate for
  our students. The Master of Education will go completely online in August 2018.

Mathematics and Sciences
- The Department of Biology formed a working group to redesign the General Biology
  sequence for majors. The team-created sequence will utilize innovative pedagogical
  practices and employ a unique approach to material.
- The School of Mathematics and Sciences provided financial sponsorship to the 112th
  annual Tennessee STEM Education Research Conference (February 2018). Three faculty
  attended and presented at the event.

Caylor School of Nursing
- The faculty in the CSON continually review curriculum and instructional delivery
  methods to enhance student learning.

DeBusk College of Osteopathic Medicine
- Interprofessional collaboration is emphasized in the curriculum through joint efforts
  between LMU-DCOM osteopathic medical students, LMU nurse practitioner students,
  LMU-DCOM physician assistant students, LMU CVM students, and other health-related
  programs. The following are past activities and an upcoming event:
  - May 2016 – Diabetes Group Visits (Select DO, PA, and FNP students) – Pilot at the
    LMU Medical Clinic
• September 29, 2017 – Opioid Symposium (DO, PA, and senior FNP students) – required participation in an interprofessional symposium on the opioid epidemic
• April 27, 2018 – Naloxone certification Training (DO, PA, Nursing, Athletic Training, Social Work, ETSU Pharmacy) invited to participate (required for 2nd year DO students)
• Upcoming – September 14-15, 2018 interprofessional student leadership conference through the LMU Center for Animal and Human Health in Appalachia (CAHA) (DO, PA, Nursing, CVM, environmental science undergrad students)

College of Veterinary Medicine
• The Center for Innovation in Veterinary Education and Technology (CIVET) serves as an incubator for the development of innovative teaching approaches and technology in veterinary medicine through educational research and the development of teaching models, digital-based interactive books and cloud-based study materials.
• The Center for Animal and Human Health in Appalachia (CAHA) is hosting an Appalachian One Health Leadership Experience in fall of 2018 to connect multiple disciplines across LMU campus together with one-health leaders and experts to develop one-health leaders.
• 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 allow students to gain research and pathology experience at centers of excellence

1.2.2 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

Business
• Continue development and implementation of new graduate MBA Concentration in Health Care Administration/Management
• Continue development and implementation to offer the graduate Doctor of DBA program totally as an online program in addition to face-to-face
• Continue development and implementation to offer the graduate Master of Science in Business Analytics (MSBA) totally as an online program in addition to face-to-face delivery
Continue development and implementation of the graduate Doctor of Business Administration (DBA) management concentration to a more management focus rather than an organization and leadership focus.

Eliminated the undergraduate Professional Golf Management, Small Business Management and Entrepreneurship (SBME), and Organizational Learning and Leadership (ORLL) Concentrations due to low enrollments. Teach out of courses for current students is underway.

Revised the undergraduate Sport Management Program from 30 to 24 credit hours.
Revised the undergraduate Sport Management courses SMT 2XX, SMT490, and added a new course SMT 440 to align with current market demand.
International business, finance, accounting, and human resource management MBA concentrations and courses eliminated due to low enrollment. Teach out of current students is underway.
Personal Finance course BUS380 was approved to be offered as a General Education course.
Develop and implement expanding the ISYS minor to full concentration.
Continue to develop a DSOL/MBA program with the Duncan School of Law.
Continue to develop the Business 3+1 Law program with DSOL.
Eliminated the graduate certificate in Business Analytics.

International Programs
Developed ESL (English as a Second Language) curricula, utilized feedback and input from faculty, deans, and department heads, and course evaluations.

Mathematics and Sciences
A substantive change prospectus for a Bachelor of Science (B.S.) in Computer Sciences was sent to SACSCOC. The program was approved to be offered effective August 1, 2018.
A proposal for a Doctor of Philosophy (Ph.D.) in Integrative Biosciences was approved by the Academic Council (February 2018). This is a collaborative proposal among the School of Mathematics & Sciences, the Carter and Moyers School of Education, the DeBusk College of Osteopathic Medicine, and the College of Veterinary Medicine.

Caylor School of Nursing
The CSON plans to commence the online MSN NBA in Fall 2018. Recruitment and marketing are in process.

DeBusk College of Osteopathic Medicine
Doctor of Physical Therapy program (DPT) in Knoxville, TN
Doctor of Occupational Therapy program (OTD) in Knoxville, TN
Additional dual degree programs (i.e., DO/PhD, DO/JD; etc.)
Remove (11) PhD in Clinical Anatomy;
College of Veterinary Medicine

- The DVM program graduated its first class of 87 in May 2018. The program is seeking full accreditation from American Veterinary Medical Association Council on Education (AVMA COE) (to be reviewed fall 2018 by AVMA COE, a comprehensive site visit was conducted March 25-31, 2018).
  - The DVM program currently operates with Provisional Accreditation granted by the AVMA COE in October 2014.
- 3+4 DVM Daemon College contract has been initiated and signed
- A DVM/MS is offered in conjunction with the School of Math and Science
- A DVM/MBA is offered in conjunction with the School of Business.
  - 8 students (CO2019, CO2020, and CO2021) are currently enrolled.
  - 1 student (CO2018) has completed this program.
- A DVM/PhD (UK) is funded for two LMU CVM graduates and awarded by the University of Kentucky.
- A DVM/PhD is undergoing approval in conjunction with the School of Math and Science and DCOM.
- A Rural Practice Certificate program was implemented in spring 2018 for fourth year DVM students.
  - 11 students completed the certificate program.

1.2.3 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

Allied Health Sciences

- It was decided two years ago that the MLS Program would not expand into the Chattanooga area because LMU was considering withdrawing from the Chattanooga, TN. It was also decided at that time that the MLS Program would not officially expand into the Knoxville area because we are already recruiting Knoxville students for the Harrogate site and are already utilizing Knoxville hospitals. The MLS Program Director is
considering a possible extension of the MLS Program into the Corbin site if enough
clinical sites can be obtained in that particular area.

Master of Science in Athletic Training,

Arts, Humanities and Social Sciences
- MA in Psychology with two tracks: general track and counseling track
- Art Therapy track
- Communication Arts major
- Political Science, Criminal Justice and MSCJ/MPA 4+1 programs
- DO/MPA Joint Degree

Business
- Continue development of a feasibility study for transforming the Doctor of Business Administration (DBA) to a Doctor of Philosophy in Management (Ph.D. MGT.)
- Continue development and implementation of new undergraduate BBA Concentration in Health Care Management with Concentrations working with the Nursing and Vet Tech programs to “catch” those students who have invested one or more years in nursing/vet tech but find the vocation is either not conducive or student is unable to pass the state boards

Education
- The MEdTAL (Teaching and Adult Learning) has been approved and will begin accepting students Fall 2019.
- While reciprocity with Alabama and Georgia are not feasible, Alabama has been accepting LMU’s Instructional Leadership (IL) licensure program when Tennessee licensed candidates apply in Alabama. The SOE has received some reports that some holding the EL (Educational Leadership) degree from LMU have also been licensed in Alabama, but it appears to be a case by case basis with superintendents’ approval. Most of the students are applying for the IL license in Tennessee and then applying in Alabama with the Tennessee license. There have been a few that have managed to get their license in AL using just the EL degree. No further exploration for licensure reciprocity with Georgia is planned.

Caylor School of Nursing
- The CSON is continuing to investigate options for an MSN concentration in Nursing Education.

DeBusk College of Osteopathic Medicine
- (13) Occupational Therapy; (14) Doctor of Physical Therapy (DPT);

Duncan School of Law
- The law school cannot fully pursue joint degree programs until it is fully approved by the ABA.
College of Veterinary Medicine
- JD/DVM is being considered once accreditation is finalized for both programs
- Additional 3+4 veterinary programs are being investigated with Colleges and Universities that have a significant undergraduate enrollment into the CVM
- A DVM/MEd is being developed in conjunction with the School of Education.

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

Allied Health Sciences
- The MLS Program Director is considering a possible extension of the MLS Program into the Corbin site if enough clinical sites can be obtained in that particular area.

Arts, Humanities and Social Sciences
- MA in Psychology will be located in Knoxville (Cedar Bluff or LMU-West)
- Searches are continuous for Lincoln, art, history, digital photography, graphic arts, English and other courses at all sites.

Business
- Exploring opportunities with Northeast State Economic & Workforce Development to offer the SoB MBA program, an MBA Concentration in Operations Management and the Master of Science in Business Analytics at their Kingsport site
- Developing an entrepreneurship program for high school students in Eastern Tennessee bringing them onto campus for a business plan competition
- Explore the development of an adult learning program housed at Cedar Bluff site partnering with TBR institutions to continue to bachelor degree

Caylor School of Nursing
- The CSON has programs at 6 of the 8 LMU extended learning sites. The Tampa site is the newest extended learning site initiative and accreditations/approvals are in progress. The Florida DOE annual approval is scheduled in May 2018, and the ACEN Tampa site visit is in October 2018.

DeBusk College of Osteopathic Medicine
- Additional Location of Doctor of Osteopathic Medicine Program (DO) in Knoxville, TN – by Fall 2019
- New program development of Physician Assistant Program (PA) in Knoxville, TN – by May 2020
1.2.5 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

Allied Health Sciences
- The MLS Program at Kingsport has identical program outcomes at the Harrogate site (Board exam performance, attrition rates, graduation rates, employment rates, etc.). This fact illustrates the fact that there is excellent coordination between the Harrogate MLS Program site and the Kingsport Program site.

Business
- Implemented and enhancing a strong Executive Business Advisory Board for external support for the School of Business students, faculty and university

International Programs
- Streamlined mechanisms through which participants in short-term immersion programs are recruited and enrolled by collaborating with stakeholders across campus (University Counsel; Enrollment, Athletics and Public Relations; Community College Relations; University Registrar, etc.)
- Continued to enhance academic support services for all international students and scholars, including full-time (both F-1 and J-1 students), and students in short-term immersion programs
- Facilitated tutoring between International Programs and the Tagge Center
- Instituted a mentoring program for J-1 short-term scholars program

Duncan School of Law
- The law school is working with the University to run a pilot in Summer 2018 using Blackboard as a course management software rather than The West Education Network (TWEN).

Caylor School of Nursing
- The VP of Extended Sites and CSON Dean has continued to act as a liaison between Harrogate and the extended learning sites to improve communication and coordination among departments.
1.2.6 Continue to explore, secure, and utilize technology to enhance the instructional delivery Process

Arts, Humanities and Social Sciences
- Faculty and students have access to SPSS (PASW)
- MCOM Lab updated for most recent version of editing software
- A growing number of AHSS instructors teach online courses
- All AHSS instructors use classroom technology when appropriate

Business
- Explore the utilization of online delivery systems (e.g. zoom) to expand delivery to extended sites

Duncan School of Law
- The law school continues to implement technology such as TurningPoint and MediaSite in its instructional delivery process.
- The law school is working with IS to implement an app, Involvio, to assist with attendance and scheduling of student events.

Mathematics and Sciences
- The Master of Science program piloted the expanded use of ExamSoft in four courses.

Caylor School of Nursing
- The CSON continues to utilize Blackboard, Collaborate, and a variety of other tools to enrich both web-enhanced and online courses. The CSON Director of Online Learning works with the University Director of Online Learning and Instructional Technologist to ensure faculty are properly trained and courses are appropriately developed to enhance instructional delivery.

College of Veterinary Medicine
- Media Site used to record all lectures. Faculty currently working to transfer Media Site lectures to Podcasts to further enhance learning.
- National Board prep material being created in podcast format.
1.2.7 Continue to provide relevant professional development opportunities for all faculty, including training for program promotion to enhance enrollment and retention

Allied Health Sciences

- The MLS Program regularly hosts an ASCLS PACE Accredited Continuing Education and Research Conference each year. This conference provides professional development opportunities for all LMU faculty, especially the MLS faculty, as well as members of the professional medical laboratory science community.

Arts, Humanities and Social Sciences

- Faculty are urged to attend at least one association meeting per year
- Faculty scholarly work is closely monitored to ensure support is available for work being done in academic fields offered
- Faculty and staff are required to enroll in relevant Lynda.com workshops

Business

- Provide opportunities for faculty to develop a scholarly writing style encourage publication of current teaching, casework or research within the discipline

Duncan School of Law

- Each full-time faculty member is allocated professional development funding, which can be used to present at and/or attend relevant workshops and conferences, join relevant professional associations, and keep his or her law license current.
- The Associate Dean of Faculty and the Faculty Development Committee hold monthly workshops on issues of interest to the faculty.

Mathematics and Sciences

- The School of Mathematics and Sciences sponsored a one-day workshop on Process Oriented Guided Inquiry Learning (POGIL). The workshop (August 2017) was presented by the POGIL Project from Lancaster Pennsylvania. There were 16 participants from the Schools of Mathematics & Sciences, Education, and Allied Health Sciences.

Caylor School of Nursing

- The CSON continues to support faculty for attendance at conferences and workshops for professional development. In addition, the CSON holds workshops each fall for Nursing faculty during Faculty-Staff Conference Week on topics such as test writing techniques, grant writing, etc.

DeBusk College of Osteopathic Medicine

- The Office of Educational Development and Assessment conducted 8 programs for 1st and 2nd-year faculty.
- The LMU-DCOM CME/Preceptor Development Office conducted 4 faculty development programs for physicians who supervise students on clinical rotations. Most programs
were conducted at the distant regional locations. Additionally, 15 enduring materials are available online for a preceptor.

**College of Veterinary Medicine**

- Faculty / Staff conferences held for opportunities for CE and to learn new skills and techniques
- VetEd rounds held to stay up to date on latest in journal publications and research.
- Funds provided to assist faculty in the purchase of books and memberships as well as travel to conferences

**1.2.8 Continue the process for obtaining full ABA and AVMA accreditation**

**Duncan School of Law**

- The law school remains provisionally approved by the ABA until December 6, 2019.
- The law school is preparing a response by August 1, 2018, to demonstrate its compliance with ABA Standard 501, which deals with admissions standards (including the law school’s attrition rate).
- Once the law school demonstrates compliance with Standard 501, it will continue the accreditation process. In the meantime, its application for full approval is being held in abeyance.

**College of Veterinary Medicine**

- Comprehensive Site Visit conducted 3/25-3/30 with report and AVMA COE recommendation expected in Fall 2018
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:

Strategies and Action Plans:
1.3.1 Continue to develop and expand student exchange programs

Arts, Humanities and Social Sciences
- A criminology instructor will be working with Chinese students at LMU in translating criminal justice texts into Chinese.
- Two Chinese students are enrolled in the MSCJ program; one Chinese student is enrolled in the MPA program.
- This is the third year of enrolling students in classes in beginning and intermediate Chinese and Japanese offered by the Department of Literature and Language. Classes are attracting more interest.

Business
- Reconnect with the international universities to determine exchange program options for all levels (undergrad, grad and post)

Education
- The School of Education is launching a new MEd in Teaching and Adult Learning (MEdTAL) beginning Fall 2018. The program will accommodate international and domestic students seeking to enhance teaching for adult learners in higher education settings.

International Programs
- Jiangxi Normal Science & Technology University: Added 2 short-term English proficiency immersion groups

Duncan School of Law
- The law school cannot pursue any LMU-sponsored study abroad programs for its students until it obtains full ABA approval.

J. Frank White Academy
- Continued participation in World School International Forum.
- Classroom video conferences with World School International Forum partner schools to host cultural exchange exchanges, political debates and dialogues, and enhance global perspectives.
• Continue short-term student study abroad opportunities with World School International Forum partner schools.

• Finalizing agreement with Kanto International High School in Tokyo, Japan for year-long and semester-long study abroad opportunities between students of each school.

Mathematics and Sciences

• A collaborative agreement was established (signed August 2017) between Lincoln Memorial University and the University of Costa Rica through the School of Mathematics & Sciences and the Cumberland Mountain Research Center which allows for short-term and long-term student exchanges for academic and research activities.

DeBusk College of Osteopathic Medicine

• Four (4) Doctor of Osteopathic Medicine (DO) students were selected from the class of 2018 to represent LMU-DCOM in China for a 2-month rotation to Gannan Medical University in Ganzhou City, Jiangxi Provence, China

• Up to 19 undergraduate medical students from Gannan Medical University are planning 10-week visits to LMU-DCOM starting July 30, 2018. They will participate in lectures as guests.

• For the 2017-2018 academic year (PA c/o 2018), we have the following international rotations:
  o Townsend, Australia – 1 PA student and 1 DO student (April 2018)
  o Wilshire, United Kingdom –
    ▪ 1 PA student (February 2018)
    ▪ 3 PA students (April 2018)
  o Ganzhou Jiangxi Province, China – 4 PA students (April 2018)
  o Beijing, China, Gannan Medical University – 10 DO Students (September 2017 or March 2018)
  o Isreal/Palestine, Gannan Medical University – 1 DO Student (April 2018)
  o Pokhara, Nepal, Fewa City Hospital – 1 DO student (March 2018)
  o San Jose Province, Guadalupe, Costa Rica – 1 DO Student (April 2018)
  o Visakhapatnam, India, Andhra Medical College and Office of Dr. Shailaja Pinjala – 2 DO students (March 2018)

College of Veterinary Medicine

• A Memorandum of Understanding signed with James Cook University (Australia) for student exchange.
1.3.2 Continue to develop and expand faculty exchange programs

Arts, Humanities and Social Sciences

- In fall 2017, the University attempted to bring in an historian from Mongolia; however, the scholar’s home institution would not allow him the leave. This is still in progress.
- A MCOM instructor will be teaching courses this summer in China.
- MCOM Assistant Professor is in Croatia on a Fulbright scholarship which has involved lecturing about media and American culture in Croatia and surrounding countries. MCOM Assistant Professor has been invited to teach in Shenzhen, China in July of 2018 which will be followed by his Fulbright scholarship in Bangkok. The trip to Bangkok will involve recruiting for LMU, a process which began last December when the instructor was invited to teach at Ramkhamhaeng University in Bangkok.

Business

- Reconnect with the international universities to determine exchange options for faculty ~ theirs to our and ours to theirs

International Programs

- University of West England - International faculty research: Department helped to facilitate/coordinate research on cognitive animal psychology.

Mathematics and Sciences

- A collaborative agreement was established (signed August 2017) between Lincoln Memorial University and the University of Costa Rica through the School of Mathematics & Sciences and the Cumberland Mountain Research Center which allows for short-term and long-term faculty exchanges for academic and research activities.

College of Veterinary Medicine

- A Memorandum of Understanding signed with James Cook University (Australia) for faculty exchange.
- A Memorandum of Understanding is in process with the University of Santo Tomas (Chile).

1.3.3 Continue to develop a visiting scholars program

Education

- The School of Education, in cooperation with Academic Affairs and the Director of International Programs, developed a Visiting Scholars Program for Jiangxi University faculty. Seven scholars arrived at LMU on November 21, 2017 and after completing their studies returned to China on April 24, 2018 which began in August 2017.

Mathematics and Sciences

- The collaborative agreement established (signed August 2017) between Lincoln Memorial University and the University of Costa Rica through the School of
Mathematics & Sciences and the Cumberland Mountain Research Center facilitates visiting scholars from Central and South America.

College of Veterinary Medicine
- LMU-CVM has hosted visiting scholars from Chile and India in summer 2017.

Duncan School of Law
- Melanie Reid, Associate Dean for Faculty, was a Fulbright Scholar in Riga, Latvia in Spring 2018.

1.3.4 Continue to recruit, enroll and retain international students

Arts, Humanities and Social Sciences
- Approximately a dozen Chinese exchange students audited English classes in 2017-18
- AHSS Recruiter holds regular meetings with the Coordinator of International Recruitment and Advisement staff regarding increasing international student enrollment
- The School collaborated with J. Frank White Academy in the second annual Latino Fiesta held in Cumberland Gap. The fiesta included Latino music, dance, food, art, games and lessons in Spanish language

Education
- The School of Education is currently actively recruiting Chinese students for the new TAL (Teaching and Adult Learning) program which will begin accepting students for Fall 2019.
- Scheduled EdD concentrations in Higher Education and Executive Leadership on Harrogate campus to accommodate international students;

DeBusk College of Osteopathic Medicine
- LMU-DCOM admitted 5 international students in 2017 and 3 international students in 2018

College of Veterinary Medicine
- LMU-CVM accepts transfer students from the Caribbean veterinary schools.
- LMU-CVM accepts international applications.

1.3.5 Continue to revitalize the English Language Institute (ELI)

International Programs
- Clarified entrance and exit requirements for the English Language Institute
- ESL courses: Intensified classroom focus on rhetoric and discussion level skills to help students develop adequate writing skills to succeed in academic courses.
1.3.6 Continue to develop relationships with language institutes
1.3.7 Continue to build infrastructure to support collaborations and other initiatives
   Business
   • Establishment of an Internship Coordinator position within the SoB to provide assurance
     of learning outcome integration, continued contact sites and coordination/oversight
     program development and adherence with University’s mission

1.3.8 Explore opportunities for international extended learning sites

1.3.9 Develop professional programs’ student clinical year integration at LMU
   College of Veterinary Medicine
   • LMU-CVM is in the process to integrate the Caribbean veterinary school students
     into the clinical year program.
   • One clinical year student participated in the following international program: World
     Veterinary Association, Brussels, Belgium
Strategic Goal 1: Assess and enhance academic quality.

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

Progress:

Strategies and Action Plans:

1.4.1 Clarify expectations for each program

Allied Health Sciences
- All Allied Health Science Programs have very specific academic expectations. These expectations are clearly explained in the course syllabi, in the Allied Health Sciences section of the LMU Undergraduate Catalog and in appropriate Program Student Handbooks.

Arts, Humanities and Social Sciences
- All programs have learning and program goals articulated in Outcomes Assessment documents, program literature such as rack cards, and in department mission statements.
- Web pages for all programs clearly state expectations, program requirements, and goals
- MPA/MSCJ: The Master of Public Administration (MPA) and Master of Science in Criminal Justice (MSCJ) programs continue to revise program catalog and course syllabi as necessary to more clearly articulate academic expectations and increase the availability and accessibility of program academic expectations in channels of electronic communication, including e-mail and Blackboard.
- The Arts in the Gap (AITG) program advisory council meets in November and focuses the direction of the program and its many events. Its website has been updated and a new webpage for enrolling in events is available.
- 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.

Business
- Implemented training for faculty and staff to understand ACBSP assessment reports for Individual Student Data, External Comparison, Program/Cohort comparison, Longitudinal Analysis, Pairwise and Grade Scale reports provided by ACBSP to ensure concentration learning outcome alignment

J. Frank White Academy
- Science department attending TN training for new science standards to implement at JFWA.
- Continued training of faculty and administrators to ensure academic programs are aligned with AdvancED standards for accreditation.
• Continued training of specific faculty members to ensure academic programs are aligned with AdvencED STEM certification standards.
• Student outcomes are outlined in the JFWA Student Handbook.
• Academic Standards for courses are outlined in course syllabi and course catalogs.

Mathematics and Sciences
• The Department of Biology updated course descriptions for BIOL 100, BIOL 315, CBIO 250, and CBIO 421 to clarify the course prerequisites.

Caylor School of Nursing
• All CSON academic policies and program expectations are reviewed and published annually in appropriate catalogs, handbooks, and course syllabi.

DeBusk College of Osteopathic Medicine
• Outcomes assessment chart (core competency plan) and assessment outcomes are reviewed annually.

College of Veterinary Medicine
• The LMU CVM has developed a Curricular Map encompassing University, College and Professional goals and expectations.
• American Association of Veterinary Medical College competencies and entrustable professional activities (EPA) are being implemented throughout the curriculum and linked to the LMU CVM curricular map.

1.4.2 Publicize academic expectations via appropriate channels

Allied Health Sciences
• The academic expectations of all Allied Health Science programs are clearly explained in the course syllabi, in the Allied Health Sciences section of the LMU Undergraduate Catalog and in appropriate Program Student Handbooks.

Arts, Humanities and Social Sciences
• All program and major/minor expectations are clearly delineated on web pages, Facebook updates, rack cards, and other program literature

Business
• Worked closely with IR, IS, PR and Admission departments ensure current and accurate academic information is posted on website, PR and admissions recruitment materials
• Developed a recruitment and action plan for SoB recruiters.
• Implemented plan to ensure SoB recruiters are advised and updated on all concentration/program materials.
Duncan School of Law
- DSOL's curricular requirements are published on the DSOL website and in its Student Handbook and Catalog, which is updated annually.
- 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.

J. Frank White Academy
- Student outcomes are outlined in the JFWA Student Handbook.
- Academic Standards for courses are outlined in course syllabi and course catalogs.

Caylor School of Nursing
- All CSON program expectations are published annually in appropriate catalogs and handbooks. Those documents, as well as other programmatic information, is publicized on the LMU website.

DeBusk College of Osteopathic Medicine
- Outcomes assessment chart (core competency plan) is posted on the LMU-DCOM website. [https://www.lmunet.edu/academics/schools/debusk-college-of-osteopathic-medicine/do/academic-support-and-services/examination-and-assessment]

1.4.3 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

Allied Health Sciences
- Program Directors, Department Chairs and the School Dean regularly reviews the Allied Health Sciences section of the LMU Undergraduate Catalog, the School and Programs’ websites, and Program Student Handbooks to ensure that all information is both accurate and consistent across the LMU spectrum.

Arts, Humanities and Social Sciences
- Check sheet portfolios were scored by faculty to assess course syllabi. The results have been used to ensure the consistency of assignments and reading load across the English curriculum and to encourage the continued effectiveness of the program’s course planning.
- AHSS Graduate Program Recruiter/Program Administrative Assistant monitor for consistency across all media
- MPA/MSCJ: The Master of Public Administration (MPA) and Master of Science in Criminal Justice (MSCJ) programs continue to revise and update their program catalogs,
thesis handbooks, marketing materials, social media, and program websites with current information using LMU-approved logos and national program standards.

- CSWE accreditation standards for reaffirmation changes are reflected in all appropriate literature

**Business**

- Worked closely with IE, IS, PR and Admission departments ensure current and accurate academic information is posted on website, PR and admissions recruitment materials

**Education**

- The School of Education conducted a two-day retreat with the leadership team for review and revision of catalogs.

**Mathematics and Sciences**

- The School of Mathematics & Sciences contributed to the proof-reading of the unified Graduate Catalog.

**Caylor School of Nursing**

- The CSON reviews all published materials annually between March and July of each year and strives to ensure that all published information is accurate and consistent.

**1.4.4 Collaborate with marketing, academic and student support services, and student recruitment to publicize academic expectations**

**Allied Health Sciences**

- Program Directors, Department Chairs and the Allied Health Sciences School Dean regularly communicate with individuals in other departments across campus to ensure academic expectations are clearly expressed to all students.

**Arts, Humanities and Social Sciences**

- Met with Marketing at least three times this year to develop a plan for promoting both the MPA program and the new online MSCJ program
- Met with Marketing to discuss the Media Communications program, changes to it, and the development of an MCOM Advisory Board
- The History Program has a good working relationship with the AHSS Recruiter who has helped the program to brainstorm a new majors welcome event for spring 2018.
- Social Work is collaborating with AHSS student recruitment on revising and developing a stronger recruitment plan
- Graduate School workshop was held in April to help facilitate graduating seniors and others toward graduate programs at LMU and beyond
- DSOL and AHSS collaborated in presenting the Celebration of Law event in February
Duncan School of Law

- 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.

Mathematics and Sciences

- The School of Mathematics & Sciences attended and contributed to meetings with Marketing & Public Relations with the aim of developing standard print publications.

Caylor School of Nursing

- The CSON works with the LMU marketing team, academic and student support services, and student recruitment to ensure that academic expectations are published appropriately for continuing and new initiatives.

College of Veterinary Medicine

- New rack cards have been developed.
- New recruitment materials have been developed.
- A website revision in process.

1.4.5 Document and demonstrate a systematic plan of evaluation for all programs

Allied Health Sciences

- The MLS Program has a systematic plan of evaluation called the Lincoln Memorial University Medical Laboratory Science Program Continuous Quality Assessment & Improvement Plan (CQAI) Plan. Section I of this plan analyzes program outcomes such as performance of our graduates on their national board exam, the graduation/attrition rate of the MLS students, and the employment rate of the MLS graduates. Section II of this plan involves program assessment by internal sources such as analysis of exit interview with MLS graduates, analysis of lecture course evaluations, analysis of faculty evaluations, etc. Section III of this plan involves program assessment by external sources such as the LMU MLS Advisory Board, and employer surveys of our MLS graduates.
- The VMT Program reviews and examines the same types of information as the MLS Program. The information is held within the Program Director’s office and used internally to improve quality of the program; externally, the information is used to satisfy CVTEA benchmarks.

Arts, Humanities and Social Sciences

- A schedule exists for implementing program reviews of all programs. AHSS completed two program reviews this year: Political Science and the MPA programs.
- Ten direct assessments (measurements) and three indirect assessments (surveys) were documented in the English program’s 2017-18 OAR.
Business

- SoB will follow the procedure and protocol developed by ACBSP accrediting body to ensure compliance of all programs of study.
- The SoB accrediting body Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners reviewed the schools Quality Assurance Report (QAR) and voted to accept the report with no notes or conditions.

Caylor School of Nursing

- All CSON programs have a systematic plan of evaluation that is reviewed and revised annually.

College of Veterinary Medicine

- The LMU CVM Outcomes and Assessment committee reviews all assessments and surveys performed by the CVM. Recommendations and data are provided to the LMU CVM curriculum committee for action.
- The LMU CVM has developed a curricular map to assess the curriculum for redundancies and omissions.

1.4.6 Develop and communicate college/school-specific accountability processes that demonstrate course-specific academic expectations

Arts, Humanities and Social Sciences

- All syllabi were reviewed by department chairs and the dean to determine and ensure expectations are clear and meaningful.
- All syllabi were reviewed by the Graduate Administrative Assistant, both graduate and undergraduate (a second time) to ensure clarity, rigor and transparency.

Business

- SoB will work with Peregrine in the development and analysis of the external comparison report that report a selected group of exams (e.g. Writing, APA, CPC Content) comparing the results against one or more aggregate pools from schools within Region 3.
- SoB will work with Peregrine in the development and analysis of program comparison report which provides a side-by-side comparison of the results between one or more academic programs of students where there is an overlap of topics on the student exams to note any gaps in knowledge.

Caylor School of Nursing

- Course-specific academic expectations are published in the course syllabus. In the CSON, course syllabi are reviewed by all course faculty as well as the Chair of the program. Furthermore, for CSON courses with an online component, the Director of
CSON Online Learning reviews course syllabi for appropriate online learning information.

College of Veterinary Medicine

- Student handbooks are accessible digitally and are regularly reviewed with academic expectations.
- Syllabi are updated and reviewed by the LMU CVM curriculum committee and are provided to students in digital format through Blackboard and the LMU-CVM Student team site.
- Faculty/Staff Summer Training is conducted each summer to offer updates to didactic and clinical skills.
- Objective Structured Clinical Examination (OSCE) Grader Training is conducted each semester prior to OSCE examinations and pre-OSCE meetings are held in the morning before OSCE examinations begin.
- Course learning objectives and individual lecture objectives are linked to the LMU CVM curricular map.

1.4.7 Suggest: Goal 6.4- Suggest adding emphasis on digital footprint/social media evaluation

Arts, Humanities and Social Sciences

- Social media is utilized maximally by AHSS including Facebook, Instagram, websites, and Radio Programs uploaded to the website via IPOD.
- MPA/MSCJ: To match or exceed the social media presence of competing institutions, the Master of Public Administration (MPA) and Master of Science in Criminal Justice (MSCJ) programs obtained permission to have specialized social media accounts.

Business

- Continue to support the efforts of both SoB recruiters as they work closing with the PR department in their use of LinkedIn, FaceBook, Twitter and InstaGram for connectivity with our students, current events and program opportunities.

Mathematics and Sciences

- The School of Mathematics talked with the Directors of Public Relations and Social Media to develop a social media plan.

College of Veterinary Medicine

- Website revision is in process.
- Diverse social media outlets including LMU-CVM and CAHA are utilized to provide information to students, employees and the public regarding veterinary research.
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:

Strategies and Action Plans:

1.5.1 Continue to examine faculty and academic staff compensation and develop a step-wise plan to address identified issues

J. Frank White Academy
- Faculty salaries are lower than those of their peers.

Caylor School of Nursing
- The CSON Dean reviews faculty and academic staff salaries annually and makes adjustments to ensure appropriate equity and merit raises.

College of Veterinary Medicine
- College benchmarks are based upon AAVMC data that is published yearly.

1.5.2 Continue development of a plan for faculty and academic staff compensation with a target salary scale as prioritized below:

1.5.2.1 Adjust any institutional inequities of full-time faculty and academic staff

Caylor School of Nursing
- The CSON Dean reviews faculty and staff salaries at the time of annual evaluation and when monies are available for disbursement.

1.5.2.2 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

Duncan School of Law
- The Dean has attempted to equalize compensation for tenured faculty members at the law school.

Caylor School of Nursing
- The CSON reviews salaries for peer institutions periodically and during the hiring process in order to keep faculty and staff compensation competitive.
1.5.2.3 Sustain a system of faculty compensation with an evaluation system to support it

*Caylor School of Nursing*
- If sufficient funds are not available from the monies received annually, the CSON Dean builds additional funds into the annual budget each spring.

1.5.2.4 Implement and maintain a competitive compensation package for summer instruction

*Caylor School of Nursing*
- The CSON utilizes the approved University rate for adjuncts for summer instruction compensation; however, the Dean negotiates appropriate compensation as needed to cover responsibilities.

1.5.2.5 Implement and maintain a competitive compensation package for adjunct faculty

*Caylor School of Nursing*
- Clinical supervisor wages in the CSON are reviewed by the Dean and Chairs annually, and adjusted when appropriate, to remain competitive.

1.5.2.6 Maintain benchmark data on compensation by level, discipline, and/or college/school

*Caylor School of Nursing*
- The CSON Dean reviews compensation annually and as needed during the hiring process. Comparisons are made by level and discipline to both current faculty salaries and benchmark data for peer institutions.

1.5.2.7 Evaluate the impact of faculty contractual term

*Caylor School of Nursing*
- The CSON faculty have discussed contractual terms and have not been supportive of the 10-month contract. Furthermore, because 5 of the 7 Nursing sites have summer curriculum plans, additional faculty need to be on 12-month contracts to cover classes and clinical.

1.5.2.8 Review the compensation process for appointed positions (including Chairs and program directors)

*Caylor School of Nursing*
- The CSON Dean reviewed and assessed that Nursing Chairs and Directors need to be on 12-month contracts because of summer programs offered.
1.5.2.9 Explore the development and implementation of a broader definition of faculty and academic staff roles/positions

Caylor School of Nursing

• The CSON has not reviewed and assessed this during the past academic year.
Strategic Goal 1: Assess and enhance academic quality

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

Progress:

Strategies and Action Plans:

1.6.1 Pursue grants and leverage resources to support and extend LMU collections at the ALLM

Abraham Lincoln Library and Museum
- Achieved 50% completion of Dorothy M. Kincaid $1 Million Matching Challenge for physical expansion, roof replacement, elevator, gallery improvements, and Kincaid Research Center endowment.
- Outline of initiatives for the Museum developed by Director of the Museum
- New acquisitions.
  - Beyer Collection of original Union veterans’ records.
  - Curfman Collection of rare books/publications on Lincoln assassination.
  - Private collection of Lincoln memorabilia/ephemera.
  - Weldon Petz research material/correspondence.
  - Robert E. Lee portrait.
  - Loan of Thomas family material relating to Civil War in Cumberland Gap region.

Arts, Humanities and Social Sciences
- A THEC grant was received this year; the ALLM is involved in the process to a large extent making resources available and visits by high school teachers as needed.

J. Frank White Academy
- JFWA faculty members and university librarians have collaborated to obtain a Lego challenge grant. Faculty members will continue the collaboration by engaging elementary age students to compete in the Lego challenge.

1.6.2 Promote the ALLM to area schools, community groups, tourists, scholars and consumers by means of exhibits and publications; and investigate e-commerce opportunities

Abraham Lincoln Library and Museum
- Finalized fabrication/installation contract with 1220 Exhibits for exhibition Log Walls to Marble Halls and initiated fabrication, with installation to begin July 2018.
- Updates to Civil War Gallery.
  - New cases for weapons and dioramas.
  - Coverage of Election of 1860, Gettysburg Address.
  - Incorporated biographical elements of individuals represented in the collection.
• Programs
  o Dr. Paul Harvey, 2017 Kincaid Lecture.
  o Dr. Jason Silverman “Lincoln and Immigration,” first annual Lincoln Lecture, February 16, 2018.
  o “Of the People, By the People, For the People,” a series of discussions on Lincoln and citizenship funded by Humanities Tennessee (114 onsite attendees, 58 offsite, received an award from East Tennessee Historical Society).
  o Finalized speakers for 2018 Lincoln Symposium: “Faith in the Age of Lincoln”.
  o Signed agreement with Girl Scouts of America for cooperative merit badge program.
  o “Skype in the Classroom” virtual visits by more than 1,000 schoolchildren in eight countries.
  o “Inside the Vault” event (207 attendees).
  o Free Weekends in February program (597 attendees).
  o Black History Month interdepartmental events (127 attendees).
  o “Meet Mr. Lincoln” (112 onsite attendees, 108 offsite).
  o “An Evening with Mr. Lincoln” (38 attendees).
  o “Mom and Me Tea” (24 attendees, maximum capacity).
  o “Tad’s Tots”: a monthly program for children ages 0-5 (111 attendees).
  o “Lincoln Letters for Kids”: a quarterly publication (146 individual members and 536 “Lincoln Letters Classroom” members).

• Outreach
  o Director delivered the keynote address, Annual Meeting of the Military Order of the Loyal Legion of the United States (MOLLUS), Washington, D.C.
  o Curator/Asst. Director presentation: “Abraham Lincoln and Technology.” Conversations with Lincoln Conference, West Virginia Wesleyan College; Buckhannon, West Virginia (58 attendees).
  o Director presentation: “Declaring Dependence in Revolutionary Tennessee.” The Inaugural American Revolution on the Tennessee Frontier Symposium; East Tennessee History Center, Knoxville, TN.
  o Program Coordinator presentation: “Of the People, By the People, For the People.” Oak Ridge Institute for Continued Learning, Oak Ridge, TN (58 attendees).
  o Program Coordinator presentation: “Mining Unity from Disunity: Exploring Present Issues Through the Civil War.” Tennessee Association of Museums Meeting (36 attendees).
  o Director speech to Wilderness Road Kiwanis (18 attendees)
  o Live Presidential Day Remote, WBIR-TV.
  o Museum Staff served as judges for National History Day in Bell County and East Tennessee Regionals.

Arts, Humanities and Social Sciences
• The Department of Humanities holds a history contest and involves the ALLM in that program.
• Staff of ALLM teach courses in AHSS.
Mathematics and Sciences

- The School of Mathematics and Sciences, the Cumberland Mountain Research Center and the ALLM received a collaborative grant from Science Education for New Civic Engagements and Responsibilities-Informal Science Education (SENCER-ISE) that brought 144 (84 October 2017, 60 April 2018) middle school students from across LMU’s service region to campus to study water and history in the Appalachians.

1.6.3 Provide appropriate cataloging, physical protection, security, and space for ALLUM Collections

Abraham Lincoln Library and Museum

- Shelf read of vault areas.
- Whitney Family Papers (organization, arrangement, and description).
- Completed folder-level inventory of Harry Wood Collection.
- Carpet replaced throughout the building, with exception of gallery staircases.

1.6.4 Promote research opportunities at the ALLM to internal constituents and outside Researchers

Abraham Lincoln Library and Museum

- Restored and increased Museum Virtual Exhibits for a total of 7.

Arts, Humanities and Social Sciences

- Library staff have provided research help on numerous occasions.
- Library staff teach Lincoln courses for the Department of Humanities.
- Library staff teach AHSS courses as needed throughout the year.

Caylor School of Nursing

- The CSON recommended Dr. Angie Heatherly to work with Michael Lynch on a possible Museum program opportunity.
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:

Strategies and Action Plans:

1.7.1 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.

Arts, Humanities and Social Sciences

- The evaluation process is a good vehicle to ensure goals are met, scholarship is being developed and produced, and that service is being rendered to the community.
- The evaluation process provides an opportunity for department chairs to realize expectations of faculty and provide needed faculty development.

Duncan School of Law

- Consistent with the University's timeline, DSOL faculty members were evaluated in Spring 2018 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.

Caylor School of Nursing

- The CSON continues to utilize the faculty evaluation process currently in place at the University and considers the above indicators.

College of Veterinary Medicine

- LMU-CVM follows the University annual evaluation process. In annual evaluations, faculty discuss workloads (lecture and lab) as well as time allocations to teaching, research and service.
- Professional development funds are available for faculty.
1.7.2 Review and assess the faculty evaluation process

**Business**
- The Dean and appropriate department Chair’s will complete faculty evaluation accurately and timely to comply with University’s timeline of expectations.
- The Dean will complete evaluations accurately and timely to comply with the University’s timeline of expectations for all direct reports, Chair’s and staff.

**J. Frank White Academy**
- JFWA administrators will continue to evaluate JFWA instructional faculty members using the Tennessee Educator Acceleration Model (TEAM).
- JFWA administrators will begin utilizing the TEAM evaluation model for support JFWA student support services positions such as guidance counselor beginning in the 2018-2019 academy year.
- JFWA administrators will be evaluated using the TEAM evaluation tool for administrators beginning in the 2018-2019 academy year.
- JFWA administrators have implemented a new evaluation tool for JFWA athletics coaches. JFWA administrators developed this instrument through researching best practice in coaching, community relations, and defining JFWA specific expectations for student-athlete and programmatic outcomes. Refined JFWA coaching evaluations will begin in the 2018-2019 academy year.

**Duncan School of Law**
- 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.

**College of Veterinary Medicine**
- LMU-CVM follows the University annual evaluation process.

1.7.3 Enhance electronic course and advising assessment processes for academic programs

**Business**
- Encourage faculty to provide bonus or extra credit points for those students who submit a screenshot of completed student evaluation.

**Duncan School of Law**
- The law school has begun allowing students to complete course evaluations online, as well as in class, to improve response rates.

**College of Veterinary Medicine**
- End of course/instructor evaluations are conducted with each semester.
• E*Value software allows students to evaluate clinics and doctors from clinical year rotations.

1.7.4 Explore faculty peer evaluation process

Arts, Humanities and Social Sciences
• Peer evaluations occur during classroom visits; approximately 70% of faculty, including department chairs and program directors, underwent classroom visits.

College of Veterinary Medicine
• A peer evaluation of teaching process for both didactic and laboratory faculty assessment has been developed and approved by the CVM.
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
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Objective 2.1: Maximize student recruitment through the development of a global, comprehensive recruitment plan.

Progress:
Office of Undergraduate Admissions & Enrollment Management:

- All high schools within 100 miles of LMU assigned to different recruiters and counselors. First time at LMU.
- Identified the 175-mile radius as main focus area for recruitment efforts.
- Evaluated and updated travel territories to enhance focus on out-of-state students.
- Increased regional outreach through ACT Enroll name purchases.
  - 8431 upcoming seniors, 2502 upcoming juniors, 394 upcoming sophomores.
- Expanded nationwide outreach through Cappex partnership:
  - Mailed information to 1000 prospective students.
- Continue to revise and refine the communication flow to prospective students.
  - Created a “gear” image to refine communication plan & flow.
- University overview (including affordability) addressed in new “30,000-foot search piece.”.
- Edited and refined all communication letters coming from LMU.
- Created and implemented a “New Student Registration” Push Campaign to convert accepted students to enrolled students.
  - 5 stages
    - Began with emailing 891 accepted students
    - Ending with individual emails/text messages to approx. 390 students
- New Student Registration Events were re-structured to a two-wave model to achieve two (2) main objectives:
  - Allow larger numbers of students to complete registration (academic advising, financial aid, registration, housing, etc.).
  - Allow students & their families to experience life as a Railsplitter.
    - Splitter Showcase highlighted student resources and organizations.
    - Informative presentations by ROTC, Financial Aid, SSS, Academic Support Services, and Accessible Education Services
    - Total number of attended/registered (as of June 1) = 390.
    - March 10-85 students
    - April 16-84
    - May 18-80
    - June 8-94 registered (expect 80)
    - June 22-25 registered
    - July 13-16 registered
- Participated in NACAC College Fairs in Ohio, Tennessee, Kentucky and Florida.
- Hosted 4 Preview Day Events:
  - Programming based on participant feedback received on prior event evaluation forms
    - 9/16/17 = 6; 11/11/17 = 36; 4/21/18 = 17; 2/19/18 = 23
- Hosted two “Railsplitter for a Day” events
1842  10/22/17 = 39; 3/23/18 = 21
1843  • Hosted multiple Financial Aid/FAFSA completion events at the Harrogate main campus and
1844  Cedar Bluff extended learning site; provided on-site FAFSA support at high schools in
1845  Tennessee, Kentucky, and Alabama.
1846  • Hosted visits to campus by the Eastern Band of Cherokee Indians.
1847  • Hosted visits to campus for students from Ellen Meyers, Cumberland Gap, Claiborne High
1848  School, Middlesboro Elementary/Middle.
1849  • Continue to train, equip, and empower recruiters for each school who also work with current
1850  students and retention.
1851  • Incorporated the new recruiters in admissions professional development meetings to keep all
1852  informed (trained in Financial Aid, Academic Advising, Enrollment best practices, FERPA,
1853  Microsoft program skills, and University program updates).
1854  • More use of social media (Facebook, Instagram, Twitter) to interact with prospects
1855  • Developed transfer-specific recruitment tactics:
1856  o conducted personal meetings with each of the nearby community college leadership to
1857  solidify and enhance partnerships.
1858  o co-hosted a faculty/staff lunch meeting and presentation with SEKCC.
1859  • TargetX and Colleague software updated to provide enhanced services.
1860  o Implemented Axiom to bridge between the two programs.
1861
1862  Duncan School of Law:
1863  • When consistent with the adequate delivery of the program of legal education,
1864  classrooms, offices, and meeting spaces are being utilized by other LMU
1865  programs
1866  • DSOL also considering additional or new programs that can be offered once full
1867  accreditation has been earned from the American Bar Association
1868
1869  College of Veterinary Medicine:
1870  • Utilize a full-time CVM recruiter to visit K-12 schools and colleges/universities
1871  throughout the United States.
1872  • Specific attention is given to the Appalachian footprint as defined by the federal
1873  Appalachian Regional Commission (ARC).
1874  o Visited approximate 40 colleges/universities with 30% in the Appalachian
1875  Footprint.
1876  • Increase diversity through attendance at Minorities in Agriculture, Natural Resources and
1877  Related Sciences (MANRRS) conference and Annual Biomedical Research Conference
1878  for Minority Students (ABRCMS) and hosting Diversity Leader from AAVMC.
1879  • The CVM target demographic is the top half of the 1,400 US applicants who do not
1880  receive in-state subsidized seats with special consideration given to minorities, men and
1881  residents of the Appalachian footprint.
1882  • Recruitment activities at LMU include:
1883  o Preview Day – Each spring the LMU-CVM hosts Preview Day at the DVTC.
1884  This event is open to current undergraduate students, family members and
1885  advisors from other colleges. The 2018 Preview Day is scheduled for July 13,
1886  2018 and is expected to host similar numbers as 2017 Preview Day.
Farm & Family Day – This event is hosted in conjunction with CAHA and Virginia Cooperative Extension each October as a means of outreach to the local community. Activities within the event include animal agriculture educational outreach, facility tours, games, animal judging and fun activities for attending families.

College Group Tours – Colleges and universities from across the region and nation are always welcome to tour LMU-CVM facilities. In the past year, visiting institutions have included the University of Findlay and Berry College.

Prospective Student Tours – Prospective students and their families are encouraged to visit and tour LMU-CVM facilities. In 2017, a total of 52 students visited our facilities representing twelve states.

High School Tours and Outreach – Recruitment outreach to local high schools is also an important component. Visiting groups are given tours of the DVTC that include hands-on activities in the facility’s wet labs, insight into what veterinary school consists of and interaction with current LMU-CVM students. In addition to hosting visiting groups at university facilities, LMU students and faculty are also active visiting local high schools and FFA groups.

University-wide Outreach – In addition to recruitment specifically related to the LMU-CVM, our offices take part in university-wide outreach. These include state Gear-Up events, career and graduate fairs, the LMU STEM (science, technology, engineering and math) Academy and Pearls of Grace. Each of these events focuses on local and regional middle/high school students who meet certain educational and/or socioeconomic criteria factors.

This is How We “Role” -- During the spring 2018 semester, LMU-CVM students and faculty delivered an afterschool role-modeling program aimed at diversifying the veterinarian-scientist workforce. This program is designed to increase awareness of the vital role that veterinarians play in keeping people and their animals healthy. The project has been made possible through a partnership with Purdue University and is supported by the Science Education Partnership Award program of the National Institute of General Medical Sciences, a part of the National Institutes of Health.

DeBusk College of Osteopathic Medicine:

- During the fall and spring semesters, members of the LMU-DCOM admissions staff, faculty, and various administrators make visits to premedical clubs, career fairs, graduate school fairs, health professions fairs, multi-COM fairs, Dean’s Days, and other such conferences.

  Visits during 2017-2018 application cycle:

  - Pre-med clubs: 13
  - Recruitment tables at universities (not part of a fair): 3
  - Fairs: 41 (including career fairs, graduate school fairs, health professions fairs, and multi-COM fairs)
  - Dean’s Days: 1
    - Dinner with the Deans at Virginia Tech University on September 24, 2017
  - Other conferences: 3
    - OMED
      - Philadelphia, PA
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When attending off-campus LMU-D.COM recruitment events, the admissions representative also provides information about the Physician Assistant program. 
LMU-D.COM admissions staff communicate with other health sciences programs to coordinate recruitment travel.
LMU-D.COM hosts two open houses each academic year. These open houses are advertised on social media and via other means to pre-health advisors across the country. 
- On-campus recruitment activity during the fall includes the Osteopathic Medicine Awareness Conference (OMAC). This is a half-day event held on the LMU-D.COM campus for interested students and premedical advisors to learn about the College and the osteopathic profession. These conferences are also open to members of the local community and school systems who wish to learn more about osteopathic medicine. Attendees hear presentations on osteopathic medicine, the pre-clinical curriculum, the clinical curriculum, and the admissions process. The conference ends with a tour of the facilities and a light lunch. During the lunch, the applicants have the chance to talk one-on-one with the faculty, staff, administrators, and current LMU-D.COM students. 
- During the 2017-2018 application cycle, OMAC took place on September 9, 2017, and February 17, 2018.

Paul V. Hamilton School of Arts, Humanities, & Social Sciences:
- Hiring an AHSS Recruiter has enabled recruitment and retention to be maintained at the highest levels.
- A comprehensive AHSS Recruitment plan is available online and in-house and is updated annually.
- “Low-enrolled” programs have very specific and detailed recruitment plans that go into effect fall 2018. 
  - Low-enrolled program recruitment plans have measurable tasks and objectives that will match expectations with results
- MCOM faculty are working with students in Thailand and actively recruiting Thai and Filipino students.
- 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.
1981 Allied Health Sciences:
• The School of Allied Health Sciences Recruitment & Student Success Coordinator recruits for Exercise Science (Pre-professional and General), Medical Laboratory Science, Physical Education, Veterinary Health Science, and Veterinary Medical Technology.
• R&SS Coordinator was present at both Gear-Up Events.
• R&SS Coordinator was present at 2 LMU fall preview days and 2 LMU spring preview days.
• R&SS Coordinator was present at 2 Railsplitter For A Day events.
1989
• TN HOSA Conference (02/09/18)
  o Cleveland, TN
• KY HOSA Conference (03/16/18 - 03/17/18)
  o Louisville, KY
• HOSA International Leadership Conference (06/27/18 – 06/30/18)
  o Dallas, TX
• The School of Allied Health Sciences believes attending these events will help spread knowledge of our programs and promote the university in general.
  o Other future events are currently being assessed to determine their value to the school and university as a whole.
• An addition to standard school advertising material, the School of Allied Health Sciences has purchased additional give-aways to market the program to a wider and diverse audience.
• The Dean hand wrote personal notes to over 500 prospective AHS students, encouraging them to complete University applications and register for NSR events.

Carter & Moyers School of Education:
• The School of Education and the School of Allied Health Sciences are collaborating on recruitment and retention cost by sharing a recruiter position.
• The School of Education will maximize the regular presence of graduate faculty in regional school systems where they serve as mentors and supervisors. Their placement provides opportunities for recruitment events, placement of materials and applications packets, and face- to- face follow up with prospective students.

School of Business:
• Every semester the Graduate and Undergraduate Programs Recruiter examines applications from enrolled students in order to understand the various locations from which students are applying.
• Every semester the Graduate and Undergraduate Programs Recruiter identifies regional schools and businesses that can be targeting with our degree offerings.
The Graduate and Undergraduate Programs Recruiter regularly schedules visits and events at locations that fall within our targeted regional area. The Graduate and Undergraduate Programs Recruiter reexamines recruiting strategies on a frequent basis in order to determine the most effective manner in which to recruit students. The Graduate Programs Recruiter maintains communication with recent undergraduate students in order to promote graduate-level programs. Applicants of all School of Business programs are contacted on a regular basis in order to simplify the application process in efforts to ensure enrollment for Graduate Programs.

Caylor School of Nursing:
- Monthly recruitment at local community colleges.
- Identify high schools for recruitment activities.
- Monthly recruitment plans for local hospitals, (local to each extended site).
- Develop comprehensive communication plan throughout all recruitment stages.
- Information sessions for all sites.
- Join Tampa Bay Higher Education Alliance.

School of Mathematics & Sciences:
- The School of Mathematics and Sciences conducted 77 recruitment events which consisted of school visits, participation in college fairs, and on-campus events. Notable on-campus events included:
  - Science, Human Geography, and Environmental History: Recognizing Humans as Part of Nature which brought 144 middle school students to campus (84 October 2017, 60 April 2018). Sponsored by a collaborative grant from Science Education for New Civic Engagements and Responsibilities-Informal Science Education (SENCER-ISE) to the School of Mathematics and Sciences, the Cumberland Mountain Research Center and the Abraham Lincoln Library and Museum.
  - The Science Olympiad Invitational (Feb. 2018) brought nearly 200 high school students to campus.
  - LMU’s annual STEM Academy (May 2018) for rising seniors across the Clinch-Powell Educational Cooperative service area.
- TargetX was used for Master of Science recruitment campaigns via email and text messaging.
- The Director of Public Relations provided consultation related to producing a social media plan for the School of Mathematics and Sciences.
- Blackboard Collaborate was used to conduct a live Webinar for the Master of Science program.

International Student Services:
- Increased international student recruitment by 14.6% (from 109 – 125 students).
- Broadened and intensified the ways in which international students are recruited, including:
  - Outreach through professional organizations:
- AIRC (the American International Recruitment Council).
- ACAC (the International Association for College Admission Counseling).
- Outreach through international agents and recruitment companies:
  - SchoolApply (and similar web-based/social media recruiters).
  - GSM (Global Student Marketing).
- Other internationally recognized global student recruitment organizations
- Outreach through international recruitment fairs:
  - Tennessee Association in International Educators (TAIE) recruitment fairs.
- Study abroad and international exchange programs:
  - Recruited 2 faculty/staff to teach in Summer/Winter 2017-2018 programs.
  - Recruited 10 students for Summer/Winter 2017-2018 programs.
  - Awarded 7 study abroad scholarships:
    - The President’s Study Abroad Scholarship (5 students).
    - KIIS (Kentucky Institute for International Studies): study abroad scholarships (2 students).
  - Broadened and intensified the ways in which students are recruited for study abroad and exchange programs:
    - Expanded outreach through Student Services and Student Support Services:
      - Participation in the Dine with a Mind program.
      - Participation in Welcome Weekend events.
      - Participation in PASSPORT and other student life enhancement programs.
- Disseminated information about study abroad programs and study abroad scholarships through Student Support Services newsletter.
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.

Progress:

Admissions (undergraduate)

- Final Fall 2017 applications were up 23%, acceptances were up 3% and deposits were up 15% (all new undergraduates at all locations) over the final Fall 2016 numbers.
- Final Fall 2017 new undergraduate students on the main campus: 533; total Fall 2017 new undergraduate students: 827 (Goal was 776).
- Current Fall 2018 applications are up 11% (Total 3326, +333), acceptances are up 11% (Total 1655, +163) and deposits are up 26% (Total 552, +115) (all new undergraduates at all locations) over year to date Fall 2017 numbers.
- Current estimated Fall 2018 new undergraduate students on the main campus: 402 (goal is 393); total current estimated Fall 2018 new undergraduate students: 552 (Goal is 570).

Athletics:

- 7 NCAA Postseason Appearances (SCHOOL RECORD).
- 4 Conference Championships.
- Women’s Bowling – first conference title, hosted NCAA opening round, first national ranking.
- Men’s Lacrosse – record 14 wins, hosted SAC quarters, first national ranking.
- Women’s Lacrosse – record 8 wins, first SAC postseason appearance.
- Track & Field – national qualifier for second straight year.
- Men’s Volleyball – first conference championship.
- Men’s Golf – advanced to National Championship, qualified for match play for the first time.
- Increase on-campus residence through the addition of sports: 368 student-athletes (school record).

Allied Health Sciences:

- 65 new students to date have already registered for classes and have been enrolled.
- 47 new students are attending future NSRs (based on RSVP).
- Estimate of 100-140 new incoming students to AHS
  - 60-80 in VHS
  - 30 in VMT
  - 10 in MLS
  - 40 in Exercise Science/Physical Education
Number of applicant contacts: 100+ via text (Salesforce), 200+ via phone (Salesforce), 100+ via email (Salesforce and School email)

Visits: 18 Private visits

College Fairs: 39 College Fairs


Previews: 4 Preview Days, 2 Railsplitter for A Day events, two Gear-up events

Carter & Moyers School of Education:

Enrollment Data for Fall 2017

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2017*</td>
</tr>
<tr>
<td>LSHD (Elementary K-5)</td>
<td>45</td>
</tr>
<tr>
<td>Initial Licensure 6-12</td>
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<tr>
<td>Initial Licensure ESL</td>
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<tr>
<td>Special Ed (all concentrations)</td>
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<tr>
<td>MEd Initial Teacher Licensure</td>
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<tr>
<td>MEd Counseling and Guidance</td>
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<tr>
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<tr>
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<tr>
<td>EdD CI, EL, HE, IL</td>
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<tr>
<td>Trade and Industrial</td>
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<tr>
<td>Undeclared Major</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td>552</td>
</tr>
</tbody>
</table>

*Projection numbers submitted to finance for Fall 2017; excluded T&I and undeclared.

**6-12 majors count in their individual discipline for LMU headcount (i.e., math with licensure counts in math headcount).

The School of Education will report enrollment data for the EdS and for MEd concentrations for Curriculum and Instruction, Instructional Leadership and Educational Leadership in August when classes start. Currently enrolled candidates do not finish until July. Registration is ongoing throughout the summer for those concentrations and final numbers will not available until the first of August.

Paul V. Hamilton School of Arts, Humanities, & Social Sciences:

- Benchmark goals are set for each major, undergraduate and graduate programs. There are currently eight undergraduate programs and two graduate programs that have measurable 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 and two-year plans in line with the TBR pathways programs and LMU’s requirements for all four and two-year degrees.

School of Business:

- The total enrollment for the School of Business fall 2017 enrollment was 409 and spring 2018 was 454. This resulted in an 11% increase from spring to fall.
- We are unable to provide the original projections for fall 2017 as there is new leadership and no documentation available.
- Enrollment by programs for fall 2017 and 2018 are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2017 Headcount</th>
<th>Spring 2018 Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT.BBA</td>
<td>23</td>
<td>24</td>
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<tr>
<td>ACCT.MBA</td>
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<tr>
<td>BSAN.MS</td>
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<tr>
<td>BUSNE.BA</td>
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<td>2</td>
</tr>
<tr>
<td>EXEC.MBA</td>
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<td>FIN.BBA</td>
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<tr>
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<td>3</td>
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<tr>
<td>MGMT.BBA</td>
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</tr>
<tr>
<td>MGMT.DBA</td>
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<td>1</td>
</tr>
<tr>
<td>ORLL.BS</td>
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<td>5</td>
</tr>
<tr>
<td>PGM.BBA</td>
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<td>7</td>
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<tr>
<td>PRDO.MBA</td>
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<tr>
<td>PRVM.MBA</td>
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<tr>
<td>SBME.BBA</td>
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<td>8</td>
</tr>
<tr>
<td>SMT.BBA</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>SMT.BS</td>
<td>21</td>
<td>13</td>
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<tr>
<td>SMT.DBA</td>
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<td>3</td>
</tr>
<tr>
<td>SMT.MBA</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>
• With the beginning of each term, the Graduate and Undergraduate Programs Recruiter discusses recruiting goals with the Dean in order to clearly understand enrollment goals.
• Enrollment goals are met through continuous event scheduling, active communication with prospects and applicants, and by making sure that all applicants are consistently followed-up with in order to ensure that they feel supported in their decision to enroll or return to the School of Business undergraduate or graduate school.

Caylor School of Nursing:
• Individual program & location goals have been met.

School of Mathematics & Sciences:
• The undergraduate enrollment goal for the School of Mathematics and Sciences was 255 students. The school fell short of this goal with a Fall 2017 enrollment of 247 students.
• Secondary education licensure tracks continued to represent low enrollment tracks.
• The school’s undergraduate Recruiter and Student Success Coordinator utilized previous years’ data to update future enrollment goals by program.
• The school’s undergraduate Recruiter and Student Success Coordinator provides weekly admissions updates and the numbers are slightly above where they were at this point during the previous cycle.

DeBusk College of Osteopathic Medicine:
• Increase the total number of completed applications by 5%
  o Fairs (career, graduate school, and health professions)
    ▪ These are events at colleges and universities throughout the country, but primarily in the southeastern United States; multiple health professions programs set up recruitment tables and speak with prospective students at each event.
    ▪ Based on previous attendance and interest at fairs, the LMU-DCOM admissions staff plan to limit future fair attendance to health professions fairs and multi-COMS (see below).
  o Multi-COMs
    ▪ These are similar to health professions fairs, but multi-COMS are attended by representatives of only osteopathic medical schools. They are typically scheduled around larger health professions fairs and give prospective students an opportunity to learn about osteopathy in general and about individual DO schools.
    ▪ During the 2017-2018 application cycle, LMU-DCOM attended 8 multi-COM fairs (included in previously mentioned total number of fairs, 41):
      • Lincoln Memorial University
      • Sacramento State University
      • University of Pikeville-Kentucky College of Osteopathic Medicine
      • New York Institute of Technology College of Osteopathic Medicine (Jonesboro, Arkansas)
      • Purdue University
      • Indiana University
      • University of Michigan
The LMU-DCOM Director of Admissions and Admissions Recruiter will actively seek to organize and/or participate in additional multi-COM fairs this year.

- Presentations to pre-med clubs or classes
  - An LMU-DCOM admissions representative visits a pre-med club meeting or pre-health seminar, where LMU-DCOM is typically the only medical school that is represented.
  - With less time spent on general career and graduate school fairs, the LMU-DCOM admissions staff will invest more in doing presentations of this type during the 2018-2019 cycle.

- Increase enrollment of underrepresented minorities
  - Annual Biomedical Research Conference for Minority Students (ABRCMS)
    - LMU-DCOM was unable to send a representative in November 2017 due to our COCA site visit.
    - LMU-DCOM is registered to attend the 2018 ABRCMS as part of a cluster of DO school exhibitors. This will take place November 14-18, 2018, in Indianapolis.
  - Larry D. Keith Health Professions Recruitment Fair
    - University of North Carolina School of Medicine and Duke University School of Medicine host this event for minority and disadvantaged pre-health students.
    - LMU-DCOM attended this event at University of North Carolina on June 30, 2017.
    - LMU-DCOM is registered to attend this event at Duke University on June 23, 2018.
  - David Geffen School of Medicine UCLA Summer Pipeline Health Professions Fair
    - This event is for students from disadvantaged backgrounds and students who are interested in serving medical underserved communities.
    - LMU-DCOM attended this event at UCLA on July 18, 2017. DCOM was the only DO school in attendance and had the opportunity to interact with dozens of underrepresented minority pre-med students, most of whom fit our mission of service.
    - LMU-DCOM is registered to attend this event again on July 18, 2018.
  - PreMed STAR
    - This is an online community to help pre-med students from a wide variety of socioeconomic backgrounds to have access to medical school admissions personnel. In particular, it is designed for those who cannot afford to travel to recruitment events or those who attend undergraduate institutions that do not attract many medical school admissions representatives.
    - LMU-DCOM was one of the first medical schools to join this community in December of 2016.
    - Students are able to create profiles where they indicate their interests, experiences, state of residence, and academic qualifications. The Director
of Admissions of DCOM has utilized this platform by interacting with prospective students on the website, blogging about the medical school admissions process, participating in nationwide webinars on medical school admissions with admissions Directors and Deans from other medical schools (5/8/17 and 6/14/17), and leading a nationwide webinar on osteopathic medical school admissions (2/20/18).

• Increase applicant pool from Southern Appalachia
  ○ Appalachian Summer Medical Institute
    ▪ A recently developed summer recruitment event that will be an annual recruitment tool is the Appalachian Summer Medical Institute (ASMI). The inaugural ASMI was held on the LMU campus in June of 2017. Eight pre-med students from the Appalachian region attended a week-long camp. This event allowed them to immerse themselves in the life of LMU-DCOM by attending sample lectures and conducting research; they learned more about the LMU-DCOM application process by taking a practice MCAT, meeting with admissions staff, and participating in mock interviews. Attendees lived in campus housing for the duration of the event.
    ▪ The next ASMI is scheduled for June 17-22, 2018.

• Increase enrollment from Southern Appalachia
  ○ File review and interview invitation process
    ▪ The admissions staff periodically sorts applications so that applicants from Southern Appalachia are reviewed more quickly, and qualified applicants are invited for interviews.
    ▪ During the 2017-2018 application cycle, approximately 54% of interviewees were from Southern Appalachia.
    ▪ For the incoming class that will matriculate in fall 2018, approximately 56% are from Southern Appalachia (subject to change).

• Increase applicant pool from Tri-State area
  ○ More presentations to pre-med clubs:
    ▪ During visits to premedical clubs, LMU-DCOM is typically the only medical school represented, and the LMU-DCOM representative delivers a presentation. This allows the DCOM representative to reach more students in a shorter period of time. The Director of Admissions has already begun the process of scheduling more visits to pre-med clubs in the Tri-State area than in the previous two application cycles.
  ○ On-campus pre-health advisor event:
    ▪ A recently added on-campus summer recruitment event was the Tri-State Pre-Health Advisor Lunch and Learn. This event was held for the first time on July 7, 2017, as a way of boosting recruitment efforts in Tennessee, Kentucky, and Virginia. Approximately 300 pre-health advisors at undergraduate institutions in the Tri-State area were invited to the event, which was modeled after larger pre-health advisor events at the regional level. The goal of this event was to educate undergraduate advisors about the DO, PA, and MS programs so they may encourage their pre-health students to consider LMU-DCOM. The event consisted
primarily of presentations from LMU-DCOM faculty and staff; in addition to these presentations, a representative of AACOM delivered a presentation via video conference.

- The DCOM Director of Admissions is in the process of planning the 2018 Tri-State Pre-Health Advisor Lunch and Learn.

- Increase enrollment from Tri-State area
  - File review and interview invitation process:
    - The admissions staff periodically sorts applicants so that applicants from the Tri-State are reviewed more quickly, and qualified applicants are invited for interviews.
    - During the 2017-2018 application cycle, approximately 46% of interviewees were from the Tri-State area.
    - For the incoming class that will matriculate in fall 2018, approximately 47% are from the Tri-State area (subject to change).

**Duncan School of Law:**

- DSOL exceeded incoming student enrollment projections for the 2017-2018 academic year
  - 100 students matriculated in fall 2017 (59% increase YOY) (65 predicted in the Reliable Plan)
  - 14 transfer students matriculated during the in summer and fall of 2017 2016 (3 predicted in the Reliable Plan)
- For fall 2018 admission, DSOL has experienced an 18% increase in applications YOY
  - As of June 12, 2018, DSOL has already exceeded its 2017-2018 enrollment projections based upon the number of acceptances and seat deposits received to date
    - 88 new students have accepted offers of admission (14% increase YOY) (65 predicted in the Reliable Plan)
    - 13-of-the-88 incoming first-year students are identified as ethnic minorities (15%)
    - An additional one transfer student has accepted offers of admission for the 2018-2019 academic year
- 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 Continuing Legal Education Opportunity (CLEO), the National Black Pre-Law Conference, the National Hispanic Pre-Law Conference, and the National HBCU Pre-Law Summit.
College of Veterinary Medicine:

- 1,435 applications were received in the 2017-2018 recruitment cycle for a class seat size of 115. This is an increase of 22% from the prior cycle (2016-2017).
- In the 2016-2017 admissions cycle, 34.7% of students were from the Appalachian footprint.
- Marketing brochures, rack cards, tear sheets, banners, and LMU-CVM promotional items were updated and disseminated locally, regionally and nationally by CVM recruitment, the Clinical Relations and Outreach team, and traveling faculty and staff.
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.

Progress:

College of Veterinary Medicine:
- The LMU-CVM class size of 115 is at the capacity mandated by AVMA COE. The LMU-CVM has requested a larger class size through a substantive change request to AVMA COE. This request will be reviewed in fall 2018.
- For the class of 2022, entering fall 2018, 351 offers have been extended. 115 of 115 seats are currently filled.
- For the senior year clinical experience, over 200 clinical practice sites have signed CVM contracts. The LMU-CVM is continuing to aggressively recruit additional locations in five major hub cities (Knoxville, Nashville, Lexington, Louisville and Buffalo).

Duncan School of Law
- DSOL facilities have been evaluated for the 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.

DeBusk College of Osteopathic Medicine:
- LMU-DCOM has an interview cycle that lasts approximately eight months so that as many qualified applicants as possible are given full consideration for admission.
- DCOM maintains a robust waitlist of qualified applicants to ensure that all seats are filled by the start date of each academic year.
- With the anticipation of an additional site in Knoxville, the LMU-DCOM Admissions staff are currently working on plans for the 2018-2019 interview cycle so that 50% more applicants can be interviewed.
  - 590 interviews were scheduled during the 2017-2018 cycle.
  - The LMU-DCOM admissions staff plan to schedule a minimum of 900 interviews during the 2018-2019 cycle.

Paul V. Hamilton School of Arts, Humanities, & Social Sciences:
- A graduate program administrative assistant works closely with the Coordinator of Graduate Programs to maximize recruitment opportunities and enrollment levels.
Allied Health Sciences:

- Although the School of Allied Health Sciences does not currently have any graduate programs, the VHS Program serves as a pre-veterinary curriculum. For the 2017-2018 academic year, 10 VHS students applied to veterinary school; 9 were accepted (7 at LMU).

Carter & Moyers School of Education:

- The School of Education will report enrollment data for the EdS, and for MEd concentrations for Curriculum and Instruction, Instructional Leadership and Educational Leadership at the end of July. Registration is on-going throughout the summer for those concentrations and currently enrolled candidates will finish in July.

School of Business:

- All applicants for the School of Business undergraduate and graduate programs are promptly contacted upon the creation/submission of their graduate application. This is done in order to relay all application steps and materials needed to create a complete, program-specific application packet. The candidate is also given information on all stages of the application process, and is instructed to contact the Undergraduate and Graduate Recruiter with any and all questions.

- As a retention strategy for undergraduate and graduate students, the Graduate and Undergraduate Programs Recruiter actively answers questions that students may have while enrolled in their respective programs. The Graduate and Undergraduate Recruiter ensures that students are given their email address, office phone number, and recruiting cell phone number, and tells them to contact them with any inquiries.

- Occasionally undergraduate and graduate students contact the Undergraduate and Graduate Recruiters in efforts to gain academic support. In promoting retention, the Undergraduate and Graduate Programs Recruiter refers them to the Tagge Center for Academic Support at LMU’s Harrogate campus. If a student is Knoxville-based, they are given the appropriate Tagge tutors’ contact information so that they may contact them with questions regarding classwork and concepts.

- Occasionally graduate and undergraduate students will have to take a semester off due to personal or family related issues. The Graduate & Undergraduate Recruiter keeps track of these students and contacts them in order to ensure that they rejoin the program at the appropriate time.

Caylor School of Nursing:

- FNP continue to recruit and maintain successful enrollment.

- NA continue to recruit and maintain successful enrollment.

- FPMHNP continue to recruit and maintain successful enrollment.

- NBA planning on launching this program fall 2018.

- DNP working to increase numbers.
School of Mathematics & Sciences:

- The Fall 2017 enrollment goal for the Master of Science Program was 140 students. The actual Fall 2017 enrollment was just shy of the goal with 130 students. Current numbers for the Fall 2018 class suggest a fewer number of students compared to this point last year. This potential decrease is attributed to an increased number of similar competitive programs across the country, some of which have guaranteed tracks for matriculation into their associated medical schools.
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.

Progress:

- 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 Enrollment, Athletics, & Public Relations to develop a private lower school feasibility study evaluating the cost to operate a pre-k through grade 5 lower school.
- Fall 2017 enrollment for JFWA dropped to 150 students due to a higher than normal attrition rate.
  - Spring 2018 enrollment dropped to 149.
- 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 girls’ basketball program is scheduled to begin Fall 2018.
- World School International Forum initiated development of a study abroad program. JFWA will continue this collaboration to host study abroad students and allow JFWA students study abroad opportunities.
- Two JFWA students have visited Invicta Grammar School in Maidstone, U.K. for brief study abroad opportunities in the 2017-2018 academic year.
- Three students plan to visit Invicta Grammar school for study abroad opportunities during the 2018-2019 academic year.
- One student plans to visit St. Paul’s School in Brisbane Australia during the 2018-2019 academic year.
- JFWA administrators plan to host students from partner schools during the 2018-2019 academic 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*

Objective 2.5: To provide appropriate student aid awards to eligible students.

Progress:

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)
Duncan School of Law

- DSOL’s Office of Admissions will continue to recruit vigorously for students who fulfill the mission of the University and law school.

- For the fall 2018 entering class, we participated in the following:
  - 115 - total number recruiting and admission-related events.
  - 17-of-the-115 events (15%) were specifically targeted at Historically Black Colleges and Universities.
  - An additional five events were attended specifically to recruit minority students.
  - Thus, 22-of-the-115 events (19%) of all admission activities specifically recruited minority students.
  - 9-of-the-115 (8%) events were specifically targeted at member schools of the Appalachian College Association.

Paul V. Hamilton School of Arts, Humanities, & Social Sciences:

- Various programs have student scholarships awarded specifically to their fields. This information is found in the Advancement office.
  - Most recent scholarship was provided for criminal justice students.

- The Arts-in-the-Gap program provides scholarship support for students to attend/participate in events. Most recent scholarship was given by Sigmon Communications Center staff for three students to attend Acoustic Music Week in July 2018.
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 2017-18.
- 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 2017-18 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.

Dean of Students & Student Services Offices
- Spring 2018, Dean of Students and Student Services Offices developed operational area purpose statements in order to ensure a more direct connection of area activities to the institutional mission statement.

Duncan School of Law
- The law school’s 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.
**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.

**Progress:**

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

**Duncan School of Law**
- The law school is finishing FY 2018 well within the budget that was approved by the Board in May 2017, and very close to an even operating budget.
**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.

**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.
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 2018-19 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.
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 2018-2019 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 2017-18. 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 2017-18 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 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 2017-18 indicate the use of data in decision making.

School of Math and Science

- All programs in the School of Mathematics and Sciences regularly collect and obtain data (e.g., graduating student exit survey; data from Institutional Effectiveness, Advancement, Career Services; ETS Major Field Test, etc.). These data are used to make continual improvements to all programs. This process is documented annually in the Outcomes Assessment Reports.
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 (2016-17) 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:

Administration

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; 7,214 work orders for 2017-2018.
- Oversite and care of 1,522,223 square feet of building space.
- Provided maintenance, grounds, and custodial support at Alcoa/Blount Site, Cedar Bluff, DSOL and Pellissippi.
- OSHA 10 hour training for Physical Plant and Properties.
- Additional campus lighting added at The Village.
- Setup and takedown of all University events in Turner Arena.
- Delivery & partial setup of 150+ events outside of Turner Arena.
- Pressure wash DCOM, Arena, Math & Science, Business Education, Student Center and Grant Lee.
- Continued to add more LED lighting.
- Paint LMU letters at campus entrance and DCOM.
- Paint exterior of Pope, Mitchell, Dishner and Schenck.
- Re-striped parking lots at DCOM, Math & Science, Business Education and DVTC-VA.
- Installed concrete pad around perimeter of Splash Pad at Harrogate City Park.
- Installed building signage at Lacrosse and Dawson.
- Renovate JFWA Locker Room near the pool in Mary Mars Gym.
- Complete interior Renovation, exterior paint and new roof at Glenstone.
- Paint multiple offices and doors in Library.
- Groomed Yorkshire house and property to prepare for sale.
- Constructed secure storage area in the Maintenance Building.
- Renovated Academic Affairs Suite in Duke for IS Suite.
- Renovate classroom into offices on 3rd floor DAR.
- Painted 22 apartments at University Inn.
- Painted hallway, common areas, 1st floor study room and 10 Clinical Exam rooms in DCOM.
- Updating bathroom facilities at University Inn. (ongoing).
- Complete renovation of Kitchen Area in the Convention Center.
- Installed lock down devices in classrooms at Business Education, Avery and DSOL.
- Painted dorm rooms in LP.
• Create one office in JFWA.
• Create office space and tool area at Golf Shed.
• Renovate 2 offices in Avery.
• Re-seal wood floors in Mary Mars Gym and Convention Center.
• Added updated directional signage on Campus.
• Provide custodial/maintenance support for Legal Aid of East Tennessee At DSOL.

Water Plant
• Sanitary Survey 100%.
• TDEC approved Water Plant Master Site Listing & Consumer Notification of Lead & Copper Consolidation.
• Water Plant MyLMU Resource Site is approved by TDEC to notify LMU of notifications and we post our Yearly Water Quality Reports. We also have information on Cross Connection & Backflow Information & Prevention, Drinking Water Regulations, Fire Hydrant Flushing, Lead and Copper, and Water Plant Facts.
• Average daily Flow – 150,000 gallons.
• Yearly Approximate – 54,750,000 gallons.
• Water Total for the Town of Cumberland Gap: 8,251,409 gallons.
• Water Filtration Plant – install new Power Venter Assembly & Control Board
• Water Plant – replaced 2 Bray Electric Acuator NEMA 4, 120 VAC, 1 phase, with one set Auxiliary switches.
• Water Filtration Plant – ordered 5 new mesh filter socks from Abernathy-Thomas Engineering.
• Water Plant – Tripod 7” Winch W/60’ Stainless Steel cable DBI Salalift for manhole & sewer system.
• Water Plant – Hack Pocket II Colorimeter & Chlorine Tester.
• Water Plant – replaced Laing Thermotech Noryl 1/25 HP Centrifugal Pump, 1 phase, 115 volts.
• Water Plant – Water Tank Inspection & Reporting from Liquid Engineering (on video).
• Replaced Student Center Double Check Backflow preventer (Kitchen Area) with Zurn Wilkins 950XLT2S with Strainer.
• Water Plant – purchased Zurn BFP-9 Hose Bibb Vacuum Breakers to prevent backflow on Campus Water Spigots to prevent cross connection that could contaminate water system.
• Water Plant/Sewer – purchased HazMat Personal Protection Kit.
• Tex Turner Arena – replace 2” Watts Backflow Preventer – reduced Pressure Assembly that has gone bad.
• Cave – install Barnes 230V Cave pump (replacement for non-working pump).
• Cumberland Gap – main water line repairs for major water leak.
• DAR Hall – Water line repairs.
• Sewer Pumping Stations Signage updated.
Facilities Scheduling

- Scheduled 89 outside facility rentals.
- Now emailing short-term facility agreements electronically for faster processing.
- Created DCOM private calendar, Duke, Mars Performing Arts Public & Private Calendar for Arts & Humanities to view items scheduled in Duke Hall, Sam & Sue Mars Performing Arts Center.
- Updating Campus TVs daily to keep slideshow current and deleting and adding new items.

Post Office & Distribution Center

- Distribution Center – Raymond C/B Elec. Sit-down for Material Handling.
- Post Office – 2013 Ford Transit Connect.
- Post Office – backup camera system for Transit vehicle.
- Distribution Center – wireless security alert system for vehicles entering/departing parking lot.
- Distribution Center – High-Velocity Shop Fan.

Health & Safety

- Lock Out/Tag Out = 19 facilities completed 256 Procedures installed.
- Additional signage for Harrogate City Park, Hennon Baseball Complex & Neely Softball Complex.
- Indoor Tennis Bldg. – install two emergency call boxes.
- 2017-17 Building Inspections with a Potential Fine totaling $126,000, maintenance created work orders to perform corrective action for the findings.
- DVTC – Formaldehyde testing & analysis.
- Indoor Tennis Bldg. – new Heartstart Onsite Defib with carrying case & cabinet.
- Purchased 3 formaldehyde meters.
- Campus – purchased Drian Spill Blocker Seal, 36”Lx36”Wx1/4” to prevent chemical spills from going down drains.
- Filed EPA Tier 2 Fees.
- Campus – purchased 10 First Aid Kits ANSI compliant.
- Ordered 50 GHS Hazard Symbols & Classes cards to be distributed Maintenance, Custodial, Grounds, and Laboratories.
- Ordered No Smoking Decals (white & red) to be placed at all facility entrances.
- Ordered flammable signage for Maintenance Fuel Shed and Portable Fuel Tank.
- Leash policy signage for Campus.
- Campus & Extended Sites Signage (per Legal) decals & aluminum signs – No Firearms or Weapons Permitted on this property.
- Golf Driving Range.
- Mars Gym Parking Lot Signage.
Commercial and Professional Insurance

- Continued to manage property coverage for 80+ structures; professional liability coverage for 25+ programs.
- Continued to evaluate existing insurance coverage to ensure adequate coverage.
- Managed 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).
- Continued to work 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 recently transitioning to new MVR search company with decrease in research time.
- Continued to work closely with physical plant to reduce facility liability exposure;
- Added International Package/Special Contingency Risk Coverage to our insurance programs.
- Managed $950,000 in premiums of coverage.

Interior Design/Furniture

- New baseball, softball and tennis facilities designed and furnished.
- New nursing school in Tampa designed and furnished.
- Completed decorating 60 offices at Grant Lee with pictures, clocks and decorations.
- Grant Lee was completed and moves were coordinated. University Advancement, Human Resources, Finance, Administration, Academic Affairs, Office of Research Grants and Sponsored Projects, and Academic and Student Support Services were all relocated.
- Planning has begun for the furniture and design for the new vet med building on the Harrogate campus.
- Information Services administration relocated from the basement of Duke Hall to the second floor. This included five offices and a reception area.
- Office of Mental Health Counseling and Office of Accessible Education Services relocated to the first floor of Duke Hall. These offices were previously located in Dishner.
- Office of Career Services relocated to the third floor of Duke Hall. They were previously on the first floor.
- Decorated 6 remodeled IT Offices in Duke with prints, clocks and other decorations.
- Decorated 5 remodeled Counseling offices in Duke with prints, clocks and other decorations.
- Three new offices in DAR on the third floor were furnished.
- A large reception desk replaced in the museum.
- Pellissippi site in Knoxville was partially furnished. This will be completed fall/spring 2018/2019.
- Several signage needs were addressed and more will be done in the coming year.
- Updated outdoor furniture.
- Decorated for DCOM & PA White Coat Ceremonies & PA Graduation.
- Remodeled University Inn kitchen with new stainless steel tables, sinks, faucets, and new glassware & bar glass racks.
• Decorated 60 tables with linens and arrangements for Women of Service Modeling Event fundraiser.
• Furnished University apartments with new dishtowels, sheets, pillow protectors and other linens.
• Ordered fall 2017 decorations for campus & VA Site.
• Updated the President’s Offices.
• 30+ Events for Homecoming including Inaugural events.
• Maintained Yorkshire House and prepared for sale.
• SOLD Yorkshire House.
• Remodeled and decorated Glenstone house for new President Decorated entire house with existing and new furnishings.
• Decorated for Winter graduation.
• Convention Center kitchen remodel.
• Updated DCOM Admissions Suite – pictures, clocks, lamps for approximately 10-12 offices, conference room and entrance area.
• Decorated Awards Dinner, Decorated Producers Circle, Decorated Professional Administrative Brunch, Decorated Teacher Education Banquet, Decorated for Military Luncheon, Decorated for Graduations (4), Decorated for DCOM & White Coat Ceremonies, Decorated for ACA Annual Meeting at MNS – brunch, lunch, & dinner.
• Submitted approximately 125 work orders.

Organic Garden
• LMU Organic Community Garden family produced 22,345lbs. of food in 2017. This food was consumed, preserved, and shared with family and friends. This year we are working with 38 families.
• Ages of gardeners are from 6 months to 88 yrs.
• As of 5/30/2018, we have 65 new raised gardens completed and being planted. Plans are for 5 more to be constructed. Plans are to have 10 garden beds for easy access for those who may have mobility issues.
• Fall Field Day Organic Crops at UT – 25 attendees from LMU Organic Garden.
• 2018 garden planning 25 people.
• Wildflowers, pollinator habitat and you - 35 attendees.
• Preparing the garden soil - 34 attendees.
• Controlling garden pest - 21 attendees.
• Garden prep for planting - 25 attendees.

Duncan School of Law
• Adding study carrels to compensate for larger student population.
• Adding student seating and study spaces around DSOL building periphery.
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:

Dean of Students & Student Services Offices

- Provide coordinated Student Outreach and Support (SOS) for students in various crises or distress through Student of Concern, CARE, or Threat Assessment Teams as necessary.
- Addressed needs of over 128 individual students from Fall 2017-Spring 2018.

Math and Science

- All equipment and laboratory spaces in the Hamilton Math and Science Building are regularly inspected in compliance with all federal, state, and local laws. This is facilitated by the Natural Science Laboratory Coordinator who conducts inspections, coordinates inspections with the appropriate individuals from our partner professional schools, and from outside accredited/licensed vendors when required.
- The Natural Science Laboratory Coordinator conducts a standard safety training workshop for every staff, faculty, and student who will conduct work in a laboratory or require access to the 4th-floor research space. The training concludes with a test in which each individual must obtain a benchmark passing grade.
- All chemical wastes are collected and monitored in compliance with all federal, state, and local laws. The Natural Science Laboratory Coordinator oversees this process and ensures that all wastes are removed from campus by an appropriately licensed vendor every summer.
- The first laboratory meeting for all sections taught by the School of Mathematics consists of a discussion of the laboratory safety rules. Every student signs a copy of these rules. Each student keeps a copy and the signed copy is archived by the Natural Science Laboratory Coordinator.

Administration

- Coordinated with the Tennessee Highway Patrol in conducting bomb sweeps prior to major events (SAC Basketball Tournament, NCAA Basketball Tournament and Graduations).
- Dispatch answered 30,000 + calls for service.
- Provided In-service training for the Mount Carmel, Rogersville, and Hancock County Sheriffs and Police Department (2017).
- Coordinated training for the Rapid Response Team.
- Coordinated with the Harrogate and the Shewanee Fire Departments to assist during a mass casualty event.
- Awarded $15,000.00 in grant money for equipment and related expenses.
- 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.
- Kathy Human and George Bruce attended Command Staff Training.
• Justin Proffitt and Tim Collingsworth attended training for Police Instructor Development.
• Jaimee Snow attended Leadership Training sponsored by Caliber Press.
• Travis Bailey scheduled to attend the Tennessee Law Enforcement Training Officers Fall Conference.
• Developed the new Campus Parking Policy, and assumed parking responsibilities.
• Hosted the Tennessee Governor’s Highway Safety Office Hands Across the Border.
• Coordinated with the District Attorney’s Office in apprehending a student threats to campus community.
• Attended Suicide Prevention Training in Nashville.
• 5/23/2017 Lunch and learn Presentation for HR. 20 attendees.
• Developed an Emergency Response Team.
• Provide free law enforcement training to 100+ officers and 15 agencies.
• Provided Use of Force Training to the 8th Judicial District Attorney’s Office.
• Participated in Gear Up at LMU.
• Spoke to the Men’s Lacrosse Team regarding Alcohol Awareness.
• Assisted in the development of the C.A.R.E. Team.
• Developed Policy for Transporting Students to Hospital.
• Participated in a joint Mass Casualty Event with the Claiborne County EMA.
• Attended the FBI LEEDA Supervisor Training Conference in Asheville.
• Organized security measures for the Tampa School of Nursing site.
• Trained all of the Tampa site CSA’s.
• Spoke to over 300 student-athletes during welcome week.
• Cedar Bluff Guards averted vandalism from occurring on their campus.
• Spoke to over 300 student-athletes about “Making the Right Decision.”.
• Ranked in the top 25 Safest Campuses in the Nation, out of 4,700 other campuses.
• Solved a $10,000.00 theft at the new baseball facilities.
• Successfully passed an audit by the Tennessee Highway Safety Organization.
• Spoke to Pearls of Grace in regards to personal safety and the dangers of drinking and driving.
• George Bruce attended a three-week Active Shooter Course for Dispatchers.
• George Bruce certified two dispatchers thru the APCO.
• Jimmy Albertini certified as Firearms Instructor.
• Tim Collingsworth attended an Officer Survival Course.
• Alan Powers attended a Domestic Violence and Sexual Assault Course, Officer Survival Course, and certified as a Rape Aggression Defense instructor.
• Schyler Redmond attended an Officer Survival Course.
• Hosted a TN - Unarmed and Armed Security Certification Classes.
• All employees attended the First-Aid, CPR, and AED Training Course.
• Numerous employees took advantage of Continuing Education Online FEMA Courses.
• Numerous employees took advantage of Continuing Education Online ASPCA Courses.
• Hosted a VA - Unarmed and Armed Security Certification Classes.
• Spoke to Men’s Basketball Team regarding the dangers of drug.
• Joined the Claiborne County Sexual Assault Response Team.
• Spoke to the Student Advisory Committee.
• Joined the Tennessee Chiefs of Police University Sub Committee.
• Assisted Tusculum College in revising their Security Department.
• Assisted the Carson Newman College in developing a Police Department.
• Developing a Business Continuity Plan for the University.
• Developed and taught General In-service for the Rogersville and Mount Carmel, and Unicoi Police and Sheriff’s Department.
• Conducted Firearms Instructor Training program for several departments, including the Lawrenceburg City Police and Hamilton County Sheriff’s Office.
• Conducted Patrol Rifle Instructor Training program for several departments, including the Tennessee Wildlife Resource.
• Hosted Honor Guard Training for the Tennessee Wildlife Resources.
• Participated in a presentation during Autism Awareness Month at the City Park.
• George Bruce trained and certified the Rogersville Police Department Dispatchers.
• Sgt. Bailey conducted an audit of the Rogersville Police Department.
• Successfully passed a Tennessee POST Audit, to ascertain that our department was in compliance with the Tennessee POST Commission.
• Successfully passed Tennessee Highway Safety Audit, which allows us to continue to receive $5,000.00 grant.
• George Bruce re-certified with APCO as a dispatch trainer.
• Administered Lockdown/ Active Shooter training for 430 LMU Employees.
• Presented “Facts About Alcohol Consumption” at Alcohol Awareness function at Mary Mars Gymnasium (Hosted by LMU Baseball Team).
• Presented to incoming College females with “Pearls of Grace” program. Topics covered were general safety issues, parties where alcohol/ drugs may be present, conducted Standardized Field Sobriety Tests with “drunk” glasses.
• Facilitated “Rape Laws Session/ Education” for LMU Police Officers conducted by ADA Matthew McClung.
• Attended Building/ Room clearing training with instruction from Greene County Sheriff’s Deputies.
• Facilitated basic Safety / Fire safety training with 2017-2018 Campus Housing Staff.
• Attended “Hostile Vehicle Mitigation” training (Dept. Homeland Security).
• Completed Naloxone (NARCAN) training.
• Department attended “Stop the Bleed,” training.
• Completed “Finding the Leader in You” (Calibre Press).
• Completed “Supervisor Leadership Institute” (1st installment of FBI-LEEDA, Law Enforcement Executive Development Trilogy).
• Facilitated fire drills for Residence Halls and Administrative buildings on campus.
• Facilitated fire drills and fire safety training for employees at medical clinics (Harrogate & New Tazewell) per CLERY and OSHA guidelines for medical facilities.
• Coordinated planning with County Fire Departments to facilitate countywide cross training with Claiborne County Fire Departments in October 2018.
• Liaised with Harrogate Fire Dept. in assistance with campus access control in the event of a critical/ major incident.
• Assisted Harrogate VFD with Fire Education to J. Frank White Academy students.

Attend “Campus Safety Conference” (July 18-20, 2018).

Attend International Association of Campus Law Enforcement Administrators (IACLEA) Conference (June 27-July 2).

Duncan School of Law

- Updated the security of the campus by the addition of cameras.
- New lighting is scheduled to be installed across the law school campus this Fall.
- Security service is provided during all hours that the building is operational and open.
- Active shooter training conducted by LMU security both last year and this coming August 2018.
- Installed secure locking mechanisms for classrooms without traditional locking doors.
- Participated in Title IX, SAFE and CLERY Act training.
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:

Dean of Students & Student Services Offices

- January 2018, hired new Assistant Vice President for Student Services and Dean of Students to lead Student Services components of the Division of Academic and Student Services.
- Proposed new positions for FY19 intended to enhance various Student Service units and best accommodate the needs of students. Positions included: Full-time Administrative Assistant for Office of Dean of Students and support of administrative needs of all Student Service units, Coordinator for Religious Life, Full-time Pool Coordinator, and 2 Graduate Assistants for support of primary function and after-hours activities.
- Proposed positions in Residence Life/Housing currently listed as non-exempt hourly be moved to exempt status with appropriate salary adjustment to minimum FLSA threshold in order to best account for their actual work and also the needs associated with best-serving students.
- Proposed position of Director of Campus Recreation currently listed as non-exempt hourly be moved to exempt status in order to best account for actual work and also needs to be associated with best-serving students.

Administration

- 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.
- 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 for a total of 64 meetings.
- Implemented benefits online system (Benefit First) in conjunction with LMU IS department and LMU broker/consultants, BB&T.
- Human Resources staff provided support for over 1,770 full time and part time employees.
- Completed on-line timekeeping for payroll processing for Work-Study students and Standardized Patients.
- Initiated re-implementation of the University’s applicant tracking system (PeopleAdmin).
- Automated the tuition benefit through Benefit First, the University’s online benefits system.
- Implemented Position Control for personnel budgeting purposes in conjunction with LMU IS department.
- Initiated review of an electronic signature process for current employee contracts.
- Professional training, Coaching and Mentoring Skills for Leadership Success, provided for employees at campuses both main and extended.
Performed employee health insurance claims analysis with provider (BCBS) and brokers (BB&T).
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
- Upgraded and deployed all new printer and copiers across all campus locations.
- Replace Recruiter with Target X.
- Upgrade Self-Service to 2.16 which includes emergency information access, new budget capabilities, employees can now see student restrictions and some financial aid enhancements.
- Upgrade mobile solution to 5.1.1.
- Implemented Web Time Entry in Self-Service for work study student workers.
- Implemented e-Transcripts.
- Designed and deployed email signature generator.
- Email signature policy deployed.
- All IT policies reviewed.
- Full IT penetration test completed and user audit.
- New tennis facility Cisco switching installed and configured.

Tampa, FL Nursing Extended Site
- Installed new classroom technology in six (7) classrooms, two (2) conference rooms, a Simulation Lab, in a lounge, and at the reception.
- Classrooms 104, 115, 118, 120, 121, and 100 Computer Lab – Installed a lectern in each room with a wireless presentation system, a podium PC, a touch-enabled display, an AV control system, NEC laser projector(s), electric recessed 16:10 projection screen(s), an amplifier, ceiling speakers, gooseneck and wireless lapel microphone, and a button panel.
- Large Lecture Hall 134 – Installed a lectern with a wireless presentation system, a touch-enabled display, a 22” preview display, a podium PC, an AV control system, an NEC laser projector, an electric recessed 16:10 projection screen, two (2) Sony PTZ cameras, an SX80 codec VTC unit, an amplifier, six (6) ceiling microphones, sixteen (16) ceiling speakers, a gooseneck microphone, two (2) wireless lapel microphones, two (2) handheld microphones, and a 10.1” touch panel.
- Conference Room 119 – Installed an 80” NEC display, a wireless presentation system, an AV control system with a 7” touch panel, an amplifier, four (4) ceiling speakers, and an SX20 codec VTC unit with a PTZ camera and microphone.
- Conference Room 142 – Installed a 90” NEC display, a wireless presentation system, an AV control system, a 7” touch panel, an amplifier, six (6) ceiling speakers, an SX20 codec VTC unit with a PTZ camera, a ceiling array microphone, and a 2-bay credenza.
- Simulation Lab – Installed three (3) ceiling mounted cameras, a ceiling speaker, and a ceiling microphone in each simulation patient room. Installed the AV control and B-Line
Medical equipment for the lab in a rack located in the control room along with three (3) workstations that include a paging microphone, voice changer, and a 7” touch panel for audio control. A 42” NEC display was installed and connected to the B-Line system so users can view and record simulations as required.

- Lounge – Installed two (2) 70” NEC displays for cable TV.
- Reception – Installed a 70” NEC display with a mini Lenovo PC to serve as digital signage at the main entrance.
- Installed Cisco switching.
- Installed access control and programmed.
- Installed wireless system.
- Installed and configured phone system and supports 4 digit extension dial to the main campus.
- Configured 911 service and failover.
- Installed camera system.
- Installed remote monitor station for security.

**Baseball Player and Coach Buildings**

- Men’s Locker Room – Installed a 65” television, home theater surround sound system, a wireless presentation system, and Vyve cable TV.
- Coach’s Office – Installed a 65” television, a wireless presentation system, and Vyve cable TV.
- Conference Room – Installed a 65” television, a wireless presentation system, and Vyve cable TV.
- Cisco switching installed and configured.
- Wireless installed.

**President’s House at Glenstone**

- Installed a 55” television above the fireplace with Sunset digital cable TV.
- Installed a 55” television on the dresser in the master bedroom with Sunset digital cable TV.
- Installed security and fire alarm system.

**Museum Exhibit TVs**

- Installed two (2) 32” televisions in the Museum for two (2) separate exhibits.

**Dean of Students & Student Services Offices**

- Dean of Students Office coordinated demo for MAXIENT Software to support centralized reporting, tracking and maintenance student conduct and other university compliance records. Campus offices expected to benefit from purchase: Student Conduct, Title IX, Academic Affairs, Legal Counsel, Office of Risk Management, Student Outreach and Support Teams (Students of Concern, CARE Team, Threat Assessment Team), Institutional Compliance, University Police, and Human Resources.
- MAXIENT Software was proposed for the FY2019 budget period in order to be used for centralized reporting and tracking of student conduct records and information.
J Frank White Academy

- JFWA administrators and faculty are currently conducting a pilot study of new student technology to determine the instructional effectiveness, durability, and reliability in comparison to a control group consisting of currently used student technology.

Duncan School of Law

- The Law School Facilities/Technology Committee was chaired by Professor Bruce Beverly and provided IS with a list of technology issues to address.
- Lexis continues to provide the law school with a dedicated student printer and a dedicated faculty printer that requires no support from the IS department and is wholly maintained by the Lexis law student representatives that Lexis hires. Lexis provides toner and paper for both printers, thus decreasing the demand on LMU printers and reducing overall printing costs.
- The law school continues to use a clicker-based polling program, through TurningPoint, and the school will continue to utilize the clicker-based polling program to avoid any network issues experienced with its previous use of Responseware.
- The law school continues to use ExamSoft to categorize questions to Program-level Learning Outcomes, Course-level Learning Outcomes and NCBE-based Subject Matter Outlines to assist with remediation and intervention.
- The law school continues to provide a variety of online study resources to its students.
- The law school will be implementing Involvio over the summer that will allow students to record and track attendance push out announcements.
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 Avaya core switch. Additional 4X 10 gb cards added to support additional growth.
- NSOne secondary DNS service.
- Office 365 advance security.
- Unitrends backup appliance upgrade.
- SonicWall upgrade to support additional sites and bandwidth requirements.
- NetApp upgrade to add an additional 40 terabytes of storage.
- HP blade servers to accommodate application growth.
- Library wireless upgrade to support dead spots and enable support for 802.11ac
- KEMP load balancer upgrade to support additional load while enabling security services to aid in overall security plan.
- Cisco/Avaya NAC integration supports role-based authentication and security.
- Alcoa switch upgrades to support additional bandwidth requirements.
- Added a 3rd PRTG server for remote monitoring of all network and external network services.
- Upgraded Sunset circuit to 3 gb.
- Microsoft Teams Deployment for the academy.
- Upgraded Alta works circuit to 5 gb.
- Aruba wireless system controllers updated to support additional access points.
- TrueLook construction cameras installed to monitor VetMed building construction.
- Cedarfork security camera install.
- Access control test environment installed to support real-time testing of automation.
- Maintained 99.99% uptime without service interruptions.
- Installed 750 security updates across 140 servers and appliances.

Grant Lee
- Installed new Cisco switching.
- Installed new Security camera system.
- New fire alarm system installed.
- Cbord access control installed and configured.
- Conference rooms installed with large displays and conference phone system.

Tex Turner Arena
- Sound booth – Installed a replay system for Sigmon Communications.
- Access control installed in select areas.

Math and Science
- MANS 100 – Installed three (3) new high-performance NEC laser projectors.
DVTC
- Student Center Classroom – Installed a new touch-enabled display on the lectern, an NEC laser projector, an amplifier, eight (8) speakers, and a Crestron control button panel.
- Increased bandwidth to location to 2 gb.

Library Classroom
- Installed new NEC laser projector, a new electric recessed 16:10 projection screen, added an HDMI laptop connection and installed a new touch-enabled display.

Duke Hall
- IS Training Room – Installed new touch-enabled display on lectern, two (2) NEC 80” televisions, a Cisco SX20 VTC unit with camera, two (2) ceiling microphones, and a VoIP conference phone.

Cedar Bluff
- 184 – Installed two (2) new NEC laser projectors.
124 – Installed three (3) new electric recessed 16:10 projection screens.

204 – Board Room – Performed a full room upgrade with the installation of a new touch-enabled display on lectern, two (2) new NEC laser projectors, two (2) new electric recessed projection screens, eight (8) new speakers, a wireless presentation system, a ceiling array microphone system, and a VoIP conference phone.

Duncan School of Law

• The Law School Facilities/Technology Committee met and prepared a list that was provided to the Dean regarding technology issues. As a result of that meeting a wish list of upgrades, repairs and additions were put together. This went to the Dean and as a result a request for technology for 2018 - 2019 was submitted to the university.

• As a result of the renovations to enlarged Rm. 325 the podium was off-center. The school requested that this be rectified and it was after classes ended in Spring 2018.

• Rm. 322 was equipped with a smartPodium and Mediasite and was used as a classroom this year.
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

- Attended Image Now Administrator training.
- Attended Axiom data mapping administrator training.
- Provided classroom technology training to new faculty and staff.
- Provided two (2) classroom technology training sessions during the 2017 Faculty-Staff Conference Week.
- Provided classroom technology training to new Information Services student workers.
- Provided classroom technology training to Information Services personnel.
- Provided classroom technology training to Information Services personnel located at extended sites.
- Provided additional classroom technology training to a Business Education faculty member.
- Provided training to the various personnel in charge of updating departmental digital signage.
- Training for the TargetX platform was a formal training that was offered by the vendor near the end of the implementation summer 2017. Since then as personnel changes have been made the departments have been tasked with getting the new personnel up to speed on TargetX and how their office utilizes the software. If the case arises, where the exiting staff member was the only one with knowledge of TargetX, training is offered by the IT staff on basics of the software up to but not including departmental procedures that would be specified by the individual department. There have been individual trainings given to the TargetX users in the HUFA department on two occasions.
- Salesforce and TargetX both offer online material to further our understanding of the base CRM software (Salesforce) and the admissions software layer (TargetX). Users from Administrator to Counselor can benefit from watching recorded videos and reading instructional documents to further their knowledge of the software they are using on a daily basis.
- The TargetX Core Team meets every other week and includes individuals who use the software on a regular basis and have a strong understanding of the system. In the meetings, we discuss how each area is using the software in hopes that other areas will be able to give feedback as well as possibly adopting other ways of using the system to improve their own process.
- TargetX invites member institutions to a yearly Summit where pre-conference trainings are offered as well as sessions led by users on topics where other individuals may obtain helpful information.
- Axiom is the software that integrates data between TargetX and Colleague. We walked through the implementation of this product and were able to see how the software works and how to manage it for day-to-day tasks. Additional training will be forthcoming once the next phase of Axiom is completed with respect to the integration with CBord.
The Law Librarians provided in-class training for all required 1L courses on LibGuides designed to support the curriculum. A LibGuide is created for each of the 1L courses and includes links to related digital and print study aids through our license with West Academic’s Study Aids; Lexis OverDrive ebook collection and Wolters Kluwer Legal Education. Other LibGuides were created to direct students to Finding Practice Problems on a specific subject and highlight the other resources the library subscribes to such as Quimbee, CALI, BARBRI AMP, and Courtroom Cast.

The Law Librarians provided in-class training for specific upper-level writing courses. The sessions focused on the databases the library subscribes to that support each subject area.

Elizabeth Yagodzinski provided Blackboard training to our faculty.
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

- Closed 30,623 work orders (as of June 21).
- Created automated file transfer from Colleague for Scholarship Manager (Financial Aid awarding software solution).
- Upgrade Self-Service to 2.16 which includes emergency information access, new budget capabilities, employees can now see student restrictions and some financial aid enhancements.
- Upgrade mobile solution to 5.1.1
- Implemented Web Time Entry in Self-Service for work study student workers.
- Implemented e-Transcripts.
- Created export files from Colleague for BenefitFirst integration (HR).
- Worked with Ellucian Core Team to test and install 87 software updates from the vendor.
- Bug Fixes and Enhancements.
- Integrated Target X with Colleague using Axiom.
- Upgrade Self-Service to 2.18.1 which includes employee proxy for time cards and earnings statements to replace pay advices in WebAdvisor.
- Created new subroutines for adjunct faculty pay using assignment contracts.
- Moved cash receipt to electronic delivery.
- Moved registration statement to electronic delivery.
- Implemented process to import benefit information from third party BenefitFirst (HR).
- Implemented process to delete accounts for any student not graduated and not enrolled for 2 years.
- Implemented process to delete accounts for any accepted applicant that did not enroll.
- Tested Blackboard integration for December upgrade.
- Implemented process to review Informer accounts quarterly.
- Assisted with implementation of new tuition remission taxation project.
- Assisted with HR IPEDS reporting.
- Assisted with implementation of Position Management in Colleague for HR.
- Worked with Ellucian Core Team to test and install 115 software updates from the vendor.
- Bug Fixes and Enhancements.
- Provided 24/7 coverage for the CVM accreditation visit.
- Provided 24/7 coverage for Nursing accreditation visit.
- Provided rotating technician coverage before for Tampa campus before a full-time technician was hired.
- Provided support for 133 Video Conferences.
- Provided support for 177 exams for DCOM, CVM, PA and Nursing students.
• The Law Librarians provide support to the faculty in the use of Expresso and Scholastica to manage faculty scholarship submissions to law reviews and journals.
• The library supervised Research Assistants who work directly or as a pool for faculty research needs.
• “Technology Days” were scheduled for students to address technological concerns with their laptops prior to midterms and final examinations.
• Regular communications and instructions were posted on TWEN and emailed to students to address student concerns about ExamSoft and to ensure its proper operation during examinations.
• The law school purchased and distributed TurningPoint clickers to all students and ensured the proper registration and licensing of the clickers. TurningPoint participant lists were also maintained, updated and distributed to professors.
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:

Sigmon Communications Center

Athletics

- Televised/live streamed 81 LMU and local high school (football) events during the 2017-2018 academic year.
  - Over 200 Hours of Television Coverage provided.
- Broadcasted 25 away LMU Basketball games.
- Had students work with Packman Sports for a Regional broadcast of LMU vs. Carson-Newman on MyVLT.
- During the past year, the LMU Sports Network received advertising support from five national sponsors and twenty-seven regional sponsors.
- Continued the Transition from SD to HD at with the purchase of a High Definition Tricaster and Mini Tricaster.
- Helped with athletics in the creating of instant replay for LMU Basketball Games.
- Provided live radio and tape delayed TV coverage of Cumberland Gap and Claiborne High School football games.
- Provided live TV coverage of the NCAA Division II Southeast Regional Basketball Tournament in Harrogate, TN.
- Provided live TV coverage of the NCAA Women’s Bowling Opening Round Match in Harrogate, TN.
- Provided live TV coverage for 4 SAC Tournament Games for Men’s Soccer, Women’s Basketball, Men’s Basketball, and Men’s Lacrosse.
- 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, 120 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.
- Audio services were provided for University Commencements, DCOM Commencements, White Coats, and theatrical and music events, Knoxville Symphony, tree lighting, Women of Service Fashion Show and other various events.
Provided audio and video services for local high school graduations, Cumberland Gap, Claiborne, Campbell County and JFWA.

**LMU Community TV**

- Continue to expand news coverage of community and campus happenings using Media Communication Students to write, build graphics, and be on-air talent
- Started JFWA News with JFWA Journalism class. Six students in the journalism class produced 21 episodes. (30 minutes in length).
- Produced 16 hours of religious programming live and recorded for Sunday and Wednesday’s.
- Integrated more Media Communications students into the Sigmon workforce.
- Recorded the Lincoln Symposium at the Abraham Lincoln Library and Museum.
- Started recording the Claiborne County Commissioners Meetings for TV.
- Live streamed the Women of Service Fashion Show.
- Live streamed the Prescription Drug Misuse Symposium.
- Broadcast the third athletics Lincoln Awards Ceremony from Tex Turner Arena.

**Radio**

- Moved the FM Tower from the hillside to the AM tower site in the field near Harrogate City Hall. Added wattage to the FM signal with the move.
- Preliminarily approved by the FCC for a FM translator for the AM station. Once it is finalized, WCXZ will be on 740AM and 94.5FM
- Continued our Midday Classics radio show daily on WLMU-FM with student hosts
- Tom Amis (“Amis in the Morning”, 6am-9am Monday through Friday) on WCXZ-AM has continued to add nationally known author and personality interviews to his show
- Continued our partnership with the College of Arts, Humanities & Social Sciences to produce a weekly recruitment and informational program on WLMU-FM with host Dr. Martin Sellers.
  - Program airs each Wednesday at 4:00 pm and is re-aired during the week
- Added Programs to WLMU-FM.
  - Black Lodge Coffee Shop with Dr. Stephen Adkins.
    - Indie Rock
    - Friday’s at 8pm
  - EB Jams with Elizabeth Manning and Brett Fisher.
    - Today’s Hip-Hop
    - Friday’s at 10pm
- Did a number of radio remote broadcasts in the community, including the Claiborne Health Department’s Baby Shower (July), the Claiborne County Fair (August), and Turtle man Appearance at Yesteryear Country Market (June).
- Increased our social media presence for both WCXZ-AM and WLMU-FM.
- Provided live radio broadcast for all Railsplitter men’s and women’s basketball games on WLMU-FM, and High School Football Game of the Week.
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, and WCXZ-AM) have seen an increase in likes and views totaling over 3000 likes.
- Our post on September 13th, our LMU-TV Facebook post about two suspects who stole from the Harrogate City Park reached almost 51,500 people, was clicked over 14,000 times, shared 538 times, and the suspects were caught within one hour of the post hitting the internet.
- All high school football games and JFWA News episodes are posted on Facebook and YouTube.
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

Objective 5.6: Provide appropriate scholarly activity support

Information Services:
- Installed Druva cloud based backup to provide email and computer backup for all research computers.
- Installed Cisco 10 Gb switch to support additional bandwidth requirements for research in MANS building.
- Linked research to main tab on LMU main website.
- Setup encryption within the LMU email system to support encrypted emails for research data.
- Provided multiple computers system upgrades to support research activities.
- Procured Adobe suite campus agreement to support research initiatives.
- Procured SPSS campus license to support research initiatives.
- Procured ArcGIS campus agreement to support research initiatives.
- Procured campus agreement for Qualtrics software.
- Procured Apple agreement for CVM research development.
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
- Migrated Website to new CMS.
- Created email signature generator within new CMS.
- Migrated Drafthorse Journal into the new CMS.
- Approved 3,866 changes to the website since July 1, 2017.
- 30,000 issues with redirects, images, and binary files resolved.
- Website maintained an overall site score of 94%.
- Performance – 24/30.
- Mobile – 30/30.
- Seo – 20/30.
- Hit a new high of new page views in a day 496 since July 1, 2017.
- Hit a new high of new users to visit the site in a single day 154 since July 1, 2017.
- Total of 2,586 new users since July 1, 2017.
- Visitors are staying on average two minutes longer in the past year.
- Maintained 99.99% site uptime without interruptions in service
- Database maintenance interval adjusted to accommodate increased load and traffic.
- Co-Located webservers to maintain up-time during maintenance windows.

Dean of Students & Student Services Offices
- Dean of Students Office worked with University webmaster to develop and enhance the Dean of Students section of the University website in order to provide the best information about services offered to students and other institutional constituencies.

Duncan School of Law
- DSOL worked with members of the IS Department to integrate the law school’s website into the University’s content management system.
- DSOL will continue to work with the IS Department to redevelop a law school website to reflect the simplicity, aesthetic balance, level of engagement, and information sought by today’s prospective law students.
Strategic Goal 6: 
Enhance resources
Strategic Goal 6: 

**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:**

**University Advancement**

- **International Programs** - Supported efforts to increase the number of non-athlete international students by sending an email requesting student referrals on behalf of Ambassador George Staples, international recruitment executive, to 17,167 alumni and friends.

- **Abraham Lincoln Library and Museum** – represented Lincoln Memorial University at the 2018 MOLLUS event/Lincoln’s birthday celebration in Washington, DC (Museum director Michael Lynch gave the keynote address at the MOLLUS event; developed the materials and initiated the strategy for the Dorothy M. Kincaid $1 Million Matching Challenge (**see Objective 6.5**).

- **Admissions** – Invited the Office of Admissions to send recruitment representatives to Division of University Advancement organized events, including alumni chapter meetings LMU Night at the Smokies in Kodak, Tennessee breakfast during Mountain Laurel Festival in Pineville, Kentucky and the annual trip to Florida in January; provided contact lists of alumni working in school systems.

- **Carter & Moyers School of Education** – presented the *Upholding the Constitution Series* for Middle and high school teachers, all pre-service educators, K - 12 social studies teachers, law professionals and students, and community members. The speaker was Mohamed Akram Faizer, professor of Law at the Duncan School of Law

- **Cedar Bluff Extended Site** – Provided Homecoming 2017 luncheon for 237 faculty, staff, students and alumni at the Cedar Bluff site;

- **College of Veterinary Medicine** – spoke at a luncheon for first graduates of the College of Veterinary Medicine at the Ewing, Virginia, site.

- **Community** – Participated in Women of Service, an organization for employees, alumni and friends of LMU, hosting the 2017 WOS Fashion Show, the 2017 Christmas Festival and Lincoln’s Cupboard 2, a food pantry at the College of Veterinary Medicine and Pearls of Grace/TheCore summer program.

- **Duncan School of Law** – partnered with DSOL and East Tennessee Historical Society to host a major fundraiser in April 2018 featuring renowned historian Ken Burns

- **Executive Assistants** – initiated the establishment of a networking group to bring executive assistants together to discuss common interests and concerns and build comradery.

- **Student Awards and Recognition Program** – worked with the LMU Awards Committee to plan and conduct all aspects of the annual Student Awards and Recognition Program, involving coordination with Financial Aid, Finance, Deans, faculty application review subcommittees, over 150 scholarship donor families and over 350 students recipients.

- **President’s Cabinet/Board of Trustees** – created a monthly metrics report for President’s Cabinet and a monthly development newsletter for the Board of Trustees to enhance the
ability to communicate key information and events from the Division of University Advancement.

- **School of Mathematics and Sciences** – identified and recognized the first old of the Muncy Endowed Chair in Biology.
- **Student Services** – Participated in the selection of LMU’s candidate for the Mountain Laurel Festival Queen’s Court.
- **Tampa Extended Site** – hosted a welcome luncheon for 22 alumni and Caylor School of Nursing students; hosted the inaugural student scholarship presentation and reception for CSON students.

**Math and Science**

Faculty and staff from the School of Mathematics and Sciences have collaborated with faculty and staff from the DeBusk College of Osteopathic Medicine, the College of Veterinary Medicine and the Schools of Allied Health Sciences, Arts Humanities and Social Sciences, Business, Education and Nursing as well as administrative units such as Advancement and Admissions on a number of activities. These activities have included things such as research projects, peer-reviewed publications, theses and admissions committees and recruitment and retention efforts.

**LMU Athletics:**

- Promote teamwork within the Department and on campus.
- Spoke and introduced coaching staff at Welcome Weekend faculty orientation
- Presented to new faculty advisors.
- Addressed faculty senate.
- Created the Compliance Committee to promote communication with other departments
  - Continued work within the Compliance Committee to promote communication
- Created the Faculty Athletics Advisory Committee to spearhead academic/athletic initiatives.
  - Secured a stipend for the Faculty Athletics Representative.
- Developed internship program with Media Relations and Internal Operations.
- Introduced vital campus staff members to the coaching staff in staff meetings.
- Worked with Chartwells to adjust café and Splitters hours to accommodate late practices/games.
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:

University Advancement

- Raised $296,158.07 in unrestricted donations as of June 4, 2018, a 6.1% increase over last year-to-date, toward a total of $7,013,101.74 in gifts from all sources year-to-date.
- Raised $79,811.86 in Annual Fund contributions as of June 4, 2018, compared with $86,408.59 last year-to-date/
- Spent 5.55 cents to raise a dollar as of June 4, 2018/
- Increased net revenue from the Golden Scalpel Golf Tournament from 2017 (*$25,304 vs. $19,984 – see Objective 6.4)/
- Tracked the following numbers of constituents through the fundraising cycle:
  - Identification: 469
  - Cultivation: 352
  - Solicitation: 4,321
  - Stewardship: 916
  - Involvement: 1,882
  - Multiple mailings, social media and events reach 30,000+ alumni and friends/
- Promoted faculty/staff giving online and at events throughout the year, as a way to increase unrestricted donations. As a result, 10 new payroll deductions were established for a total of 231 full-time faculty/staff donors (of which 168 are recurring payroll donors). Full-time faculty/staff giving rate has increased by 17.86 percent YTD.
- Developed and implemented strategies to increase donor retention rate. As a result, achieved a 48.66% donor retention rate for 2017-18, compared to a 43.1% donor retention rate last year-to-date.
- Increased membership in the alumni association by enrolling 74 of the CVM graduates and 67 graduates of other programs.
- Realigned fundraising strategy with the Duncan School of Law; hired a new director of major gifts for DSOL.
- Realigned the function of the director of foundations position with the (departure of the previous director).
- Developed a working list of potential foundation funders for specific University projects.
- Met three times with President Emeritus Dawson to discuss the working list of potential foundations to determine his knowledge of and connections with foundations on the list.
- Met regularly with the executive director of the Office of Grants and Sponsored Programs to gain knowledge of and ensure compliance with University guidelines.
- Worked with the College of Veterinary Medicine’s clinical practice affiliates in the development of new CVM scholarship opportunities.

Duncan School of Law

- In coordination with the East Tennessee Historical Society, DSOL hosted a major fundraiser in April 2018 featuring renowned historian Ken Burns and Governor Bill Haslam.
• A similar fundraiser in April 2017 with historian Doris Kearns Goodwin helped provide the University with a statue of Abraham Lincoln that was dedicated on the law school’s campus in April 2018.

• DSOL continues outreach efforts to its alumni base by establishing an alumni association made up of members of each of DSOL’s graduating classes.

• The law school now has a dedicated fundraiser, Stewart Harris, who also serves as Associate Director of the Lincoln Institute and teaches classes at the law school.
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.

Progress:

University Advancement

- Recorded gifts to endowed funds totaling $3,304,070.89 as of June 4, 2018, compared with $3,553,256.77 last year-to-date.
- Established eight (8) new endowed scholarships and 17 new annual scholarships in fiscal 2017-18.
- Established the Muncy Chair in Biology.
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.

Progress:

University Advancement

- Held eight receptions for LMU-DCOM alumni and friends, including new events at ACOI and ACOEP.
- *Increased team participation and dollars raised in the LMU-DCOM Golden Scalpel Golf Tournament (see Objective 6.2).
- Sent 219 emails to an audience of 22,048 alumni and friends through the iModules hosted alumni community. The top emails are “Happy Birthday from your LMU Alumni Association” and the Alumni Insider, the electronic newsletter. The open rate is 16%.
- Began posting daily vs. weekly on the alumni Facebook page. The number of followers increased 28.8% from May 2017 to May 2018 (967 to 1,246).
- Increased the number of alumni events by 64% with over 3,000 in attendance at 75 on- and off-campus events.
- Increased attendance at Homecoming events from 2016 by 26.5% (606 attendees)
- Increased the number of participants in the Homecoming 5K run from 2016 by 342% (154 participants).
- Sponsored Alumni Night at the Ballgame during a home basketball game on February 21, registering 160+ alumni and friends.
- Hosted eight Railsplitter Legends recognition events during home basketball/baseball games, bringing back 101 former athletes and coaches to campus.
- Hosted 50 guests at Steak Night, a fundraiser for athletics held annually at the start of basketball season.
- Co-hosted Nurses Night Out (25 attendees).
- Added Asheville, North Carolina, to the list of areas to hold a gathering for alumni in 2018.
- Exploring Pennsylvania as a potential site for an alumni gathering in 2018 (at the request of two alumni in the area).
- Offered two new events as part of the Alumni Travel Program – Keeneland (64 attendees) and New York City/Macy’s Thanksgiving Day Parade (19 participants).
- Began sign-ups for the 2019 Alumni Travel Program trip to California/Rose Parade. To date, 26 participants have registered (six are first-time travelers with the Program).
- Sold 447 tickets for 2018 Family Day at Dollywood.
- Began planning Homecoming 2018 festivities with Carter and Moyers School of Education for a majors reunion, Student Services for increased current student involvement and the Abraham Lincoln Library and Museum for events to be held in that facility.
- Completed 2017 LMU-DCOM Annual Report and distributed hard copies to key University stakeholders, clinical partners and selected alumni; wide distribution through an electronic version of the publication.
- Developed a new brochure for development officers that overviews giving to LMU.
• Presented PA Alumni Mentorship Program to current PA students during their pre-clinical preparation activities.

Dean of Students & Student Services Offices

• Dean of Students and Student Service Offices assisted in the planning, development and execution of the GEAR UP Tennessee event in September 2017.

• Dean of Students Office represented LMU at the UT College Student Personnel Practicum Fair in September 2017.

• Dean of Students and Student Services Offices Co-hosted a pair and share event at Tusculum in July 2017 for all of the Student Services professional staff to promote and exchange information about methods being used at LMU to support students, recruitment, retention, etc.

• Ms. Elise Syoen, Associate Dean of Students, began role representing as Tennessee State Director for NASPA Region III Board of Directors.

• Student Housing collaborated with Admissions to continue to house potential students for Railsplitter-for-a-Day.

• Student Housing continued to support and collaborate with International Programs to accommodate 57 students and 2 professors of the Kanto program while providing a second room within housing with the JXU students for the two (2) Kanto professors.
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).

Progress:

University Advancement

- Implemented two Multivariable Analysis (MVT) tests in cooperation with QualPro, Inc. in order to expand the base of prospects for participation and involvement:
  - MVT A (LinkedIn Sponsored InMail), testing messaging variations.
  - MVT B (LinkedIn Sponsored Content), testing ad variations.
  - These tests generated a successful combination of optimal InMail and Sponsored Content factors, as well as 61 responses from alumni interested in serving as mentors or becoming involved with LMU in other ways. As a result, University Advancement will continue using this optimal combination of factors in order to maximize engagement on LinkedIn.

- **Completed the following components of the Dorothy M. Kincaid $1 Million Matching Challenge for the Abraham Lincoln Library and Museum (see Objective 6.1).**
  - Planning and preparation.
    - Campaign document prepared.
    - Giving pyramid prepared.
    - Board of Trustees solicited.
  - Quiet Phase or Nucleus Phase.
    - Case Statement.
    - One-half of campaign dollars secured.
    - Final campaign plan – Pyramid.
  - Public Campaign Phase.

- Fundraising Priorities.
  - Increase Endowment fund (Scholarships, Chairs, Faculty Development funds, other).
  - Increase Annual Fund.
  - **Secure funds for the match for Dorothy M. Kincaid $1 Million Matching Challenge for the Abraham Lincoln Library and Museum (see Objective 6.1).**
  - Monitor facility needs and improvements for extended learning sites.
  - Mountain Heritage Literary Festival programming.
  - International Programs.
  - Endow a Speaker Series for all academic programs.
  - Completion of athletic facilities.
- Additional water storage tank to support irrigation and fire sprinkler systems.
- Development of social science lab.
- Enhance campus lighting.
- Construction of facility for conservation biology teaching and research.
- Campus road project.
- Fiber optic/high voltage project.
- Climate control for Carnegie Vincent Library.
- Tex Turner Arena (controlled lighting and sound system).
- Duke Hall upgrades (stage lighting and rigging, curtains and heat/air).
**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.

**Progress:**

**University Advancement**
- Processed a total of 3,304 contributions including outright, recurring, payroll and planned gifts, totaling $7,013,101.74 as of June 4, 2018.
- Prepared reconciliation reports for 1,844 credit card payments from July 1, 2017 to June 4, 2018 (an increase of 58.1% over last year-to-date).
- Expanded the use of GiveCampus as a platform for unrestricted donations. As a result, 157 donors made gifts totaling $48,510.00 via this platform during fiscal 2017-18 year-to-date.
- Obtained Colleague updates for 1,821 addresses from National Change of Address (NCOA) services.
- Obtained updated information for 78 alumni through the Update My Membership iModules form.
- Supported the development of new web forms and event registration pages across campus using the iModules platform.
- Initiated dialogue with Finance Office to streamline and enhance reporting and reconciliation of iModules, GiveCampus and Square credit card payments.
- Tracked 2,426 meaningful points of contact through UA call reports in Colleague during fiscal 2017-18.
- Maintained and refined our Entrinsik Informer report library to meet the information needs of Advancement and other campus constituents.
- Processed over 210 reports, mailing lists and other requests for information as of June 4, 2018.
- Expanded the use of LinkedIn, AlumniFinder, and ObituaryData services as platforms for alumni and donor research.
- Worked with Information Services to plan a transition to Salesforce as a comprehensive information management platform for University Advancement.
- Continued using the ImageNow platform to digitize University Advancement records for alumni, friends and donors.
- Supported and expanded the use of NextGen Scholarship Manager platform as an online scholarship application and review platform.
- Maintained the use of HEPData matching system on LMU online giving pages to facilitate donor matching gifts.
- Added residency match process information to all DO graduate records in Colleague.
- Worked with LMU-DCOM Office of Admissions to identify hometown of each DO graduate to input into Colleague; available hometown zip codes have been added.
- Developed new online form for the communication and transfer of stock and cash wire gifts.
Strategic Goal 6: Enhance resources

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

Progress:

University Advancement

- Complete Progress Report, Outcomes Assessment and other documents as requested/required.

Math and Science

- All programs in the School of Mathematics and Sciences collect appropriate data and use this data to make data-driven changes to programs as needed. Annual Outcomes Assessment Reports and scheduled Program Reviews are completed and sent to the Office of Institutional Effectiveness as required.

- Faculty and Staff from the School of Mathematics and Sciences have provided data and written/reviewed narratives as needed in support of accreditation needs.
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:

7.1.1 Continue to examine membership of Committee on Scholarly Activities (COSA) to ensure adequate representation of academic colleges/schools and entities

ORGSP
- Executive Director of ORGSP serves on COSA.

School of Allied Health Sciences
- Dr. Benito Velasquez serves on COSA as the representative for Allied Health.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- The Dean of AHSS and one historian are members of the Abraham Lincoln Institute for Leadership and Policy.

School of Business
- The School of Business has a representative on COSA.

Caylor School of Nursing
- The CSON has a representative on the Committee on Scholarly Activities.

College of Veterinary Medicine
- The CVM has representation on COSA.

7.1.2 Work with the Deans through the COSA to develop processes and support for student scholarly activities

ORGSP
- ORGSP staff served on the Research Day Committee, helped to organize and facilitate the event, ORGSP staff submit and manage the ACA Ledford student awards.
- Classes are scheduled with consideration for major veterinary conferences to allow students to attend conflict-free.

School of Allied Health Sciences
- Dr. Benito Velasquez served as Chair for the LMU Research Day Committee. 18 students from the School of Allied Health Sciences participated in the event.
Paul V. Hamilton School of Arts, Humanities, and Social Sciences

- AHSS faculty accompanied 45 students to several conferences.
- AHSS faculty helped facilitate the BRURC (approximately 12 students participated) and LMU Undergraduate Research Day (approximately 20 students participated).

School of Mathematics and Sciences

- The director of the Cumberland Mountain Research Center, Department Chairs, and Master of Science Program Directors communicate scholarship needs to the Dean who brings appropriate items to COSA.

Caylor School of Nursing

- The CSON provides support and faculty mentorship for student scholarly activities, especially through the NURS 590 course and Sigma Theta Tau International related activities.

DeBusk College of Osteopathic Medicine

- DCOM has processes and policies in place, as well as internal funding in the form of student research fellowships, to support student involvement in research and scholarly activity. In the past year, fourteen DCOM students were awarded research fellowships. DCOM students also gave a total of 39 presentations at local, regional, national, and international meetings, and were authors on 25 publications.

College of Veterinary Medicine

- CVM developed 3 student-centered research programs: 1) LMU-UK Summer Research Scholars Program. 2) Center for Animal and Human Health in Appalachia Summer Scholars Program 3) LMU Summer Research Scholars Program 4) Semester Research Programs (Research Assistant & Research Volunteer).
- CVM students presenting research topics receive travel allowances to conferences.
- The CVM pays for student and faculty poster printing costs.
- Students are allowed excused absences from didactic lectures for presentation at conferences. Publications are encouraged and mentored through CVM faculty.
- Classes are scheduled with consideration for major veterinary conferences to allow students to attend conflict-free.

7.1.3 Review, evaluate and revise policies and procedures pertaining to research and scholarly activities

School of Mathematics and Sciences

- Department Chairs work closely with faculty to ensure that faculty understand policies and procedures pertaining to scholarly activities. Faculty are referred to IRB, IACUC, and IBCSC as necessary. Chairs ensure that appropriate LMU grant routing forms are completed, review proposals, and provide feedback. The Dean performs a final review before proposals are sent to the ORGSP for submission.
School of Business
- Department chairs work closely with faculty to ensure that faculty understand policies and procedures pertaining to scholarly activities. Faculty are referred to IRB, IACUC, and IBCSC as necessary. Chairs ensure that appropriate LMU grant routing forms are completed, review proposals, and provide feedback. The dean performs a final review before proposals are sent to the ORGSP for submission.

DeBusk College of Osteopathic Medicine
- The DCOM Director of Research, DCOM Research and Grants Committee, and DCOM Dean’s Council work together to develop, review, and approve policies and procedures pertaining to research and scholarly activities.

College of Veterinary Medicine
- The CVM Research Committee reviews, evaluates and revises policies and procedures pertaining to research, scholarly activities and CVM intramural grants.

7.1.4 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

School of Mathematics and Sciences
- The Dean works with Department Chairs to document research and provide information as relevant. Faculty are prompted to answer calls for contributions to the ORGSP’s Research Newsletter.

School of Business
- The dean works with department chairs to document research and provide information to ORGSP as relevant.

College of Veterinary Medicine
- The CVM advises faculty to complete the appropriate paperwork from the ORGSP office and offers staff help to complete the paperwork if needed.

7.1.5 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

ORGSP
- ORGSP requests research and scholarly activity from Deans for the ORGSP Newsletter on a regular basis.
Paul V. Hamilton School of Arts, Humanities, and Social Sciences

- AHSS uploads all scholarly work produced to the Avery Hall scrolling monitor.

School of Business

- Department chairs regularly collect citations for faculty publications, meeting presentations, and grant submissions. This information is collated by the dean to produce a bi-annual scholarship summary for the School of Business.

School of Mathematics and Sciences

- Department Chairs regularly collect citations for faculty publications, meeting presentations, and grant submissions. This information is collated by the Dean to produce an annual scholarship summary for the School of Mathematics and Sciences.
- The Director of the Cumberland Mountain Research Center maintains a Facebook page. Regular posts to the CMRC Facebook page highlight the scholarly activities of students, faculty, and staff.

College of Veterinary Medicine

- Information regarding research and scholarly activity is disseminated through emails, Research Day, VetTails magazine, LMU-CVM website and social media accounts.

7.1.6 Facilitate the integration of research and scholarly activities throughout the University’s curricula

School of Business

- The curriculum in the Doctor of Business Administration program includes a Doctoral Statistics course (DBA 701) along with Research Methods I (DBA 702) and Research Methods II (DBA 703) courses that are required for students in the program.

School of Mathematics and Sciences

- The undergraduate curriculum includes a Research Design and Analysis course (BIOL 380) that is required for majors in the biological sciences.
- The graduate curriculum in the Master of Science program includes a Graduate Research Design and Analysis course (LSCI 604) that is required for all majors in the program.
- Students at the undergraduate and graduate levels have the opportunity to take research courses where they are mentored by research faculty.
- A number of courses (e.g., BIOL 315L) provide experiences where students develop manageable novel research projects under direct faculty supervision.

College of Veterinary Medicine

- The CVM features an Introduction to Research course that is required for all first-year students.
- Research and scholarly activities are integrated into the One Health curricula required for all students.
CVM courses feature evidence-based medicine throughout the curriculum.

**7.1.7 Facilitate the development of multi-institutional local, state, national and international partnerships**

**School of Mathematics and Sciences**
- The School of Mathematics and Sciences has developed a signed collaborative agreement with the University of Costa Rica (San Jose, Costa Rica) that facilitates the exchange of faculty and students for research and educational experiences.
- The School of Mathematics and Sciences in collaboration with the College of Veterinary Medicine have developed a relationship with the Appalachian Wildlife Foundation.
- The Cumberland Mountain Research center has utilized working relationships with the Cumberland Gap National Historical Park, Kentucky Department of Fish & Wildlife, Friends of the Cedars (Jonesville, VA), Nature Conservancy, Pine Mountain State Park, Well Being Foundation, Virginia Department of Conservation and Recreation, Southern Appalachian Cooperative Ecosystems Studies Unit, and Maderas Rainforest Conservancy (Costa Rica).
- The School of Mathematics and Carter and Moyers School of Education work in association with the Clinch-Powell Educational Cooperative.

**College of Veterinary Medicine**
- The CVM utilizes five programs of research emphasis and excellence, supported by the core laboratory for metabolomics and lipidomics. The five programs are:
  - Center for Animal and Human Health in Appalachia (CAHA).
  - Center for Innovation in Veterinary Education and Technology (CIVET).
  - University of Kentucky Cooperative Agreement (Gluck Equine Research Center and Veterinary Diagnostic Laboratory).
  - Infectious, Zoonotic and Vector Borne Disease Research.
  - Clinical Veterinary Research.
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:

7.2.1 Review the electronic grant budget and tracking system to ensure it is efficient and effective.

ORGSP
- System is working well for our current needs.

7.2.2 Continue to assess procedures to ensure same day purchasing and delivery of supplies and rapid purchasing and delivery of equipment from grant accounts.

7.2.3 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

College of Veterinary Medicine
- The CVM has provided input on this process but it still needs to be reviewed in light of the short summer research program things need to arrive in a timely fashion.

7.2.4 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

ORGSP
- ORGSP staff keep their CITI training current and participate in any trainings needed for compliance on grants

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- A School of AHSS faculty member chairs the IRB committee.
- AHSS has a faculty member participating on the mini-grant committee.

7.2.5 Review biological, chemical and radiation safety policies and procedures to ensure compliance with federal and state guidelines and regulations
School of Mathematics and Sciences

- All equipment and laboratory spaces in the Hamilton Math and Science Building are regularly inspected in compliance with all federal, state, and local laws. This is facilitated by the Natural Science Laboratory Coordinator who conducts inspections, coordinates inspections with the appropriate individuals from our partner professional schools, and from outside accredited/licensed vendors when required.

- The Natural Science Laboratory Coordinator conducts a standard safety training workshop for every staff, faculty, and student who will conduct work in a laboratory or require access to the 4th-floor research space. The training concludes with a test in which each individual must obtain a benchmark passing grade.

- All chemical wastes are collected and monitored in compliance with all federal, state, and local laws. The Natural Science Laboratory Coordinator oversees this process and ensures that all wastes are removed from campus by an appropriately licensed vendor every summer.

- The first laboratory meeting for all sections taught by the School of Mathematics consists of a discussion of the laboratory safety rules. Every student signs a copy of these rules. Each student keeps a copy and the signed copy is archived by the Natural Science Laboratory Coordinator.

College of Veterinary Medicine

- Faculty and students participate in orientation process to use lab space.

7.2.6 Review and update fiscal management procedures and policies relative to external funding

ORGSP

- Continuously monitor grant accounts being attentive to the various agencies specific procedures and policies.

7.2.7 Foster the management of internal grant programs for the support of undergraduate/graduate students’ research projects and scholarly activity

Mini-Grant program

- The mini-grant program continues to provide funding to support faculty research. Grants are funded for up to $8,000 for one year. The mini-grant program has funded 65 proposals for a total of $239,066.

DeBusk College of Osteopathic Medicine

- The DCOM Research and Grants committee, chaired by the DCOM Director of Research, develops the internal faculty research grants and student fellowships, reviews these applications, and recommends funding to the Associate Dean of Basic Medical Sciences and DCOM Dean for approval of funding. In addition, funding is available to support the travel for students and faculty to professional meetings to present the results of their research.
efforts. For the past year, fourteen DCOM students were awarded research fellowships and
eight DCOM faculty were awarded an intramural grant.

College of Veterinary Medicine
• The CVM manages a CVM intramural grant budget and semester research assistantships and
summer research scholars. 63 students have participated in research in 2018

7.2.8 Assist faculty, staff and students in obtaining external financial support for their
scholarly activities including research, training, publications and presentations

ORGSP
• Offered 2 mini-grant workshops during F/S conference week; grant overview at faculty senate
meeting; grant overview at “boot camp”, organized by CVM; individual faculty meetings
throughout the year to support grant writing and submission.

Caylor School of Nursing
• The CSON held a grant writing workshop for faculty to encourage and support the pursuit of
external funding opportunities.

DeBusk College of Osteopathic Medicine
• The DCOM Director of Research and the Director of Health Sciences Research and Grants
assist faculty, staff, and students in their efforts to obtain external funding.

College of Veterinary Medicine
• The CVM employees utilize resources from the ORGSP office to aid in completing external
grants.
• A CVM staff member is certified in grant writing and provides additional support to faculty
and staff in grant writing and review.

7.2.9 Evaluate process and procedures for communicating grant opportunities to faculty,
staff and students

ORGSP
• Daily search for grant opportunities that fit faculty needs/interests.

School of Business
• Dean and department chairs disseminate information on grant opportunities to faculty
immediately after knowledge about these opportunities is received via e-mail and are further
reminded of these opportunities at monthly faculty meetings.

College of Veterinary Medicine
• The CVM research chair and staff identify pertinent opportunities and share information
regarding external funding sources.
• A CVM staff member sends biweekly emails to employees with external funding
opportunities.
7.2.10 Expand information support services (e.g. electronic resources, software licenses, library and accessibility) to facilitate research and scholarly activity

**ORGSP**
- Yearly subscription to The Grant Advisor provides links on ORGSP website to various funding opportunities.
- Foundation Search software was purchased in conjunction with University Advancement and DCOM to identify foundations for external funding opportunities.

**School of Business**
- Dean and department chairs work with faculty and library staff to review subscriptions to electronically accessible academic journals related to their subject areas. Suggestions are made for additions to support specific programs.

**College of Veterinary Medicine**
- The CVM requests budget allowance for software licenses needed for research
- Web resources are available to employees through the CVM website and CVM team site.

7.2.11 Develop and maintain a research and scholarly activities budget for each school/college

**School of Business**
- The School of Business has worked with the VPAA and Finance to obtain a budget allocation so that faculty can receive funding to attend relevant scholarly conferences and meetings.

**School of Mathematics and Sciences**
- The School of Mathematics and Sciences has worked with the VPAA and Finance to obtain budget allocations for research and publication. The supports the discovery scholarship of both faculty and students.
- The Master of Science program has a research application where a student, under the direct mentorship of a faculty member, can receive funding to support travel to attend relevant scholarly meetings.
- The Cumberland Mountain Research Center maintains a budget that is used to provide quality research experiences for LMU students.

**Caylor School of Nursing**
- The CSON supports faculty for professional development activities. In the past 6-7 years, all requests have been honored and fully funded.

**DeBusk College of Osteopathic Medicine**
- DCOM maintains a research budget that is used to support the research and scholarly activities of DCOM’s faculty, staff, and students.
The CVM maintains a research budget to support conference travel, publications and research projects.

7.2.12 Develop and grow institutional support for attracting and hosting scholarly conferences

College of Veterinary Medicine
- The Center for Animal and Human Health in Appalachia (CAHA) has hosted three national conferences and will host the Appalachian One Health Leadership Experience in fall 2018.
- The Center for Innovation in Veterinary Innovation and Technology (CIVET) won the bid to host the 2018 International Veterinary Simulation in Teaching (InVeST) conference. The conference is scheduled for October 2018.
- The CVM hosted a faculty research boot camp in fall 2017.
- The CVM hosts LMU-CVM Research Day in Harrogate.

7.2.13 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

- College of Veterinary Medicine, DeBusk College of Osteopathic Medicine, & School of Mathematics The CVM, in conjunction with the School of Mathematics and Sciences and the DeBusk College of Osteopathic Medicine, supports the cost and purchase of core equipment for the research laboratory located in the Hamilton Math and Science Building.

7.2.14 Continue the university scholarly activities seminar program

School of Mathematics and Sciences
- The Department of Biology hosted 3 guest lectures and the Department of Mathematics hosted 1 guest lecture.

College of Veterinary Medicine
- CVM employees participate in the seminar program hosted by DCOM basic sciences.
- The CVM hosted a grant writing workshop.

7.2.15 Ensure potential researchers complete Collaborative Institutional Training Initiative (CITI) training

ORGSP
- ORGSP staff maintain, update and produce completion reports for the CITI site.
School of Allied Health Sciences

- All members of the Veterinary Health Science and Technology Department within the School of Allied Health Sciences maintain current CITI training.

School of Business

- Faculty, students, and staff maintain current CITI training as necessary.

School of Mathematics and Sciences

- Students, faculty, and staff maintain current CITI training as necessary.

DeBusk College of Osteopathic Medicine

- CITI training is a requirement for all DCOM faculty, staff, or students that are engaged in a research project.

College of Veterinary Medicine

- Students and Employees complete CITI training when participating in research or having direct contact with animals.
- The CITI training list is maintained by the Attending Veterinarian.

7.2.16 Support the activities as outlined in the strategic plan for the Dr. Robert L. Kincaid Endowed Research Center

7.2.17 Continue to fund a writer in residence program
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.

Progress:
7.3.1 Office of Research and Sponsored Programs works with COSA to support grant-related research and scholarly activities

ORGSP
- Attend COSA meetings for updates and to notify representatives of grant activity.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- AHSS faculty received a mini-grant to collaborate on research in Great Britain.

College of Veterinary Medicine
- The CVM provides research startup funds to new faculty members at the Dean’s discretion.

7.3.2 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)

7.3.3 Review and refine incentive structures for research and scholarly activity

7.3.3.1 Scholarly funding for travel and publications

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- All departments receive funding for travel, and there is funding available for scholarly work and travel through the University faculty development fund, mini-grants, and department budgets.

School of Business
- The undergraduate and graduate departments receive funding for travel and publication costs from the school’s faculty development budget and there is funding available through the university’s faculty development fund and mini-grants.

School of Mathematics and Sciences
- Undergraduate departments and the Master of Science program have funding earmarked to support scholarly activity including travel to attend professional conferences. Support is given for qualified peer-reviewed publications.

DeBusk College of Osteopathic Medicine
- The DCOM research budget includes funds to cover travel and publication costs for faculty, staff and student researchers. In the last year, a total of 55 presentations were given by DCOM faculty, staff, and students at local, regional, national, and international professional conferences.
meetings. In addition, DCOM faculty, staff, and students had a total of 40 publications during this time.

College of Veterinary Medicine
- Professional Development Funds are provided for travel to conferences.
- Publication costs are supported through the CVM research budget.

7.3.3.2 Individual membership in scholarly associations, societies and councils.

School of Allied Health Sciences
- All Allied Health Science faculty belong to appropriate professional associations.

School of Business
- The School of Business supports memberships to professional organizations that serve to advance scholarship.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- MPA: The Master of Public Administration (MPA) program has a student chapter of the International City/County Management Association (ICMA) that meets on a monthly basis to discuss issues in the public and nonprofit sectors.

School of Mathematics and Sciences
- The School of Mathematics and Sciences support memberships to professional organizations that serve to advance scholarship and benefit student experiences.

College of Veterinary Medicine
- Professional Development funds are provided to employees to support memberships to scholarly associations, societies and councils.

7.3.3.3 Sabbatical leave policy and funding

College of Veterinary Medicine
- The Dean evaluates sabbatical leave requests on a case-by-case basis.

7.3.3.4 Rank advancement standards and incentive compensation increments

School of Business
- Research or scholarly activity is necessary for rank advancement.

School of Mathematics and Sciences
- Scholarship represents one area that is necessary for rank advancement. Department Chairs discuss career trajectories and strategies for advancement with faculty during the annual evaluation process.

DeBusk College of Osteopathic Medicine
- DCOM’s rank advancement policies specify a requirement of research or scholarly activity for promotion.
**College of Veterinary Medicine**

- The CVM has a Promotion and Multi-Year Appointments committee whose chair serves as the CVM representative for the University committee. This committee also supports faculty members seeking promotion and multi-year appointments.

7.3.3.5 Reassignment of time in order to achieve a 9-hour undergraduate semester instructional workload and 6-hour scholarly activity/service workload

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

- Several faculty have had a course release time to complete scholarly activity/research.

**School of Mathematics and Sciences**

- Select faculty that have demonstrated the potential to be productive scholars have been given limited release time in order to pursue research goals.

7.3.3.6 Expected incremental scholarly output increases

7.3.4 Scholarly Activity Support Services

**College of Veterinary Medicine**

- The CVM’s scholarly activity is supported through technicians, staff and the ORGSP office.
- Faculty mentorship is provided to foster increasing scholarly activity.
- Grant writing workshop.

7.3.5

7.3.6

7.3.7 Develop new programs that foster interdisciplinary, multidisciplinary and inter-professional research and scholarly activities

**School of Mathematics and Sciences**

- A proposal for a Doctor of Philosophy (Ph.D.) in Integrative Biosciences was approved by the Academic Council (February 2018). This is a collaborative proposal among the School of Mathematics & Sciences, the Carter and Moyers School of Education, the DeBusk College of Osteopathic Medicine, and the College of Veterinary Medicine.

**College of Veterinary Medicine**

- The CVM utilizes five programs of research emphasis and excellence, supported by the core laboratory for metabolomics and lipidomics. The five programs are:
  - Center for Animal and Human Health in Appalachia (CAHA).
  - Center for Innovation in Veterinary Education and Technology (CIVET).
  - University of Kentucky Cooperative Agreement (Gluck Equine Research Center and Veterinary Diagnostic Laboratory).
  - Infectious, Zoonotic and Vector Borne Disease Research.
The CVM offers an Introduction to Research course for all first-year students and research orientation for all research assistants.

7.3.8 Maintain funding for a University statistician to support faculty/staff research statistical design and data analysis.

7.3.9 Promote the External Funding Incentive Pay Plan

ORGSP

Currently, have 2 faculty members using the Incentive Pay Plan.

DeBusk College of Osteopathic Medicine

The external funding incentive pay plan was presented to DCOM faculty during a recent faculty development seminar.

7.3.10 Review the university Intellectual Properties Policy

College of Veterinary Medicine

Policy is being reviewed by the CVM due to proprietary nature of some research projects.

7.3.11 Review the institutional conflict of interest policy regarding research

7.3.12 Continue to develop and support national and international programs that foster student scholarly activities including academic honor societies and Honors Scholars Program

School of Business

The School of Business continues to support student membership in enactus and Delta Mu Delta, a business honor society.

The School of Business now has a Society for Advancement of Management student chapter.

Caylor School of Nursing

The CSON continues to support student membership in Sigma Theta Tau International (STTI) Honor Society of Nursing, including presentations at STTI Research Day.

College of Veterinary Medicine

The CVM now has a Phi Zeta chapter. Phi Zeta is the only honor society of veterinary medicine in the United States.

The CVM recommends students for admission into Alpha Chi.
7.3.13 Support and mentor the professional development of all faculty to become nationally and internationally recognized leaders in their academic disciplines

Caylor School of Nursing
- The CSON faculty continue to be involved with scholarship and research activities, including international presentations, as evidenced by the number of faculty presentations and publications in 2017-2018.

College of Veterinary Medicine
- Employees are coached and mentored in support of professional development through annual meetings and impromptu coaching throughout the year.
- Professional development funds are available to support employees in leadership initiatives.
- The CVM hosted a faculty research boot camp in fall 2017.
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:

7.4.1 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

School of Allied Health Sciences
• Future plans to establish a laboratory space for the exercise science program have been discussed with the Dean of the School of Allied Health Sciences and the VPAA.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
• AHSS has identified the need for a larger art studio space for presenting student, faculty and local art, a gallery space larger than what is currently available.
• AHSS has identified the need for a location for doing research in digital photography and graphic design. Space for this purpose will facilitate art faculty and students to pursue technological research in the Arts.

School of Mathematics and Sciences
• The school has identified the need to construct a building to house the growing Conservation Biology Program and Cumberland Mountain Research Center. The building would contain appropriate teaching and public outreach areas as well as dedicated labs to facilitate field-based and molecular-based projects.

College of Veterinary Medicine
• A new Veterinary Medicine building is under construction on the Harrogate campus to support increased class size, study and meeting space for DVM students and faculty research space.

7.4.2 Ensure adequate information technology, library and support services are in place to facilitate research and scholarly activities across campus and at extended learning sites

Carter and Moyers School of Education
• The School of Education will seek to procure licenses for graduate students and all faculty for SPSS subscriptions. This will greatly enhance research opportunities within programs and support faculty scholarship.
Caylor School of Nursing

- The Vice President for Extended Sites & Dean of the CSON holds focus groups at each extended site to gain feedback on facilities and support services. Any areas of need/repair are discussed with the appropriate department to ensure adequate support is offered.

College of Veterinary Medicine

- Computer access is available for fourth-year clinical experience students at all clinical affiliates, allowing access to all University student resources.
- The LMU Librarian is included in faculty training and student orientation and supports employees and students with literature searches.

7.4.3 Ensure that all facilities across campus and at extended learning sites comply with laboratory health, safety and environmental protection regulations

School of Mathematics and Sciences

- All equipment and laboratory spaces in the Hamilton Math and Science Building are regularly inspected in compliance with all federal, state, and local laws. This is facilitated by the Natural Science Laboratory Coordinator who conducts inspections, coordinates inspections with the appropriate individuals from our partner professional schools, and from outside accredited/licensed vendors when required.
- The Natural Science Laboratory Coordinator conducts a standard safety training workshop for every staff, faculty, and student who will conduct work in a laboratory or require access to the 4th-floor research space. The training concludes with a test in which each individual must obtain a benchmark passing grade.
- All chemical wastes are collected and monitored in compliance with all federal, state, and local laws. The Natural Science Laboratory Coordinator oversees this process and ensures that all wastes are removed from campus by an appropriately licensed vendor every summer.
- The first laboratory meeting for all sections taught by the School of Mathematics consists of a discussion of the laboratory safety rules. Every student signs a copy of these rules. Each student keeps a copy and the signed copy is archived by the Natural Science Laboratory Coordinator.

DeBusk College of Osteopathic Medicine

- The DCOM Director of Research works with the Natural Sciences Lab Coordinator and the Institutional Biological and Chemical Safety Committee to ensure that all DCOM lab activities comply with the relevant regulations.

College of Veterinary Medicine

- The CVM complies with IRB, IACUC and OSHA guidelines.

7.4.4 Support Space Allocation Committee policies and procedures for space allocation of dedicated laboratory research facilities across campus and at extended learning sites.
7.4.5 Review library resources for campus and extended learning sites to ensure graduate, undergraduate and faculty research and scholarly activity needs are adequate.

School of Mathematics and Sciences
- Department Chairs work with faculty to regularly review library content related to their subject areas and make suggestions the relevancy of current holdings. Suggestions are made for additions to support specific programs.

College of Veterinary Medicine
- A CVM faculty member serves as a library liaison and helps support the library in review of appropriate CVM resources.

7.4.6 Ensure ADA and USDA compliance of research facilities across campus, including the Abraham Lincoln Library and Museum, and at extended learning sites.

School of Allied Health Sciences
- The Veterinary Medical Technology Program complies with all USDA guidelines regarding animal housing, handling, and care.

School of Business
- Department Chairs work with faculty and library staff to review library content related to their subject areas and make suggestions on the relevancy of current holdings and subscriptions to academic journals. Suggestions are made for additions to support specific programs.

College of Veterinary Medicine
- The CVM is in ADA and USDA compliance.
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:

7.5.1 Encourage the Deans to establish guidelines, expectations, and incentives concerning research and scholarly activities (including start-up funds for research and scholarly activities)

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- AHSS tracks scholarly work; all faculty are expected to produce scholarship in an agreed upon timeframe

School of Business
- Department Chairs work with faculty to establish realistic scholarship goals annually.

School of Mathematics and Sciences
- Department Chairs work with faculty to establish realistic scholarship goals. Chairs work to prioritize research areas and utilize department funding accordingly.

College of Veterinary Medicine
- Department heads discuss research FTE with faculty members and set goals for research output yearly.
- Dean has startup fund account to support new faculty in research.
- CVM Intramural Grants are awarded each year to employees. These funds are to support small research projects to gain data and experience and apply for larger external funding opportunities.
  - In 2018, the CVM awarded 17 number of grants totaling $182,857.
- Student research support programs are offered through semester research assistantships.

7.5.2 Continue to ensure research and scholarly activities criteria are a component of the annual faculty evaluation

Caylor School of Nursing
- The CSON utilizes the University faculty evaluation process which includes review of research and scholarly activities.

School of Business
- The School of Business utilizes the annual faculty evaluation process which includes a review of and rating based on research and scholarly activity.
College of Veterinary Medicine

- Research FTE and research activities are reviewed in annual faculty evaluation process.

7.5.3 Review procedures to record and report research and scholarly activity, including submissions, awards, outcomes presentations and publications

ORGSP

- Working with IS and CVM to develop a campus-wide system to input scholarly activity will ask COSA for input on what needs are for collecting and distributing this information on campus and for accreditation reporting.

School of Arts, Humanities, and Social Sciences

- The School of Arts, Humanities, and Social Sciences have continued to develop, complete, and present research and scholarship during the Academic Year 2017-2018. This includes:

<table>
<thead>
<tr>
<th>Journal articles and papers/books/book or article reviews published:</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstracts accepted for publication:</td>
<td></td>
</tr>
<tr>
<td>Presentations and panel participation at conferences attended:</td>
<td>35</td>
</tr>
<tr>
<td>Conferences attended (no presentation or panel participation):</td>
<td>14</td>
</tr>
<tr>
<td>Performances at national or regional conferences or locations:</td>
<td>6</td>
</tr>
<tr>
<td>Artistic presentations/showings at national/regional conferences:</td>
<td>30</td>
</tr>
<tr>
<td>Patents Pending</td>
<td>2</td>
</tr>
<tr>
<td>Grants Awarded to AHSS</td>
<td>2</td>
</tr>
<tr>
<td>Total student attendance at conferences &amp; number of conferences students attended</td>
<td>45 &amp; 7</td>
</tr>
</tbody>
</table>

- Specific faculty scholarly work is listed with Dashboard information in the Office of Academic Affairs.

- The AITG program is an umbrella program for supporting the Mountain Heritage Literary Festival, the Cumberland Gap Writers and the Young Writers Workshops, programs for development of writers of general and specific genre, and the Acoustic Music Week, directed by local music talent.

- Students from the School of Arts, Humanities, and Social Sciences participated in the annual Blue Ridge Undergraduate Research conference held at Union College. One student was recognized in the award ceremony for scholarly work.

- Research grants were received this year from the National Endowment for the Arts (NEA), Share Our Strength (Social Work), Tennessee Arts Council, and others.

- The School of AHSS Research Committee met throughout the year. The committee collaborated with the school deans in support of the University research day.

- One faculty received a mini-grant for academic year 2018-2019. Another received university support for work she accomplished in Ireland.

- Twenty AHSS students participated in the Scholarship and Research day at LMU this spring, 12 participated in the BRURC program at Union College.

- An instructor in Social Work is serving on the Tennessee Social Work Licensure Board, appointed by the Governor for the third year of a three-year term.
• One faculty received a Ledford Scholarship to work off-campus this year.
• All AHSS faculty complete and submit a Scholarly Work and Community Service for each semester. Doing so helps track and inform regarding scholarship and faculty needs.

School of Business
• The School of Business maintains records of the research activities of its faculty, staff, and students such as requests for university faculty development and mini-grant funding.

School of Mathematics and Sciences
• Department Chairs work to gather information related to scholarly activities and deliver to the Dean who compiles this information for an annual scholarly activity report. During the past year the School of Mathematics and Sciences produced 1 book, 1 book chapter, 22 peer-reviewed publications, 6 peer-reviewed publications accepted in press, and 34 meeting abstracts. The school received 6 extramural and 3 LMU sponsored grants. 138 research projects were documented.

Carter and Moyers School of Education
• The School of Education has assigned collection and compilation of SOE faculty scholarly work to a faculty member in the EdD program. Dr. Shannon Collins will provide regular reports to the Dean who will forward to appropriate University level personnel. SOE faculty logged 21 professional presentations, 2 journal article publications, 1 book, and 23 article reviews for the 2017-18 year.

DeBusk College of Osteopathic Medicine
• The DCOM Director of Research maintains records of the research activities of DCOM faculty, staff, and students.

College of Veterinary Medicine
• The CVM maintains a Research Collation Workbook that is updated at minimum yearly by faculty with all research activities. Below are calendar year 2017 research metrics:
  o 95% of CVM faculty are involved in research
  o 53 publications
  o 73 faculty presentations
  o 53 abstracts/posters
  o 71 research students
  o 12 peer-reviewed publications with students as authors/co-authors
• Faculty evaluations require reporting of faculty research activities.
• Intramural Grant Progress Reports are required from all employees receiving a CVM intramural report. These are required to be eligible for future funding.

7.5.4 Assess the broader impact of research and scholarship on student learning, curricular development and the community at large.
Strategic Goal 8:

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

Progress:

Office of Mental Health Counseling
- A total of 523 individuals received mental health counseling through the Office of Mental Health Counseling.
- 93.5% of students surveyed believed that counseling services provided in the Office of Mental Health Counseling helped them achieve their academic goals.
- 96.7% of students surveyed believed that counseling services provided in the Office of Mental Health Counseling helped them manage their mental, emotional, and behavioral symptoms more effectively.
- 68% of students surveyed believed that counseling services provided in the Office of Mental Health Counseling played a significant role in their ongoing enrollment at the university.

Office of Career Services
- Continue to collect outcomes information on graduates at a higher knowledge rate than the national average using a variety of collection methods at the time of graduation and six-months post-graduation.
- SurveyMonkey survey was developed in Spring 2018 and distributed to students who made appointments in March and April. 100% of students reported having an enhanced knowledge and understanding (agree or strongly agree).

Office of Academic Support
- The Office of Academic Support maintained a high level of retention for Cornerstone Students from the Fall to Spring Semesters: 66.7% students were retained from the Fall to Spring Semesters compared to an expected outcome of 55%.
  o Noteworthy events:
    - The Student Support Services staff met the goal of 77% of students being retained from Fall 2016 to Fall 2017 compared to an expected outcome of 70%. The Student Support Services graduation rate goal was 40%. The Student Support Services program’s graduation rate was 34%. Four additional students (6%) received associate degrees.
    - The Student Support Services staff met the goal with 87% of enrolled participants served meeting the performance level required to stay above a 2.0 cumulative GPA placing them in good academic standing at the grantee institution compared to an expected outcome of 80%.

Office of Accessible Education Services
- The staff of the Office of Accessible Education Services provided Accessible Education Services for 136 undergraduate students, 36 graduate students and 89 professional programs.
The staff of the Office of Accessible Education Services initiated the first Accessible Education Services Student Satisfaction Inventory with responses from 62/261 students or 24% of students receiving regular accommodation services.

Dean of Students Office

- Office of Dean of Students and Student Services presented to Faculty Senate in Fall 2017 and Spring 2018 to outline and update regarding student services available on campus and also to answer questions regarding how faculty and Student Services can collaborate to support students on the main campus and at various extended locations.
- Dean of Students Office partnered with the School Deans to host a Dean’s List Luncheon to celebrate academic achievements of students - (Spring 2017; 60 Students and Fall 2017; over 100 students).
- Collaborated with various offices to provide coordinated Student Outreach and Support (SOS) for students in various crises or distress through Student of Concern, CARE, or Threat Assessment Teams as necessary. Addressed needs of over 128 individual students from Fall 2017-Spring 2018.
- Dean of Students and Student Service representatives served and collaborated with Endowed Scholarship Committee to review award application materials and support the Endowed Scholarship Awards process.

Office of Undergraduate Admissions & Enrollment Management:

- Working on a comprehensive retention plan draft with the Enrollment Management Taskforce
  - Includes timeline, events, templates for emails, social media, and flyers, and assigns processes.
  - Continue three-week and mid-term grade assessment for all undergraduate students; continue Concerned Conferences; encourage faculty participation
- Continue to assess and track retention figures by semester and Fall-to-Fall: Obtained lists from Registrar of students enrolled Spring 2018 not registered for Fall 2018 and had recruiters and athletics contact students.
- New Student Registration Events were re-structured to a two-wave model to achieve two (2) main objectives:
  - Allow larger numbers of students to complete registration (academic advising, financial aid, registration, housing, etc.).
  - Allow students & their families to experience life as a Railsplitter.
    - Splitter Showcase highlighted student resources and organizations.
    - Informative presentations by ROTC, Financial Aid, SSS, Academic Support Services, and Accessible Education Services.
- Advising meetings were held for faculty before every New Student Registration to enhance the experience for incoming freshmen.
- Continue to identify “at-risk” students and promote the use of available student services: Undergraduate Admissions Committee uses admission data as predictors and proactively admits students as Cornerstone students.
Athletics:
• With 170 female student-athletes, the average GPA was 3.36.
• With 202 male student-athletes, the average GPA was 3.12.
• Cumulative department grade-point average of 3.24 (school record).

Math and Science
• The School of Mathematics and Sciences held 19 on-campus events with the goal of increasing our student’s social and academic integration into LMU’s community and increase retention. These events covered both graduate and undergraduate programs. Examples included The School of Mathematics & Sciences’ Welcome Fest, lunch and learn professional development events, and guest speakers.
• The School of Mathematics and Sciences held an academic advisor training workshop for new faculty.
• The student-centered holistic model of academic advising was discussed at a school meeting.
• Academic tutors were obtained for the Master of Science program.
• Four-year academic plans were reviewed and updated as necessary.

Arts Humanities and Social Sciences
• MPA/MSCJ: The Master of Public Administration (MPA) and the Master of Science in Criminal Justice (MSCJ) programs have developed both entrance and exit surveys to evaluate student satisfaction with the respective graduate programs. In addition, faculty members regularly discuss program satisfaction and means of improvement with students throughout the academic year.
• Adding the Recruiter and Student Success Coordinator position to the School has provided a strong support for retention
  o Among the steps taken to pursue this objective is continuing analysis of student performance; updating curriculum of the program and specific classes; and extensive attention to attaining best practices in advising to better serve the interest of promoting student retention and success.

College of Veterinary Medicine
• The CVM Office of Student Services and Admissions employs a full-time staff member that focuses on student activities and well-being.
  o This staff member facilitates student activities, health initiatives and oversees any student club activities.
  o Staff member acts as a liaison between students and administration as needed.
• The CVM Assistant Dean of Student Success is available to meet with students regarding academic progressions along with any issues that arise with academic or behavioral issues while enrolled in the LMU-CVM.
  o The CVM Assistant Dean of Student Success oversees students on academic probation, those receiving tutoring and faculty advising.
  o The CVM Assistant Dean of Student Success works closely with the Director of Academic Support to ensure student successes.
The CVM Assistant Dean of Student Success oversees all North American Veterinary Licensing Examination (NAVLE) preparation initiatives including the NAVLE preparatory course during the rotational fourth year of study.

- CVM students are encouraged to utilize University Counseling services as a means to assist with mental health and well-being while enrolled in the LMU-CVM.
- The CVM Office of Student Services and Admissions continues to inform students about the types of student services both academic and non-academic that are offered by LMU as a whole.

DeBusk College of Osteopathic Medicine

This year, LMU-DCOM has placed 98.6% of its graduating class into postgraduate training programs. Of the graduating class, 37.5% were placed into osteopathic residency programs. 57.9% accepted residency positions with allopathic programs and 3.2% are going into military programs. Approximately 20% of the graduating class we placed into programs within the Appalachian region, and 7% within the State of Tennessee.

Approximately 82% of the members of the graduating class at Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM) will enter their first year of residency training in a primary care track, including family medicine, internal medicine, pediatrics, OB/GYN, emergency medicine, osteopathic manipulative medicine and transitional year/traditional rotating internship. The members of the Class of 2018 will be practicing in 17 different specialties in 181 different residency programs in 37 states.

DCOM has added a Student Success Team that meets once a month to go over students having academic difficulties. The committee is composed of various representatives from different DCOM departments. The purpose of the committee is to develop a plan for each student and to make sure that the appropriate departments are involved in ensuring each student’s success.

**LMU-DCOM D.O. Program Completion and Attrition Rates from 2007 to May 16, 2018**

<table>
<thead>
<tr>
<th>Incoming Cohort</th>
<th>Cohort Size</th>
<th>Program Completion</th>
<th>Withdrew</th>
<th>Dismissed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2007</strong></td>
<td>160</td>
<td>4 years: 128, 5 years: 19, &gt; 5 years: 4</td>
<td>94.4%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall 2008</strong></td>
<td>160</td>
<td>4 years: 122, 5 years: 17, &gt; 5 years: 6</td>
<td>90.6%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Fall 2009</strong></td>
<td>162</td>
<td>4 years: 120, 5 years: 18, &gt; 5 years: 4</td>
<td>87.7%</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Fall 2010</strong></td>
<td>162</td>
<td>4 years: 128, 5 years: 12, &gt; 5 years: 2</td>
<td>87.7%</td>
<td>12</td>
</tr>
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<td></td>
<td></td>
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<td>8</td>
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<td>------------</td>
<td>------</td>
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<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Students</td>
<td>162</td>
<td>233</td>
<td>243</td>
<td>243</td>
</tr>
<tr>
<td>Graduates</td>
<td>133</td>
<td>172</td>
<td>184</td>
<td>189</td>
</tr>
<tr>
<td>Involuntary Attrition</td>
<td>11</td>
<td>20</td>
<td>27</td>
<td>(27)</td>
</tr>
<tr>
<td>Overall Attrition</td>
<td>(3)</td>
<td>(7)</td>
<td>(27)</td>
<td>(189)</td>
</tr>
<tr>
<td>Rate (%)</td>
<td>(90.7%)</td>
<td>(85.4%)</td>
<td>(7)</td>
<td>(85.4%)</td>
</tr>
<tr>
<td>New Graduates</td>
<td>5</td>
<td>19</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Total Graduates</td>
<td>10</td>
<td>(15)</td>
<td>(16)</td>
<td>(11)</td>
</tr>
</tbody>
</table>

Parentheses represent current numbers

**Duncan School of Law**

- Through robust and progressive academic support services, DSOL decreased involuntary attrition to 7% for the academic year 2017-2018
- Coupled with the new grading curve, ASP decreased overall attrition to 11% for the academic year 2017-2018, which is a significant decrease from previous academic year.
Strategic Goal 8: Provide academic and student support 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.

Progress:

Office of Mental Health Counseling

- The Director of Mental Health Counseling assigned a mental health counselor to work in Knoxville, Tennessee 3x per month during the 2017-18 school year. This resulted in an increase in the number of students served at our Knoxville, Blount County, and DSOL campuses when compared to 2016-17.
- Students from LMU’s Corbin Campus are within driving distance of the LMU main campus in Harrogate, TN and access mental health counseling services there.
- Students from all other extended campus sites were made aware of the availability of mental health counseling services but did not request them.
- The Office of Mental Health Counseling continues to offer after-hours emergency tele counseling for all enrolled students, faculty, and staff via the “Protocall” Protocall ensures that the LMU campus community (main and extended) sites have access to a counselor 24 hours per day, 365 days per year.

Office of Career Services

- The staff of the Office of Career Services participated in service projects with UACT classes during Welcome Weekend.
- The staff of the Office of Career Services encouraged community services projects throughout the academic year with all UACT students.

Office of Academic Support

- One of the objectives the Office of Academic Support of was that students will learn how Academic Advising is important to their success. Student who received academic advising in the Office of Academic Support ranked the importance of Academic Advising at 6.59 compared to the national average for four-year private institutions at 6.35. Students ranked their satisfaction with academic advising at 6.07 compared to the national average at four-year private institutions at 5.58.
- Another objective the Office of Academic Support of was that students will better understand the requirements of their selected majors.
  - Students participated in the Ruffalo Noel Levitz Student Satisfaction Inventory. Respondents ranked their satisfaction with their academic advisor’s knowledge of their program requirements at 6.25 compared to the national average at four-year private institutions at 5.76.
  - Students participated in the Ruffalo Noel Levitz Student Satisfaction Inventory. Respondents indicated their understanding and opinions of their major program requirements as clear and understandable at 5.88 compared to the national average at four-year private institutions at 5.63.
• An additional objective the Office of Academic Support of was that students will learn their academic advisors care about their success, are easy to build relationships with and can help maximize the benefits of their program with goal setting assistance. Students participated in the Ruffalo Noel Levitz Student Satisfaction Inventory. Respondents rated their satisfaction with their academic advisor caring about their success at 6.19 compared to the national average at four-year institutions at 5.57. Students participated in the Ruffalo Noel Levitz Student Satisfaction Inventory. Respondents indicated their satisfaction with the approachability of their advisor at 6.24 compared to the national average for four-year private institutions at 5.77.

• The Office of Academic Support endeavored to provide a successful transition of Cornerstone students into the learning community of the university: 81% of students remained academically eligible to return in Spring of 2018 compared to the expected outcome of 65%.

• Both the Student Support Services program and the tutoring program was promoted on MYLMU, during new employee orientations, campus monitors, during new student registration, several individual courses, information tables on campus, and with the athletic department.

• The Student Support Services program mailed semester family member newsletters promoting Student Support Services and activities.

• The Student Support Services program mailed monthly student newsletters promoting all Student Support Services and activities.

Office of Accessible Education Services

• The staff of the Office of Accessible Education Services promoted accessible education services awareness among faculty, staff and administrative personnel at all LMU campuses and extended sites.

• The staff of the Office of Accessible Education Services presented three accessible education services presentations at the fall 2017 Faculty/Staff In-service Week Orientation.

• The staff of the Office of Accessible Education Services resented accessible education services awareness presentations at student program orientations, including six undergraduate New Student Orientations, one College of Veterinary Medicine and one Master of Science program New Student Orientation.

• The Director of Accessible Education Services met with multiple faculty/staff throughout the academic year to collaborate on solution-oriented resolutions regarding accessibility issues among students.

• The Director of Accessible Education Services, when appropriate and indicated, provided resource information to promote available accessible education services to students, including counseling, career planning, tutoring, academic advising, academic enrichment, and housing, dean of student’s office, library services, and accessible internet technology resources (Kurzweil).
Dean of Students Office

- Dean of Students and Student Services Offices hosted the Rising Star Dinner for incoming students who have been identified as rising student leaders.
- Dean of Students and Student Activities planned and hosted the 2nd Annual Student Leadership Banquet with over 125 attendees.
- Student Activities Office planned and hosted a Spring Formal with student attendance of over 100 attendees.
- Dean of Students Office and Student Activities Office facilitated annual Club and Organization Officer Training in September 2017.
- Coordinated a 24-hour, travel expense paid, excursion for undergraduate students to Washington DC – FREE-2-DC on April 14, 2018. Twenty-three (23) students and two (2) university staff attended.
- Collaborated with Alumni Affairs to begin planning and developing Fall 2018 Homecoming event(s) and how student services can be actively involved.

Student Conduct

- Adjudicated 246 Conduct Meetings from 98 incidents.
- Facilitated 29 Discipline Committee Meetings for students who have been through the Student Conduct Process before or for situations that included suspendable offenses.
- Calculated and documented conduct statistics from Fall 2015, Spring 2016, Fall 2016, Spring 2017, and present to be sent for TIBRS and Clery.
- Archived and digitally recorded all student conduct files from 2015, 2016 and 2017.
- Utilized MS OneDrive for updating all student conduct related statistical information and storage of student files.
- Developed proposal for purchase of MAXIENT Conduct Software and assisted in coordinating a campus-wide software demonstration.
- Developed and facilitated training for all members of the Discipline Committee consisting of faculty, staff, and students.
- Facilitated a session to provide overview of Student Conduct Process for Faculty and Staff at the August 2017 Faculty Staff Workshop.
- Presented at the Student-Athlete Welcome Meeting on August 14, 2017.
- Continued to refine and update the Student Handbook for 2017-2018 academic year.

First-Year Experience

- Planned and implemented Welcome Weekend 2017 for the largest incoming class, Fall 2017.
- Co-facilitated a training session for Faculty and Staff about Lincoln Ambassadors and UACT Class at the August 2017 Faculty Staff Workshop.
- Developed and facilitated the first Lincoln Ambassador Retreat to review training topics and team development techniques.
- Added additional sections of UACT class (and increased Lincoln Ambassadors to support) for Fall 2017.
- Added a transfer student component to Welcome Weekend.
- Implemented the PLAYFAIR! Experience for the 1st night of Welcome Weekend with over 200 students.
• Supervised a Graduate Intern from Appalachia State’s College Personnel Program to assist in carrying out Welcome Weekend.

• Trained 26 Lincoln Ambassadors to serve as Peer Mentors at New Student Registration Days, Welcome Week, and in the UACT 100 courses for fall 2017.

• Carried out the PASSPORT Program to improve the first year experience for LMU students and create a synergistic partnership with the UACT courses/faculty for fall 2017.

• Collaboratively hosted the Spring 2018 New Student Registration (NSR) Day in January 2018.

• Implemented new “dual flow” model for New Student Registration (NSR) has been and will continue to be used when registrant numbers for NSR stay above 60.

• Interviewed and selected two (2) Student Co-Directors for First Year Experience Programs to help support and oversee Lincoln Ambassador program.

• Coordinated Recruitment and Selection efforts for Lincoln Ambassadors for 2018-2019.

• Interviewed over 50 applicants for the Lincoln Ambassador role and selected the Lincoln Ambassador Team for 2018-2019.

• Facilitated three (3) training days for the Lincoln Ambassadors covering expectations, small group facilitation and topical information.

• Sponsored student delegation of six (6) students to SROW (Southern Regional Orientation Workshop) in Orlando, FL.

• Selected a Graduate Student (enrolled in the Higher Education Master’s Program at Indiana University for fall 2018) to serve as Summer Intern for Welcome Weekend.

• Began planning for collaborative event at Homecoming 2018 hosted by the Lincoln Ambassador Team.

Student Housing and Residence Life

• Housed overall average of 962 residents in the 2017-2018 year (1023 Fall, 901 Spring), an average increase of 89 residents overall (119 Fall, 58 Spring) compared 2016-2017 fall and spring. This number does not reflect 59 Kantos and 7 JXU students housed temporarily as part of a special program.

• Planned and implemented a Resident Assistant Training prior to the start of each semester (Fall 2017 and Spring 2018) and provided on-going training through monthly In-Service Workshops during Spring 2018.

• Coordinated and conducted Resident Assistant selection process which resulted in 41 applications (20 new, 21 returners) and a final selection of 30 RA staff members. The returner rate was 90% (18 out of 20 returning RAs were asked to serve in Fall 2018).

• Continued expansion of Area Coordinators’ role to include comprehensive duty scheduling to ensure that professional staff are available 24 hours a day, 7 days a week, and 365 days a year and adding specific Residence Life and Student Services collaborative/auxiliary responsibilities (ex. Assignments, Training, Facilities Coordination, etc.).

• Continued utilizing Area Coordinators as support when students are transported by Campus Police and Security.

• Utilized the Resident Assistants and Area Coordinators to follow up with residents for academic, mental health, wellness checks, hospital transports, etc.

• Led a delegation of RA staff to the Tennessee Association of Residence Halls (TARH) Conference.
• Joined and affiliated LMU with ACUHO-I, the Association of College and University Housing Officers – International in order to support access to national and international housing resources.

• Continue to expand Residence Life’s role in educational and social programming for on-campus residents through utilization of the “PRESIDENTS” programming model.

• Hosted 80 (23 Fall, 57 Spring) active events/activities with attendance of over 2,050 campus residents.

• Hosted 18 professional and graduate student-specific events/activities with 210 residents attending.

• Collaborated with Student Activities/Student Life to conduct 18 (8 Fall, 10 Spring) campus-wide events.

• Collaborated with DCOM Student Activities to help with multiple DCOM events over course of Fall 2017 and Spring 2018 – specifically including but not limited to social, educational, and recreational events.

• Effectively used social media to reach students about residential events/activities, attracting 475 unique followers and 1,100 impressions in Spring 2018 semester.

• Continued to collaborate with Admissions to improve the online housing application experience and collect application materials for those who applied for housing.

• Continue to operate within and improve upon the Strategic Housing Plan to be intentional about placements.

Student Activities and Engagement

• Recorded an end of year total activities participation of 9,456 individuals for an 11.7% increase from the last academic year.

• Collaborated with the Cumberland Gap Town Council and local businesses to plan the Spring Street Fair in April 2018.

• Hosted the 2018 Spring Formal along with the student planning committee. The event was very successful with 139 students in attendance.

• Increased social media presence across various social media platforms and recorded a 10% increase in followers from the last academic year. Other methods for increasing awareness with student included smart phone applications, MyLMU, on-campus fliers, etc.

• Collaborated with LMU Athletics Department and Abe’s Army (Student Organization) to sponsor levels 1-3 of the Student Rewards Program. This program had 805 student participants overall.

• Fall 2017 – began first Friday event series to encourage residential students to remain on campus for weekends.

• Purchased 50 professional display boards to be used by Student Services and Campus Organizations at New Student Registrations and other campus events.

• Student Government Association (SGA) proposed various bills to the Board of Trustees and University Cabinet encouraging the development of various physical resources and services on campus to meet or enhance services provided to students. Spring 2018 – proposals submitted to the Board for consideration:
  
  o A proposal to request and recommend that Lincoln Memorial University conduct an official feasibility study for a new Student Center building.
A proposal to increase the quality and quantity of student activities on the campus of Lincoln Memorial University through the implementation of a student activity fee.

- Planned for the 2018-19 Academic Year with the incoming SGA Executive Board. Items included SGA constitution revisions, changes to the voting structure, and implementation of practices to assist students with Robert’s Rules of Order, voting procedures, and the roles of SGA Representatives.
- Revised the Registered Student Organization (RSO) process with DOS Dr. Oliver, and will likewise revise the accompanying organization handbook distributed to Campus Organization Officers and Advisors for the 2018-19 Academic Year.

- GREEK LIFE
  - Recruited and successfully added 7 new members to Greek Life.
  - Maintained a population of 59 students involved in Greek Life.
  - Recorded over 660 hours of community service in spring 2018.

Diversity and Inclusion

- Coordinated, implemented, and sponsored an average of 25 multicultural events per semester in the areas of international, Black history, Women’s history, Hispanic/Latino heritage, LGBTQ, interfaith and civil discussion programming to include:

  Fall 2017
  - Anti-Discrimination & Harassment Workshop for all DCOM, MS 1st Year Students, and CVM 1st Year Students during orientation, Fall 2017.
  - Diversity Training for Residential Life staff fall 2017 training
  - International Student Orientation & Dinner.
  - “Cultural Sensitivity in Health Care” as guest lecturer for DCOM’s Fundamentals in Modern Health Care class, Fall 2017.
  - Five (5) rotating workshops on diversity and cultural competency as part of Welcome Week activities for entire 2021 Freshman class.
  - Collaborated with Carnegie Vincent Library to coordinate and sponsor monthly book club, “Reading without Borders,” open to all students, staff, and faculty.
  - Celebrate Appalachia committee, a cross-departmental initiative, to coordinate the week-long festival attended by more than 25 that included the following programming and events: Appalachian Crafts Night; Beekeeping Demonstration; Stage reading of “Appalachian Macbeth,” Taming of the Shrew” in partnership with LMU Players; Sweet Hour of Prayer Gospel Hour; Cherokee Genealogy Lecture; Live Bluegrass Music and Appalachian Buffet in the Dining Hall; Book Reading by Denton Loving; Nature Walk and Arts & Crafts Showcase.
  - Latino Dance Party to kick-off National Hispanic and Latino Awareness Month with over 60 attending.
  - Advised DMS program on appropriate cultural sensitivity online resources for students, staff and faculty as part of a response to a discrimination complaint.
Interfaith Prayer Service in recognition of the 16\textsuperscript{th} anniversary of September 11, including sponsoring Never Forget, the 2,977 American flags display on campus quad in memory of those who perished on September 11. Over 20 attending service.

- Coordinated an opportunity for two international students to visit a local school and present information about their country.
- Wrote new content for MSS webpage to include information on resources, glossary of terms, and events calendar.
- Allies Workshop for students and staff.
- International Student Union’s Oktoberfest Dinner with approximately 70 attending.
- Diwali Festival dinner with close to 100 in attendance.

Spring 2018

- MLK Day celebration “Celebrating the Life & Legacy of Dr. Martin Luther King,” with keynote speaker, Ambassador George Staples. Approximately 80 attending. Open to the public.
- World Hijab Day in solidarity with Muslim women and other veiled women around the world.
- Four (4) monthly Drum Circles, attended by approximately 30 total.
- Black History Month Film Series, to host 4 weekly movies throughout the month of February. Attended by approximately 140. Partnered with Lincoln Museum and open to the community.
- Ash Wednesday Services. Attended by approximately 20. Open to the public.
- Supported International Student Union’s Chinese New Year Dinner. Attended by more than 60.
- Supported World Dance Club’s Irish Dance Party.
- Monthly Courageous Conversations, a series of dialogue based on civil and respectful discussions on social topics such as gun control, immigration, and women’s rights.
- LMU Women of Distinction Luncheon, honoring LMU’s first female African American graduate and recognizing junior and senior women making positive impacts on campus. Attended by approximately 50.
- Women’s History Month movie night and Lincoln’s Lounge activity, attended by 24.
- Coordinated with DCOM’s SaGE to host Trans Day of Visibility, with 28 attendees.
- Four (4) weeks of ethnic cooking classes in observance of Diversity Awareness month. Attended by 78 students, staff, and faculty. Classes taught traditional foods from Egypt, China, Honduras, and Cambodia.
- 3\textsuperscript{rd} Annual International Dinner & Entertainment Show, attended by approximately 80 with food from around the world and entertainment that included flamenco dance, Irish dance, and African drum and dance.
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- Collaborated with J. Frank White Academy to support Appalachian/Hispanic/Latino events, specifically the 2nd Annual Mountain Fiesta and a concert by group “Appalatin”
- Co-sponsored with International Programs 2 trips to Knoxville for multicultural outings that included shopping and the Chinese Festival of Lights. Attended by approximately 20

- Developed Diversity and Inclusion Committee, a cross-departmental initiative to create a more culturally sensitive campus.
- Advised student diversity organizations of el Mundo, World Dance Club, Gay-Straight Alliance and co-advisor to ConBraza and International Student Union.
- Supported and coordinated the LMU’s Railsplitter Family Association.
- Coordinated and sponsored the Parent Club Information Table at Welcome Weekend 2017.
- Developed presentation for Parent Club “Parenting Your College Freshman” Welcome Weekend Parent Session.
- Coordinated and hosted Parent Club Reception during Homecoming October 2017.
- Designed and delivered training on implicit bias for DCOM’s standardized patient program.

Campus Recreation
- Tracked 16,742 individual visits (an increase of 10% over spring 2017) by 1,256 unique users to the Fitness Center
- Offered six weekly Group Fitness Classes:
  - Average attendance:
    - Zumba = 30 (30% increase from fall 2016)
    - Yoga = 10 (no change from fall 2016)
    - Boot camp = 7 (14% increase from fall 2016)
    - Martial Arts = 4 (new class)
    - X-Fit = 7 (new class)
- Offered Open Recreation in Mary Mars Gym twice per week:
  - Average attendance = 9 (11% increase from fall 2016)
- Hosted two intramural sports leagues – 6-weeks long each:
  - 3-on-3 Basketball: 59 unique participants, 10 teams
  - 7-on-7 Soccer: 95 unique participants, 10 teams

High Adventure
- Led five High Adventure Ropes Course groups with 96 participants during the Fall 2017 semester.
- Led six High Adventure Excursions in 2017-2018 including kayaking, horseback riding, hiking, skiing, rock climbing with a total of an average 58 total participants (Fall 72, Spring 44).
- Organized LMU’s participation in the Outdoor Nation On Campus Challenge where 65 students participated by logging their outdoor activities in order to compete for prizes over the course of September and October.
- Rented average of 23.5 bicycles (Fall 33, Spring 14) to students through the Bicycle Friendly Campus fleet program.
Added 5 new bikes to the Bicycle Friendly Campus Fleet with funds from the Enterprise Holdings Grant, Fall 2017.

**Pool and Aquatic Services**
- Tracked an average of 1,392 (Fall 1256, Spring 1528) individual visits (excludes birthday parties).
- Sold average of 78.5 Pool Memberships (Summer and Fall 114, Spring 43) to community members and student families during the Spring 2018 semester.
- Offered average of 145 (Summer/Fall 279, Spring 11) weekly Aqua Fitness Classes:
- Hosted average of 52 (Fall 49, Spring 55) pool parties for community members.
- Total of 272 parties since opening in January 2016.
- Taught three (3) American Red Cross Lifeguard Certification/Re-Certification courses.
- Taught average of 36 (Fall 59, Spring 12) American Red Cross Swimming Lessons courses to community members.

**Math and Science**
- The undergraduate Recruitment and Student Success Coordinator and the graduate Recruiter and Student Services Coordinator for the School of Mathematics and Sciences developed email lists for student cohorts. Regular messages about University activities and services were disseminated to these cohorts.

**Arts, Humanities, and Social Sciences**
- Three English majors were successfully recruited to join the English honor society Sigma Tau Delta.
- Two English majors attended the Sigma Tau Delta Convention; one student presented an award-winning paper there.
- Three English majors attended the Appalachian Symposium at Berea College in September 2017.
- One English major attended the IHHC in Houston, March 2017.
- Two English majors presented papers at the HERA convention in Chicago, March 2018.
- MPA: The Master of Public Administration (MPA) program holds an orientation at the beginning of the fall and spring semesters which includes both new, current, and former students in order to foster a greater sense of program community and to familiarize students with program expectations. In addition, the MPA program held its first “Homecoming” event toward the end of the Spring 2018 semester for new, current, and former students as well as faculty and friends of the program.
- Radio Program, American Culture: Arts, Humanities, and Social Sciences hosted Social Work, Art, MCOM, Psychology, Political Science, MPA/MSCJ, English/Writing, and the AITG programs this year.
- AHSS Recruiter speaks at AHSS faculty meetings and elsewhere about services available for students.
- During advising and other appropriate times, students are advised to pursue counseling services as well as make best use of campus facilities including the library, financial aid advisors or other services on campus. MCOM students are given a tour and shown
opportunities to utilize Sigmon Communication center to pursue extracurricular opportunities.

- Graduate program requirements workshop was held in AHSS this April.
- Celebration of Law event was a collaboration held by DSOL and AHSS in February.

College of Veterinary Medicine
- CVM students are encouraged to utilize University Counseling services as a means to assist with mental health and well-being while enrolled in the LMU-CVM.
- Fifteen CVM student clubs and organizations are currently active within the LMU-CVM.
- Student surveys are conducted to allow students the opportunity to provide feedback on services offered.
- CVM end of course surveys are conducted for both fall and spring semesters.
- General LMU, CVM and DCOM Student Services collaborate to provide an array of student services and student activities.
- Regular CVM student workshops and Lincoln Lessons are developed and implemented to cover topics such as resume writing and mentoring.

DeBusk College of Osteopathic Medicine
- DCOM publishes a weekly calendar of events for the students, faculty, and staff. At orientation and at subsequent Deans Hours there are discussions about academic services available. There is also a course at the end of the second year, part of which involves several presentations about academic services available to students on rotations.

Duncan School of Law
- Added two new academic success faculty members to replace the outgoing Associate Dean for Student Learning.
- Developed new individualized support services for our 2nd-semester students designed to develop and establish industry-leading self-regulated learning techniques taught through the existing Legal Foundations II course.
- Using TWEN, emails, and slides shown on displays throughout the law school, ASP promoted 1L student attendance and participation at Academic Success workshops conducted by faculty members as well as upper-level students.
- Increased visibility and availability of student-led mentoring through Dean’s Fellows office hours, which were held in public area on the 3rd floor of law school.
- Worked with Dean of Faculty to consolidate, contextualize, and emphasize the DSOL’s Bridge Week / Orientation program to a more effective and meaningful model for teaching skills development and improving the overall initial student experience.
- Through detailed discussions and engagements with academic support counseling, ASP identified individual students who were in need of greater social and/or mental health support services and referred them to LMU Counseling Services.
Strategic Goal 8: Provide academic and student support 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.

Progress:

Office of Career Services
- The Director of Career Services participated in service projects with UACT classes during Welcome Weekend.
- The staff in the Office of Career Services encouraged community services projects throughout the academic year with all UACT students.

Office of Academic Support
- The staff in Student Support Services participated in service projects with UACT 100 classes (5 classes) during Welcome Weekend 2017.
- The staff in Student Support Services encouraged the completion of community service projects to fulfill their service hours throughout the academic year with all UACT students (55 students).

Office of Accessible Education Services
- The staff of the Office of Accessible Education Services worked with a DCOM student who sought out approval for a Research Fellowship Project Proposal Title: Survey & Analysis of Wheelchair Accessibility of Tennessee Greenways and LMU Campus/Community.

Dean of Students Office
- 400 students are recorded as participating in the Student Service Initiative (SSI) in 2017-2018 (compared to 783 in prior year).
- Total hours of Community Service recorded as performed by LMU Students in 2017-2018 was 8,417 hours (compared to 7,946 in prior year 2016-2017).
- Total hours of Community Service Performed Related to Academic Major and/or Career Plans by LMU Students in 2017-2018 was 3,279 hours (compared to 6,507 in prior year 2016-2017).
- 360 Local and Regional agencies served by LMU Students in 2017-2018 (compared to 356 in prior year).
- Office of First-Year Experience (FYE) organized over 25 Community Service opportunities where 250 students participated in service for the community during welcome weekend.
- Office of Student Activities and Engagement sponsored Annual Halloween Havoc with 1,539 Community attendees and 436 University event volunteers made of Faculty, Staff and Students.
- Office of Student Activities and Engagement sponsored a trail maintenance community service project in partnership with the Cumberland Gap National Historic Park to reopen a trail connecting the campus trail system with Cumberland Gap. The volunteer group was a
A collaborative effort that included 25 individuals with representatives from the LMU undergraduate, DCOM, JFWA, LMU Staff, and CGNHP.

- Collaborated with Women of Service to provide for and promote Lincoln’s Cupboard (Food Pantry) program for LMU students.

**Athletics:**

- At the conclusion of the 2017-2018 academic year, LMU Athletics programs participated in 259.5 hours of community service (135 for Men’s programs and 124.5 for Women’s) and raised over $30,000 for various cancer organizations and events such as St. Baldrick’s, Vs. Cancer, Dig Pink, and Play4Kay.

**Women’s Volleyball Community Service Events (2017-2018) – 3 hours**

- Partnered with Team Impact to mentor an honorary player, Madi Seidel, as part of the roster. In three years, Madi has attended over 20 home matches including participation in pregame and postgame locker room meetings, sitting on the bench during matches and wearing her own LMU jersey. The team also attended a pool party for her birthday and hosted numerous movie nights.

- ROHO

- Hosted four local teams at home matches and practice this season including: South Laurel High School (London, Kentucky), Northview Academy (Gatlinburg, Tennessee), Campbell County High School (Campbell, Tennessee), and Horace Maynard Middle School (Union County, Tennessee).

**Women’s Basketball Community Service Events (2017-2018) – 12 hours**

- Relay for Life, Luminaria (1 hour)
- Halloween Havoc (2 hours)
- ROHO (3 hours)
- Reading to children at Ellen Meyers Elementary (6 hours)

**Bowling Community Service Events (2017-2018) – 5 hours**

- Halloween Havoc (2 hours)
- ROHO (3 hours)

**Track & Field and Cross Country Community Service Events (2017-2018) – 15 hours**

- Halloween Havoc (2 hours)
- ROHO (3 hours)
- JFWA Cross Country Meet (7 hours)
- Tex Turner Arena parking lot attendants (3 hours)

**Golf Community Service Events (2017-2018) – 3 hours**

- ROHO (3 hours)

**Women’s Lacrosse Community Service Events (2017-2018) – 53.5 hours and $400**

- Relay for Life, Setup (1 hour)
- Claiborne Animal Shelter (38.5 hours)
- Halloween Havoc (2 hours)
- ROHO (3 hours)
- Men’s Lacrosse Play Day/St. Baldrick’s (5 hours and $400)
- Lacrosse Clinic in Pigeon Forge (4 hours)
Women’s Soccer Community Service Events (2017-2018) – 6 hours
- High School Clinic (6 hours)

Softball Community Service Events (2017-2018) – 13 hours
- Middlesboro Nursing Home Movie Night (3 hours)
- Middlesboro Nursing Home Spooktacular Bingo (3 hours)
- Halloween Havoc (2 hours)
- ROHO (3 hours)
- Reading to elementary school children (2 hours)

Tennis Community Service Events (2017-2018) – 3 hours
- ROHO (3 hours)

Cheer and Dance Community Service Events (2017-2018) – 19 hours
- Gear Up Tennessee (4 hours)
- Relay for Life, Registration (2 hours)
- Volleyball Dig Pink (2 hours)
- Halloween Havoc (3 hours)
- Read Across America at Powell Valley Elementary (8 hours)

Baseball Community Service Events (2017-2018) – 7 hours and $11,629
- ROHO (3 hours)
- Reading to local school children at Bell Central (4 hours)
- Raised $11,629 for the Vs. Cancer Foundation

Men’s Basketball Community Service Events (2017-2018) – 11 hours
- Relay for Life, Luminaria (2 hours)
- Halloween Havoc (2 hours)
- ROHO (3 hours)
- Middlesboro Elementary School visits (4 hours)

Men’s Lacrosse Community Service Events (2017-2018) – 52 hours and $6,700
- Kingsport Lacrosse Clinic (8 hours)
- Relay for Life, Cleanup (1 hour)
- Women’s Soccer Ball Boys (6 hours)
- Halloween Havoc (2 hours)
- Play Day/St. Baldrick’s (8 hours and $6700)
- ROHO (3 hours)
- November Youth Clinic (3 hours)
- Home Move (5 hours)
- Bristol Free Indoor Lacrosse Clinic (3 hours)
- Knights Cup Outreach (2 hours)
- Tri-Cities Equipment Drive (3 hours)
- February Lacrosse Clinic (3 hours)
- March Lacrosse Clinics (5 hours)

Men’s Soccer Community Service Events (2017-2018) – 10 hours
- ROHO (3 hours)
- Knoxville Clinic (3 hours)
• World Thinking Day (4 hours)

Men’s Volleyball Community Service Events (2017-2018) – 32 hours
• Douglas High School Fundraiser (30 hours)
• Home Move (2 hours)

Math and Science
• The School of Mathematics and Sciences conducted a number of events that had, in part, service components. Examples include:
  • Science, Human Geography, and Environmental History: Recognizing Humans as Part of Nature which brought 144 middle school students to campus (84 October 2017, 60 April 2018). Sponsored by a collaborative grant from Science Education for New Civic Engagements and Responsibilities-Informal Science Education (SENCER-ISE) to the School of Mathematics and Sciences, the Cumberland Mountain Research Center and the Abraham Lincoln Library and Museum.
  • The Science Olympiad Invitational (Feb. 2018) brought nearly 200 high school students to campus.
  • LMU’s annual STEM Academy (May 2018) for rising seniors across the Clinch-Powell Educational Cooperative service area.
  • The Appalachian Summer Medical Institute in collaboration with the DeBusk College of Osteopathic Medicine hosted students (college juniors and seniors) from across Appalachia on LMU’s campus.

Arts, Humanities, and Social Sciences
• MPA: The Master of Public Administration (MPA) program is currently in talks with the undergraduate Political Science program and the Abraham Lincoln Institute to identify areas of cooperation that will benefit each program. Further discussions will also include the LMU Law School as their program attains ABA Accreditation.
  • MPA: The Master of Public Administration (MPA) is increasingly focused on engaging with area professionals for guest speaking appearances and course content. Through social media, the MPA program promotes guest speakers, such as leaders from the City of Knoxville Office of Solid Waste in summer 2018 to the general public.
  • Social Work SHARE Club, partnered with Servolutions in its Duck Derby fundraising event. The Social Work seniors wrote grants for local agencies to submit for funding as part of their field education experiences (worth over $61,000).
  • The Social Work SHARE Club partnered with DCOM and nursing organizations to provide an Autism Awareness event for Claiborne County.
  • AHSS sponsors 12 clubs and academic field specific organizations. All were tasked with implementing community service activities this year.

College of Veterinary Medicine
• The LMU-CVM House System has been established and encourages students to foster community spirit and service via “competitive” activities such as food, coat and supply drives for local non-profits.
CVM Service within the community is fostered and encouraged via student clubs and organizations; specific outreach activities are noted below:

- Local high school Future Farmers of America (FFA)
- Elementary school one health initiative programs
- LMU One Health outreach
- Center for Animal and Human Health in Appalachia (CAHA) outreach
- Food and item drives for local animal shelters
- Josh Project
- Shelter Medicine Club

DeBusk College of Osteopathic Medicine

- DCOM uses a “College System” of dividing up the student body into smaller more manageable groups of students. Each college has several faculty and staff advisors who are responsible for planning social events and for serving as academic advisors. There are over 25 student clubs that form the basis for much of the social activities for the medical students. Each club is required to hold an annual service project that serves the local community.

LMU-DCOM Student Services Report 2017-2018

Total Donations: $27,000 +

Benefitting organizations/partnerships

- Solidarity Week Kenley Project
  - Project contributing to families affected by stillborn births.
- Mobile Food Pantry (Fall & Spring)
  - Fed over 2,000 people in the tri-state community. 50+ DCOM students volunteered both in the fall & the spring.
- Christianson Syndrome Association
  - DCOM’s PASSAGE and Pediatrics Club hosted the 3rd annual Cooper’s Carnival which saw 300+ community members attend all to raise funds for CSA and bring awareness to Christian Syndrome.
- Child Scholars
  - Well over 200 students and faculty attended Wine Tasting for a Cause this year. This event was started by LMU-DCOM alum, Dr. Emmanuel Okenye. Dr. Okenye launched a non-profit organization called Child Scholars that provides educational opportunities for children living in poverty in Nigeria. Over $6,300 was raised for Child Scholars as a result of this event.
- Participation at the Middlesboro Christmas Parade (SGA)
- Servolution Health Services
  - Funds from the annual Sundown Rundown 5k hosted by the PA program and the OMS 1 vs. OMS 2 soccer game were donated to Servolution Health Services.
- Muscular Dystrophy Association
  - The PM&R Club at LMU-DCOM raised enough money from a Graduation BBQ to fully cover the expenses of MDA Camp for two amazing children.
Knoxville Academy of Medicine
- LMU-DCOM’s AMA hosted a picnic and corn hole tournament to raise funds for KAM’s endocarditis project.

Bell County Animal Shelter
- LMU-DCOM’s SOMA hosted their annual Doggie Dash 5k raising funds for the Bell County Animal Shelter. Large amounts of dog & cat food were donated as well.

22 Too Many
- DCOM’s SAMOPS (Military Medicine Club) hosted their annual 5k to raise funds for 22 Too Many, an organization bringing awareness to veterans who suffer from severe PTSD and suicide.

RAM Clinic
- 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.

Cumberland Gap Volunteer Fire Department
- The Cumberland Gap Volunteer Fire Department is ran entirely by LMU-DCOM students.

Claiborne County Animal Shelter
- Samaritan’s Purse
- Many other benefitting organizations.

Number of local schools to visit DCOM: 6
- Claiborne High School
- Cumberland Gap High School
- Middlesboro High School
- Anderson County High School
- 2 Scrubs Camps (tristate students)

Number of Student Activities: 110 to date (includes reoccurring activities)
- Notable programs
  - Intramural Sports: Volleyball, Flag Football, Basketball & Soccer.
  - Art Class.
  - Group fitness classes: boot camp, Zumba & martial arts.

Notable events
- College Olympics
  - The College Olympics are one of the most popular student events at LMU-DCOM. During Olympics week, students get to compete against one another and their respective colleges through various events, including corn hole, trivia, Mario Kart 64,
• The Gobbler Games/Thanksgiving Dinner
  o The Gobbler Games are LMU-DCOM’s way of celebrating Thanksgiving. Students gather for fellowship and for dinner sponsored by Student Services and the Student Advocacy Association. Following dinner, the colleges compete against one another in a series of wacky competitions in a test of intelligence, skill, and guts.

• Knockerball
  o Knockerball was back by popular demand in 2017. Both students and faculty hop in the giant bubbles and attempt to play soccer against one another, while knocking each other to the ground in the meantime. In terms of pure entertainment value, this one of the most popular and stress-relieving events hosted by LMU-DCOM Student Service.

• Gala
  o The LMU-DCOM Gala is one of the most popular events year in and year out for the LMU-DCOM family. Over 400 students and faculty attended this year’s gala hosted at the Knoxville Marriott. Students got to enjoy a first-class dinner and night of fun and fellowship.

• Ski Trip
  o DCOM Student Activities hosted the first ski trip for LMU-DCOM students this February. 25 students traveled to Beech Mountain Ski Resort in North Carolina for a full day of skiing.

• Springfest and Amazing Race
  o At the end of the academic year, the Intercollegiate Council at LMU-DCOM hosts an end-of-year celebration for 1st and 2nd-year students. This year, the council hosted a cookout, the annual OMS 1 vs. OMS Soccer Game, The Amazing Race, Awards Ceremony, and Springfest Party

Leadership highlights

• DO Day on The Hill Delegates
  o Over twenty students represented LMU-DCOM at the 2018 DO Day on Capitol Hill. It is a great opportunity for students to not just advocate for the osteopathic profession but to network with other DO students and faculty from other schools. Students are prompted on a few issues before coming to DO Day on the Hill. The Good Samaritan Health Professionals Act and Protecting Medical Student Access to Student Loan Programs were the two issues presented this year. Students have the opportunity to meet with members of congress to advocate for these issues and their future profession at large.

• LMU-DCOM SGA
  o The LMU-DCOM Student Government Association, class officers, and 34 student clubs allows LMU-DCOM students to explore the responsibilities of class leadership and community involvement. A few of the events that they host are the Sports
Medicine Conference, Doggie Dash 5K, 5 for 22 5k, Wine Night, Cooper’s Carnival, Mobile Food Pantry, and various student wellness activities.

• DCOM-Strong
  o DCOM-Strong is a wellness initiative to help students in all areas of wellness. There is a student leader for each area of wellness (emotional, physical, financial, social, spiritual, and academic). They are required to plan at least one event or project per semester. We hope to collaborate with other programs in the future such as the PA, vet, and nursing students. It started with the wellness wagon and has grown to a committee to where each student leader is required to have one project/event per semester. We hope that this grows in the near future.

• Intercollegiate Council
  o The Intercollegiate Council, made up of LMU-DCOM’s 8 college presidents, were vital in the organization and execution of some of DCOM’s most popular events, including Springfest, College Olympics, and The Gobbler Games. These students also helped initiate this year’s mentor/mentee program and made sure every 1st-year student was assigned a 2nd-year student mentor that helped new students get integrated into medical school as well as provide a valuable contact for them throughout their medical school journey.

• Ambassadors Program
  o The Ambassadors Program at LMU-DCOM consists of 1st and 2nd-year students who help integrate incoming students into the DCOM family and represent DCOM at both school functions and community functions. Some notable events that ambassadors help out with include the LMU-DCOM graduation banquet, various health fairs, local high school tours and camps, and interview day tours. The Ambassadors play a crucial role on interview days by helping facilitate the student interview panel.

• Mentor/Mentee Program
  o LMU-DCOM Student Services restructured a program that was previously overseen by DCOM SGA and partnered with them along with the Intercollegiate Council to see a 100% increase in program participation. All 243 incoming students from the Class of 2021 were assigned a mentor from the Class of 2020 who helped get them integrated into LMU-DCOM and provided mentorship and guidance throughout the academic year. A mentor/mentee mixer was hosted at the beginning of the year where students got to meet their mentor and get advice for the upcoming year.

• Community Wellness Program
  o The LMU-DCOM Community Wellness Program oversees various programs and initiatives to serve the tri-state community. The program has 4 different divisions, including school outreach, walk with a doc, generations project, and research. Countless students volunteer at local elementary schools teaching students about health and hygiene. Several DCOM students also tutor kids in math through a program called MathDocs. Walk with a doc is an initiative that encourages exercise among the local community and also provides the opportunity for various health screenings. The generations project gives students the opportunity to serve in local
nursing homes and participate in philanthropic initiatives for seniors living in the tri-state community.

Duncan School of Law

- Provide pro bono legal and non-legal service opportunities for its students in Knoxville and the surrounding region serving the underserved.
Strategic Goal 8: Provide academic and student support services that foster academic and social integration to promote retention and student success.

Objective 8.4: Provide appropriate academic support services.

Progress:

Office of Career Services
- The staff of Office of Career Services expertly facilitated 287 one-on-one sessions with undergraduate students, graduate students, and alumni to discuss career-related issues, provide assistance with resume and cover letter construction, job search guidance, graduate school applications, and interview preparation.
  - Delivered 55 lectures, workshops, and presentations over the academic year on a variety of topics, reaching 768 students.
  - 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 (107 Spring) and employer attendance (33 Spring) has tripled through outreach and marketing initiatives.
  - 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. 236 new users took the online assessment this academic year.

Office of Academic Support
- The Office of Academic Support endeavored to monitor, evaluate, and assess academic progress for all LMU undergraduate students. The staff of the Office of Academic Support met the goal of monitoring the academic progress of 100% of all undergraduate students with a D or F on the Third Week Grade, Midterm, and Final Grade reports. Additionally, the staff achieved the goal of at least 30% of all students on the Spring 2018 Third Week and Midterm report with D’s or F’s would utilize the services of the Office of Academic Support at 34%.
- The Office of Academic Support sought to offer and provide effective academic counseling for identified students in need. The staff achieved the goal of at least 90% of all undergraduates will not be on the Spring 2018 Final Grade Report for D’s and F’s at 95%.
- The Office of Academic Support desired to provide services to high-risk student populations to support their retention (Academic Warning and Probation). The staff met the goal of at least 70% of at-risk students were retained from Fall 2017 to the Spring 2018 Semester at 70%.
- The Office of Academic Support endeavored to provide a successful transition of Cornerstone students into the learning community of the university: 81% of students remained academically eligible to return in Spring of 2018 compared to the expected outcome of 65%.
Office of Academic Support maintained a high level of retention for Cornerstone Students from the Fall to Spring Semesters: 66.7% students were retained from the Fall to Spring Semesters compared to an expected outcome of 55%.

The staff in Student Support Services provided academic advising, tutoring, career planning, financial advisement, graduate school advisement, cultural activities, and freshmen mentoring to 170 qualified students compared to a goal of 165.

The staff in Student Support Services hired 16 peer tutors for the Fall 2017 semester and 25 peer tutors for the Spring 2018 semester to provide academic support to SSS students. Fifty-five Student Support Services students received academic tutoring during the Fall 2017 semester and 42 Student Support Services students received academic tutoring during the Spring 2018 semester.

The staff in Student Support Services staff taught five UACT 100 classes Fall 2017.

The staff in Student Support Services hosted an Open House/Career fair where 40 students attended with eight departments on campus being represented.

The Student Support Services peer tutoring program offered for Fall 2017: 17-course review workshops (87 students attended) and 14 informational workshops (32 students attended); Spring 2018: 17-course reviews (100 students attended) and 12 informational workshops (32 students attended).

The staff in Student Support Services meet with a total of 54 students (90%) during the Fall 2017 semester and 57 students (97%) during spring semester who had below a C in any given course at three-week.

The staff in Student Support Services meet with a total of 51 students (96%) during the Fall 2017 semester and 59 students (92%) during the Spring 2018 semester who had below a D in any given course at mid-term.

The staff in Student Support Services offered 13 financial literacy workshops with an attendance of 33 students.

The staff in Student Support Services offered two mentoring events during the Fall 2017 semester to help promote the mentor/mentee relationship (27 and 36 attendees).

Student Support Services had 25 students who were on academic warning during the 2017-2018 academic year. Twenty (80%) of the students meet regularly with their Student Support Services advisor and developed a plan of action to improve their academic performance.

The staff in Student Support Services became “coaches” to 55 new students providing them with weekly motivation, academic coaching, and resources via social media.

The staff in Student Support Services hosted panel discussions in all five sections of UACT 100, which consisted on both first-generation and non-first generation students sharing their success stories, their challenges, and their strategies for success.

The staff in Student Support Services offered Student Support Services students three cultural excursions. 1) Cumberland County Playhouse, Sleepy Hollow (15 students attended); 2) Clarence Brown Theatre, A Christmas Carol (15 students attended), 3) TN Theater, The Wizard of Oz (18 students attended).

Office of Accessible Education Services

The Director of Accessible Education Services met with each of the 261 students seeking continued accommodations through the academic year and either met with or collaborated
with students/faculty/staff for those 61 students needing temporary accommodations during
the 2017-2018 academic year.

• The Director of Accessible Education Services worked with various faculty/staff throughout
the University Community to identify and utilize appropriate academic support services,
including Caylor School of Nursing Faculty & Staff, Cedar Bluff Me.D. Counseling Program
Director, Duncan School of Law, Associate Dean & Executive Administrative Assistant,
Physician’s Assistant Program, Directors and Manager, Exam Services, College of
Veterinary Medicine, Academic Dean, Rotations Director and Exam Services Specialists
Personnel, Master of Sciences Programs, Schools of Arts & Humanities, Allied Health &
Math & Sciences.

• The staff of the Office of Accessible Education Services proctored 165 individual
accommodated exams during the spring 2018 semester.

• The staff of the Office of Accessible Education Services administered the initial annual
Student Satisfaction Survey to assess the quality of services provided through the 2017-2018
academic year:

• Over 90% of student responses indicated they were either satisfied or very satisfied by the
accommodated services provided through this office.

• Over 93% of student responses indicated they were either satisfied or very satisfied with the
information provided by Accessible Education Services personnel in answering student’s
questions.

Dean of Students Office

• Dean of Students Office coordinated and supported “Dine with a Mind” events where
members of the faculty/staff were asked to dine with students to discuss topical areas
including but not limited to Career Exploration, Study Abroad, Family/Work/School
Balance.

College of Veterinary Medicine

• CVM faculty maintain open office hours and are readily available in person or through email

• CVM established an advising program in which all students are assigned a faculty advisor that
they meet with on a regular basis

• “Dean’s Hours” are held regularly and allow CVM Administration to meet with the students
to give them updates and answer questions in an open forum

• CVM course evaluations are conducted for all classes and students are encouraged to give
detailed feedback.

• The LMU-CVM House system has been developed to foster collegiate spirit between all
students, faculty and staff. These houses are established based upon personality assessment
quizzes provided to participants and serves as an opportunity for mentorship amongst all
parties.

• CVM Student Wellness Committee makes recommendations for new program development.
DeBusk College of Osteopathic Medicine

DCOM has a full-time Learning Specialist who meets with students on an individual basis for academic counseling. She also makes presentations to larger groups of students throughout the year. DCOM also has a full-time counselor who monitors and works with students having academic difficulties. There is also a robust tutoring program that utilizes advanced students to tutor junior students.

Duncan School of Law

- Continued, developed and provided comprehensive Legal Foundations I course to all incoming 1L students. At the conclusion of the course nearly all 1L students had demonstrated the following skills:
  1) Students will become efficient and effective before, during, and after class by using appropriate time-management practices and other self-regulating learning techniques.
  2) Students will be able to synthesize and consolidate class notes, case briefs, and course texts, and third-party materials into a course outline to study for a final exam.
  3) Students will understand how to effectively prepare for and participate in class, including how to meaningfully engage in Socratic class dialogue.
  4) When given a legal problem to solve, students will be able to identify the legal doctrines implicated by the facts; create basic arguments by applying facts and rules; write a legal answer using IRAC, CREAC and/or other acceptable organizational formats for legal arguments; communicate their reasoning to the question posed; and state a conclusion consistent with their arguments.
  5) Students will learn how to openly and effectively communicate with professors and other students to enhance their learning experience.
- Held final exam for Legal Foundations I course during the week prior to 1L students’ first midterm examinations, giving all 1L students experience and practice with taking a rigorous law school examination in an actual test setting, after which they received feedback.
- Created, publicized and administered practice examinations across doctrinal course subjects through collaboration with doctrinal faculty members.
- Integrated substantive topics and doctrinal knowledge throughout skills curriculum and academic support services through mutual edifying collaborative efforts with doctrinal faculty members.
- Provided individual academic support for any and all DSOL students who sought to engage with ASP faculty.
- Maintained consistent and collaborative academic support services across faculty, student and administrative efforts.
- Provided a progressive and more robust Legal Foundations II course to 2nd semester 1Ls with GPAs of 2.320 or below. The objectives of LF II are to: (1) identify adjustments that students need to make to improve their performance in law school, with emphasis on time-management, in-class participation, study habits, and exam-taking strategies; (2) enhance students’ critical reading, critical thinking, and critical writing skills to raise their level of
performance in law school and to ensure they are prepared to transition into upper-level law school courses; and (3) further prepare students for the bar exam and the practice of law. After successfully completing LSF II, nearly all students were able to demonstrate the following skills:

1) Students will improve their time management, thereby becoming more effective and efficient in preparing for class, participating in class, and synthesizing notes after class.

2) Students will be able to prepare themselves for exams more effectively by creating a concise course outline containing all information needed to succeed on exams.

3) Students will be able to write well-structured exam essays that properly identify the relevant issues, thoroughly explain the applicable law, apply the law to the facts in a non-conclusory fashion, and reach a well-reasoned conclusion.

4) Students will be more effective in their ability to analyze, deconstruct, and successfully answer multiple-choice questions.

5) Students will have developed the skills needed to succeed in the upper-level curriculum and to pass the bar exam.

- For at-risk 1L students on probation who were enrolled in LF II, increased 1L probation retention rate to 71.4% (5/7 probation students achieved good academic standing).
- Individualized the instruction of AIAS, which tailored the instruction and assignments to each student’s individual needs. This resulted in 67% of upper-level students on probation achieving good academic standing and avoiding attrition.

J. Frank White Academy

- JFWA administrators and faculty have revised the master schedule to include a Student / Teacher Access Period (STAT).
  - STAT will incorporate data-based student interventions to reinforce learning and bolster student achievement.
  - STAT will incorporate data-based student extensions that include advanced courses, STEM-based enrichment, and enhanced rigor in learning opportunities for advanced students.
Strategic Goal 8: Provide academic and student support services that foster academic and social integration to promote retention and student success.

Objective 8.5: Enhance University libraries and their services.

Progress:
Carnegie-Vincent Library and Reed Health Sciences Library

Improvements to library resources:
- Secured 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.
  - Now provide access to 223 databases through LMU Libraries’ budgets, the Appalachian College Association core shared collection, and the Tennessee Electronic Library (state and federal funds).
  - Provide access to over 36,000 full-text journals
  - Faculty participation in annual serials review and other collaborative efforts resulted in recommendations and purchases of:
    - New Databases: *Case Files* (Medicine), *Criminal Justice Abstracts with Full Text*, *Project Muse* (in process), and *Special Education Connection*

Improving access to resources:
- Library personnel made improvements to the library website to contribute to furthering the knowledge of the resources available at the Library. Examples include:
  - Additions of book cover galleries to guides including Osteopathic Medicine and Nursing; expansion of A-Z databases list (including images); expansion and improvement of the Evidence-Based Medicine Guide; improved eBook search pages on the Reed Health Sciences site.
  - Upgrades and improvements in navigation as well as added content in the Veterinary Medicine guides. Improved accessibility added to News carousel, incorporating navigation arrows, manual navigation, and higher contrast images.
  - Librarians added a new Research and Course Guides page to direct students and faculty to specific guides relevant to LMU degree offerings.
  - Work has begun on LMU’s new institutional repository, LMU Digital Commons. The Technical Services and Metadata Librarian will demonstrate progress at LMU’s Faculty/Staff Development Week in August. This repository will preserve LMU publications of all types. Examples include student and faculty research, LMU journals, newsletters, photos, library archival materials, conferences/lectures, etc.
Library services:

- Librarians taught 139 presentations reaching approximately 3,334 persons. The Head of Reference and Instruction continued to provide embedded, foundational information literacy instruction in English Composition Courses. Focus was on making instruction distinctive in ENGL 101 (basic search techniques, evaluation of media (fake news) and webpages) and ENGL 102 (database searching and journal article evaluation). Continued to incorporate the SEWS (Sequential Enhancement of Writing Skills) structure from the 2014 QEP in Information Literacy (ENGL 101, ENGL 102, Junior & Senior classes in major). Medical librarian and other health sciences librarians continued to enhance library instruction within DCOM programs. Extended Learning Sites Librarian and other librarians taught forty sessions at extended learning sites.

- Librarians continued to learn more about the ACRL (Association of College and Research Libraries) Framework for Information Literacy in Higher Education. The librarians have begun to use some of these concepts in the way they frame their conversations with students and in their instruction sessions.

- Created three screencast tutorials and one tutorial module to provide general library instruction or program-specific instruction to serve both on-campus and extended learning students.

- Librarians applied for two grants from the Appalachian College Association (ACA). One grant (funded) provided support for a librarian to attend the national conference of the Medical Library Association. Another application is under review, which, if funded, will be a collaborative STEM project with J. Frank White Academy. Medical Librarian participated in LMU Summer Research Grant: “2018 LMU OMS-MS-BS Research Marine Biology.” Librarian gave lecture on “Professional literature reviews and poster preparation,” supported questions with literature searches for faculty and students, and participated in group separation of different species collected.

- All vacancies filled including Health Sciences Librarian & Library Systems Coordinator (Tampa), Access Services Librarian (library liaison to CVM and undergraduate veterinary programs), Technical Services and Metadata Librarian, and Humanities – Social Sciences Librarian & Archivist.

- The library had two weeklong celebrations, Banned Books Week in September and National Library Week in April. Banned Books Week featured a special book display and a Read-Out event where students gathered to read passages from their favorite banned books. The National Library Week celebration theme was “Libraries Lead.”

Library facilities improvements:

- A gift for refurbishing the Brooks Reading Room resulted in new carpet, a whiteboard, and table/chairs.

- Successfully opened Tampa library location and served students, faculty and staff as well as visitors to/from Florida Hospital, prospective students and their families, prospective faculty touring the facility, and visiting DCOM students resulting an estimated 900 visitor contacts. The librarian visits the classrooms offering lectures including information specific to the programs offered, such as APA writing style, Citations, Plagiarism, how to access library resources, and Evidence-Based Medicine. The library has 15 laptop computers available for student, staff, and faculty use; includes comfortable seating and table space, books, and a reading nook.
• Placed new reference desk at a more accessible location at the front desk of Carnegie Vincent
Library with seating for library users to consult with the librarian.
• Rearranged other library furniture and book collections to improve service for the users.

Arts, Humanities, and Social Sciences
• All AHSS programs review and make requests for learning resources on an annual basis and
as needed

College of Veterinary Medicine
• Library Services informational sessions are hosted during Orientation Week. During these
sessions students are introduced to librarians and provided with an overview of how to utilize
databases, search engines and related software.
• Throughout the academic year CVM library updates are provided to students in person via
Dean’s Hour sessions.
• Librarians specifically trained in LMU-CVM related databases and topics are employed full-
time and are available to assist students via email, online chat or in person.

DeBusk College of Osteopathic Medicine
• Arranged an area within the DCOM building for the Medical Librarian to provide additional
reference services to faculty, students, and staff;
• Initiated the development of a 2-hour teaching module in evidence-based medicine for
FHMC II, tying medical literature and informatics based on a hypothetical patient profile;
• Included “Accessing Library Services During Rotations” as part of ECR training;
• Included “Using the Library as a Study Tool” as part of first-year medical students
orientation;
• Supported continuation of the Learning Resources Committee where recommendations
resulted in the addition of The American Journal of Psychiatry, an upgrade to 15
simultaneous users for 5-Minute Consult, and UWise (ACOG) to help medical students
acquire the basic knowledge in obstetrics and gynecology, and RoshReview online board
review for PANCE;
• Implemented didactics on library resources for PA students;
• Requested Medical Librarian to attend faculty assemblies, graduations, and undergraduate
and graduate research presentations.

Duncan School of Law
• The law library provides print and digital access to hundreds of legal study aids published by
the three leading legal publishers, LexisNexis (Overdrive), West Academic (Study Aids
Subscription), and Wolters Kluwer.
• The library provides students access to online lessons from CALI and Quimbee.
• The library provides Core Grammar for Law Students for use in the first year Legal Writing
Program.
• Student has 24/7 access to a digital copy of all available study aids via his or her computer or
mobile device.
• Doctrinal law faculty can refer students to various study aids to reinforce topics discussed in class, while our Academic Success Program (ASP) faculty can refer students to essay prompts and multiple-choice questions to help assess students’ comprehension of a specific topic.

• Our Academic Success Program (ASP) faculty can refer students to essay prompts and multiple-choice questions to help assess students’ comprehension of a specific topic.

• The law library was a beta site for the West Academic Assessment that provided students with MBE style multiple choice questions.

• Library will be adding titles from Kluwer Classroom Feedback to support the Legal Research program.
Strategic Goal 8: Provide academic and student support 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).

Progress:

J. Frank White Academy

- ACT Scores
  - JFWA outperformed state and national averages on the ACT (JFWA: N = 20)
  - Composite: JFWA-24.57; State-19.80; National-20.85
  - English: JFWA-25.26; State-19.50; National-20.30
  - Math: JFWA-22.30; State-19.20; National-20.70
  - Reading: JFWA-28.01; State-20.10; National-21.40
  - Science: JFWA-22.81; State-19.90; National-21.00

- Enrollment
  - Fall 2017 enrollment reached 150 students

- Curriculum
  - JFWA administrators, faculty members, and stakeholders are revising the school improvement plan to reflect goals for the 2018-2019 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.
  - JFWA faculty have implemented on-demand writing prompts in all courses and content areas.
  - JFWA maintains an Information Literacy Initiative to ensure goals are being met during daily instructional activities.
  - Expansion of Advanced Placement offerings at JFWA to compliment dual enrollment opportunities.
  - JFWA administrators and faculty have revised the master schedule to include a Student / Teacher Access Period (STAT).
    - STAT will incorporate data-based student interventions to reinforce learning and bolster student achievement.
    - STAT will incorporate data-based student extensions that include advanced courses, STEM-based enrichment, and enhanced rigor in learning opportunities for advanced students.
  - 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
  - Three students participated in World School International Forum 2017 in Brisbane, Australia.
  - Three students will participate in World School International Forum 2018 in Tokyo, Japan.
Two students participated in short-term study abroad opportunities at Invicta Grammar School in Maidstone, U.K. during the 2017-2018 academic year.

Three students plan to participate in a study abroad experience with Invicta Grammar School during the 2018-2019 academic year.

One student plane to participate in a study abroad experience with St. Paul’s School in Brisbane, Australia during the 2018-2019 academic year.

Three chaperones and 20 students participated in an EF Tours Spring Break trip to Peru in 2018.

Plans are being made to take an EF Tours 2019 Spring Break Trip to London and Paris.

Curriculum is being developed to offer collaborative coursework with Invicta Grammar School via Microsoft Teams software.

- Professional Development

JFWA Science Department is engaging in development hosted by the TN Department of Education to unpack the new TN state science standards.

JFWA administrators and faculty members attended AdvancED accreditation trainings and conferences for general accreditation best practices during the 2017-2018 academic year.

JFWA administrators and faculty members will attend AdvancED accreditation trainings and conferences for general accreditation best practices during the 2018-2019 academic year.

JFWA administrators and faculty members attended the AdvancED STEM Summit trainings and conferences during the 2017-2018 academic year.

JFWA administrators and faculty members will attend the AdvancED STEM Summit trainings and conferences during the 2018-2019 academic year.

JFWA administrators and faculty members attended AdvancED review team training to become certified as a review team member during summer 2017.

JFWA administrators and faculty members attended AdvancED lead evaluator training to become certified as a lead evaluator for a review team during summer 2018.

JFWA administrators and faculty members attended AdvancED review team training to become certified as a STEM review team member during summer 2017.

JFWA administrators and faculty members will attend AdvancED STEM certification lead evaluators training to become certified as a STEM review team lead evaluators during summer 2018.

Elementary team teaching opportunities and collaborations were executed with Oak Ridge Schools during the 2017-2018 academic year.

Eleven of nineteen faculty members hold specialist degrees.

Eight of nineteen faculty members are pursuing terminal degrees.

One JFWA faculty member acquired a terminal degree during the 2017-2018 academic year.

One faculty member participated in Advanced Placement course training for teachers during summer 2017.

Three faculty members will be participating in Advanced Placement course training during summer 2018.
Accreditation

- JFWA will participate in an AdvancED STEM certification review during the month of January, spring 2019.
- Two JFWA team members participated as team members in an AdvancED accreditation review for an elementary school during the 2017-2018 academic year.
- Two JFWA team members participated as team members in an AdvancED STEM certification review of a high school during the 2017-2018 academic year.

New Programs

- JFWA administrators will continue collaboration with the division of Enrollment, Athletics, & Public Relations to develop the lower school proposal.
- JFWA administrators and faculty will implement the New Teacher Induction Program Fall 2018 with all new hires.
- JFWA administrators and faculty members will collaborate with Invicta Grammar School to develop curriculum for a collaborative course in comparative world history.
- JFWA Athletics will open the first season for middle school girls’ basketball during the 2018-2019 academic year.

Arts, Humanities, and Social Sciences

- J. Frank White students enroll as dual-enrolled students in a variety of AHSS courses.
Section II

Strategic Plan: 2019-2024
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), school(s)/ college(s), division(s), Academic Council, President’s Cabinet, and Board of Trustees. As necessary and at the appropriate step in the accreditation process, the appropriate vice president will inform the Office of Institutional Effectiveness. This review includes, but is not limited to, feasibility studies, adequacy of faculty, staffing plans, mission compatibility, budget pro forma and all other resource implications.
- Ensure academic programs receive review of budget pro forma and marketing plans prior to entering the academic approval process beyond the school/college level.
- Distribute, review, and use the Outcomes Assessment Report to guide program improvement and support, or discontinuation.
- Appropriate adequate funding for marketing existing programs

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: Review appropriate minutes of school (s)/ college (s), Academic Council, Institutional Effectiveness Committee, President’s Cabinet, and Board of Trustees; Outcomes Assessment Reports; marketing plans; and budgets.

Use of Results: To document the 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, and 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) Master of Science in Business Analytics; (4) Doctor of Business Administration (DBA); (5) Master of Public Health; (6) DVM/PhD with University of Kentucky; (7) 3+4 DVM with Daumen College (Buffalo, NY) (8) Doctor of Medical Science (DMS); (9) PhD in Clinical Anatomy; (10) BS in Computer Science; (11) MSN MBA; (12) Integrative Bioscience PhD; (13) MEd Teaching and Adult Learning; and (14) additional undergraduate, graduate, and professional programs.

- Continue/begin investigation of new academic programs including, but not limited to: (1) Master of Arts in Psychology; (2) Doctor of Osteopathic Medicine/Juris Doctor (DO/JD); (3) JD/MBA and JD/MPA joint degree programs; (4) JD/DVM joint degree program; (5) international programs and other collaborative efforts; (6) BA in Communication Arts; (7) Additional concentrations and programs in Mental Health and Counseling; (8) Medical Laboratory Science to Corbin learning site; (9) School librarian endorsement; (10) Health Sciences Institute; (11) Occupational Therapy; (12) Speech-Language Pathology; (13) Doctor of Physical Therapy (DPT); (14) 3 + 3/4 professional programs and undergraduate programs to include law, medicine, and veterinary programs (15) DVM/MPH joint degree; (16) MEd in Veterinary Medical Education (17) MSN Nursing Education; (18) PhD Management; (19) DDS or DMD; and (20) additional undergraduate, graduate and professional programs, including degree completion programs, bridge programs, and licensure programs.

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

- Continue to improve coordination between Harrogate and other 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 to support recruitment 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: School (s)/ College (s) minutes and Academic Council minutes.

Use of Results: To document creation, revision, and support, or discontinuation of academic programs.
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 and expand a visiting scholars program.
- Continue to recruit, enroll and retain international students.
- Continue to revitalize the LMU English Language Institute (ELI).
- Continue to develop relationships with language institutes.
- Continue to support collaborations and other initiatives.
- Explore opportunities for international 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, International Recruitment Executive, Special Assistant to the President for Executive Affairs, 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, International Recruitment Executive, appropriate Deans and Vice Presidents, Special Assistant to the President for Executive Affairs.

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 new and revised programs have clearly articulated student learning outcomes.

**Strategies and Action Plans:**
- Define student learning outcomes for each new and revised program.
- Publicize academic student learning outcomes via appropriate media.
- Ensure accuracy and consistency of information in all published media.
- Collaborate with marketing, academic and student support services, and student recruitment to publicize academic student learning outcomes.
- Document and demonstrate a systematic plan of evaluation for new and revised programs.
- Standardize and communicate college/school-specific accountability processes that demonstrate course-specific academic student learning outcomes.

**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.

**Use of Results:** To ensure clearly articulated academic student learning outcomes.
Strategic Goal 1: Assess and enhance academic quality.

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

Strategies and Action Plans:
- Address any identified compensation issues through a stepwise financial plan and timeline.
- Adjust any program-level inequities of faculty compensation.
- Develop a plan to establish competitive faculty compensation.
- Clarify the relationship between faculty compensation and the evaluation system.
- Implement and maintain a competitive compensation package for summer instruction by faculty with contracts of less than twelve months duration.
- Ensure a competitive compensation package for adjunct faculty.
- Evaluate the impact of faculty contractual term.
- Standardize the compensation process and workload assignment for appointed academic leadership positions.

Responsibility: The President’s Cabinet, Department Chairs, Deans, and Chief Human Resources Officer.

Time Frame: Annually

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 document that faculty compensation has been evaluated and adjusted as appropriate.
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 expand library, archival and artifact collections at the ALLM.
- Facilitate the use of ALLM exhibits and programs by area schools, community groups, tourists, and other constituencies through media.
- Provide appropriate physical protection and space for ALLM collections.
- Promote scholarly activity opportunities at the ALLM to internal and external researchers.
- Implement a comprehensive exhibits plan.
- Integrate ALLM resources with LMU academic programming.

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

Time Frame: Ongoing.

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

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

Use of Results: To ensure enhancement of the ALLM and its services.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.7: Use a comprehensive faculty evaluation process, based on professional and institutional expectations, relative to teaching, research/scholarly activity, service, and as applicable clinical activity.

Strategies and Action Plans:
• Implement a revised faculty evaluation process.
• Enhance participation in electronic course and advising assessment processes for academic programs.
• Encourage faculty peer evaluation of instruction.

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

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 1: Assess and enhance academic quality

Objective 1.8: Develop a broad-based Quality Enhancement Plan focusing on transparent instructional methods for the improvement of student learning and student success in general education and gateway courses.

Strategies and Action Plans:

- Collect and synthesize existing data on student learning in general education and gateway courses.
- Collect and synthesize existing data on persistence of students participating in general education and gateway courses at LMU.
- Create an assessment plan for measuring student learning in general education and gateway courses; this includes specific definition and measures of student learning improvement.
- Create an assessment plan for measuring persistence of students participating in general education and gateway courses at LMU; this includes specific definition and measures of student success and target groups of students.
- Create a transparent instruction training plan for instructors of general education and gateway courses.
- Create student and faculty surveys to assess the impact of the transparent instruction approach implementation.
- Create a syllabus assessment rubric for transparent instructional elements in courses.
- Create and implement a marketing plan for the QEP including measures of broad-based awareness of the QEP and its purpose and approach.
- Evaluate the level of resources committed to initiate, implement and complete the QEP.

Responsibility: QEP Steering Committee, Academic Affairs, Academic and Student Services, CTLE, QEP Director, Campus-wide involvement in a variety of levels.


Resources Required: Budgetary allocation for the implementation and completion of the QEP. Involvement of constituencies across campus to implement Transparent Learning methodologies throughout selected General Education and Gateway courses.

Assessment: Data collected during the initial development of the QEP establishes the baseline for an assessment of the existence and level of transparent principles already found throughout LMU’s undergraduate curriculum (specific to General Education and Gateway courses). Transparency will be assessed across the
curriculum as additional transparent principles are added to the curriculum with
the intent of improving student success through the breaking down of barriers to
understanding.

**Use of Results**: Data will be used to measure improvements in student learning/success
compared to the baseline data.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.9: Create and implement an evaluation system for academic leaders.

Strategies and Action Plans:
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:

- Expand the institution-wide Strategic Enrollment Task Force to include graduate/professional schools, Alumni, Public Relations, Athletics, and student representatives from all academic levels.
  - Regular meetings with representatives from undergraduate/graduate/professional colleges/schools/programs
  - The committee will collaborate with essential LMU offices
  - Investigate a common application.
  - Continue the utilization of Multivariable Testing (MVT).
  - Prioritize our regional market (175 mile radius) and secondary market.
  - Utilize census and ACT/SAT data to identify potential markets.
  - Continue to communicate and promote Associate Degree programs to work with TN Promise Students.

- Partner with Alumni Services to maximize recruitment possibilities nation-wide

- Partner with strategic divisions of the institution to evaluate potential for maximum enrollment, taking into consideration:
  - Facility needs, including co-curricular space (classroom audit by department, student center, study space, etc.); facilities optimized for current and future student populations.
  - Availability of courses and classrooms at optimal times for undergraduate/graduate/professional student requirements.
  - Faculty/Staff resources.
  - Alternative delivery and advising models (Online/Virtual/Hybrid)
  - Appropriate budget resources.
  - ROI Analysis.
  - Communication and outreach efforts.

  - Build out community outreach plan:
    - Movies in the Park, Lincoln’s Leadership Summit, Breakfast with Santa
    - Brainstorm staffing, funding, creating, and implementing further programs/efforts.
  - Continue to promote and proactively communicate a consistent LMU brand through publications and communications.
  - Create templates that show acceptable options of brand usage for students

- Utilize technology to optimize communication.

- Partner with graduate/professional colleges/programs to host recruitment and yield events for all levels of the Institution.

- Maintain and enhance contact with high school counselors, teachers and principals.
Host counselor lunches to establish a stronger partnership and showcase all levels of the university’s programs.

- Pursue opportunities to expand the diversity of our student population at the undergraduate, graduate and professional level.

**Responsibility:** Vice President Enrollment, Athletics, & Public Relations, Special Assistant to the Vice President Enrollment, Athletics, & Public Relations, Executive Director of Undergraduate Admissions, Enrollment Management Team, Senior Director of Marketing and Public Relations, Senior Director of Alumni Services, and Strategic Enrollment Task Force (comprised of aforementioned positions plus representatives from the various student government associations).

**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 Strategic Enrollment Task Force meetings, minutes from various admissions committees, copies of advertisements, publications, 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:**

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<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<tr>
<td>UG</td>
<td>1919</td>
<td>1935</td>
<td>1985</td>
<td>2020</td>
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<tr>
<td>Graduate</td>
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<td>1235</td>
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<tr>
<td>Professional</td>
<td>1618</td>
<td>1700</td>
<td>1875</td>
<td>2020</td>
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<tr>
<td>Total</td>
<td>4770</td>
<td>4870</td>
<td>5105</td>
<td>5295</td>
<td>5520</td>
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</tbody>
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*These numbers reflect the following increased projections:

- 2019: LMU West will add:
  - DCOM- 200 seats/year
  - PA (not included since estimated seats have not been released)
  - Health Science Academy: approx. 125 seats

- 2020: LMU West will add:
  - Physical Therapy – average of 40 seats
  - Speech Pathology – approx. 30 seats

**Strategies and Action Plans:**

- Strategic Enrollment Task Force will create and implement strategic plans, such as:
  - Assist in the coordination of an undergraduate retention plan
- Continue to coordinate with financial aid to maximize all financial resources available

**Responsibility:** Vice President Enrollment, Athletics, & Public Relations, Special Assistant to the Vice President Enrollment, Athletics, & Public Relations, Executive Director of Undergraduate Admissions, Enrollment Management Team, Senior Director of Marketing and Public Relations, Senior Director of Alumni Services, and Strategic Enrollment Task Force.

**Time Frame:** Fall 2018 - 2021.

**Resources Required:** To be determined.

**Assessment:** Track through minutes of marketing committee meetings, Strategic Enrollment Task Force meetings, various admissions committee meetings; publications, news releases, and advertising; data from housing reports, weekly admissions reports, and athletic reports.
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:

<table>
<thead>
<tr>
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<td>5520</td>
</tr>
</tbody>
</table>

* These numbers reflect the following increased projections:

2019: LMU –Knoxville will add:
- DCOM- begin with 125 seats; moving to 200 seats/year
- PA (not included since estimated seats have not been released)
- Health Science Academy: approx. 125 seats

2020: LMU West will add:
- Physical Therapy – average of 40 seats
- Speech Pathology – approx. 30 seats

Strategies and Action Plans:

- 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 and communicate 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: Vice President Enrollment, Athletics, & Public Relations, Special Assistant to the Vice President Enrollment, Athletics, & Public Relations, Executive Director of Undergraduate Admissions, Enrollment Management Team, Senior Director of Marketing and Public Relations, Senior Director of Alumni Services, and Strategic Enrollment Task Force.

Time Frame: Each semester.

Resources Required: To be determined.

Assessment: Compare enrollment reports from each semester; copies of advertisements, publications, 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:

- Reassess the undergrad institutional financial aid practices/philosophy
  - The institutional financial aid policy will be reviewed and revised annually to maintain consistency with university goals and resources.
  - Financial aid will continue to use the Noel Levitz model for financial aid packaging of new and transfer students.
  - A target date of Mid-December will be set for new student Financial aid packages. Will continue to have a very coordinated effort with Admissions and Student Services.
  - A cap will be established for returning students who lost academic or state-based aid and received LMU need-based aid.
  - Institutional financial aid will be increased along with annual cost of attendance if the budget allows.
  - The Finance Office and Office of Financial Aid will monitor spending continuously to try and keep the discount rate within budget. Trending data is will be utilized.
- Begin Perkins Loan liquidation process.
- Continue to Assess retention rates.
- Target start date of September 1, 2018 for Tampa Financial Aid Representative
- Continue to participate in the full tuition scholarships process.
- Continue to utilize the Enrollment Revenue Management System to develop and assess multiple econometrics.
  - On-going and weekly reports are reviewed by Admissions, Financial Aid and Finance
  - Currently on a two year contract with Noel Levitz.
- Improve interdepartmental communications.
  - Continue First Stop Approach with Financial Aid and Student Accounts.
  - Continue communication and collaboration with Admissions.
- On-going activities:
  - Continue with an active approach to collect past due accounts and have a goal to collect no longer than 60 days late. Take a conservative approach with credit extension to high risk borrowers.
  - Continue to 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.
  - Continue training work study students and supervisors. Spend all allotted federal funds. Additional funds were received for the 2018-2019 academic year.
  - Continue to monitor Federal and State funds annually.
Keep active with state legislation – i.e. 15 to finish and House Bill to cut TN need based funding in ½ to private colleges (600K).

- 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. Summer Pell, Rising student loan interest rates. (5.045%, 6.595% and 7.595%) and increased interest in the private student loan market. Eliminate PSLF, One Income Based Repayment Plan. Elimination of the Loan Subsidy and Parent Plus Loan.

**Responsibility:** VP for Enrollment, Athletics, & Public Relations, Executive Director of Student Financial Services, Enrollment Management Team, 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 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:
- 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, Strategic Enrollment Task Force

Time Frame: 2018-2021

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 2.6: 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 considerately.
• 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.
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, President’s Cabinet, President and 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.
- 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: 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 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.

**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 among Finance, budget officers and department members through periodic forecasting.

• Review and, where appropriate, revise expenditure approval process.

• Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.

• Implement budgeting software for evaluation and assessment of financial data at both the departmental and university levels.

Responsibility: Vice President for Finance, 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 budget projections in support of scholarly activity.
• Coordinate with the administrative personnel to develop budget projections in support of infrastructure needs.
• Coordinate with enrollment management personnel to develop budget 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 budget to provide adequate support, including intramural, and start-up funding.

Responsibility: President’s Cabinet, Office of Research, Grants and Sponsored Programs, 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.
- Implement budgeting software for evaluation and assessment of financial data at both the departmental and university levels.
- Capture data through the Outcomes Assessment process for continuous quality improvement.

**Responsibility:** Office of Institutional Effectiveness, Finance, and 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.
- Continue to remodel the Abraham Lincoln Library and Museum, including installation of a new roof and relocation of HVAC rooftop components to include ADA compliancy.
- Remodel of rental property adjacent to campus.
- Complete installation of windows in order to complete remodel of Liles Hall.
- Completed demolition of old tennis facility.
- Continue to complete HVAC renovations for Duke.
- Completed HVAC renovation to DAR Hall.
- Continue to pursue funding through University Advancement for Democrat Hollow upgrades ( Newly named “Alumni Park”?).
- New roof on Business Education Building.
- New roof for Liles and West Residence Halls.
- Road completion through campus- August 2018.
- New roof on Schenck Building.
- Complete building upgrades to Schenck.
- Remove maintenance building.
- Remodel space to accommodate 4 classrooms in Duke Hall.
- Pellissippi site remodel, newly named LMU-Knoxville currently underway.
- Demolition of Byram House.
- Repurpose of Munson House and Kresge.

**New Facilities**
- Track and field facilities- Ongoing.
- Lacrosse facilities- Completed, consideration for artificial turf.
- Indoor baseball/softball facility- Ongoing.
- Communication, Instruction and Technology (CIT) facility- Ongoing.
- New maintenance building and Central Receiving facility with storage- Ongoing.
- 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- Ongoing.
• one million-gallon tank- Ongoing.
• Investigate catch basin to collect and store raw water for irrigation and grounds.
• upkeep- Ongoing.
• Continue plans for construction of facility for Conservation Biology teaching and research.
• Investigate renovation of CMRC building.
• Construct Anatomy Lab for Virginia Small Animal Veterinary Medicine facility.
• Development of a Social Sciences lab- Ongoing.
• New water plant facility with office space- Ongoing.
• Plan and construct new UMC-Harrogate- Ongoing.
• New Electronic Library & Commons- Ongoing.

**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.
• Continue to renovate Student Center- In progress.
• Reconfigure campus road schematics- In progress.
• Continue to identify site-specific enhancements at extended sites where feasible- 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:

• Continue to assess, plan for, and evaluate University safety and security operations in order to ensure compliance with regulatory agencies annually.
• Continue to seek funding from outside sources to ensure additional health and safety opportunities and resources.
• Continue to communicate the University’s Health and Safety Manual, including the University Crisis Plan.
• Continue to 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).
• Continue to support training opportunities for health and safety issues.
• Continue to coordinate and implement handling of hazardous materials and biological waste in compliance with applicable local, state and federal regulations.
• Continue to implement access control in all new and existing facilities on campus.
• Continue to expand the security call phone system and utilization of campus siren.
• Continue to encourage participation in Emergency Alert System.
• Continue to conduct current fire drill procedures for administrative buildings.
• Continue to identify a designated shelter or place for each facility.
• Conduct mock emergency drill table top training annually.
• Continue to assist with educating students about campus, personal and situational safety.
• Continue enhancement of safety and maintenance support at extended learning sites.
• Continue to ensure evacuation routes on all floors of all buildings are up to date.
• Continue to assess risks for both facility and employee related to reduce potential claims.
• Continue to coordinate with Student Services, Financial Aid, Housing, Athletics, and Student Enrollment in order to remain in compliance with the Clery Act.
• Continue to certify faculty, staff, and students as Campus Safety Authorities (CSA) on all LMU sites per the Clery Act.
• Continue training with the Critical Incident Team (CIRT).
• Approved position for a Director of Environmental Health and Safety.

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:

- Continue to enhance employee orientation process.
- Continue to provide and enhance in-house training and development programs for employees.
- Continue to evaluate and enhance University benefits.
- Continue to ensure compliance with local, state and federal agencies.
- Continue to review and ensure compliant procedures for Faculty/Staff based on current laws in coordination with Legal Counsel.
- Continue to support the financial audit process.
- Continue to participate in job fairs to present LMU as a career opportunity.
- Continue to enhance the Human Resources physical presence at extended learning sites.
- Continue to research and address current healthcare reforms.
- Continue to maintain digital backup employee file system to aid in retention documentation (Image Now).
- Continue to recognize employee service and promotions through celebrations- In progress.
- Beginning to foster and develop wellness programs for faculty and staff with the goal of reducing health care costs in coordination with the UMC with possibility of incentives for preventative care.
- Continue to implement human resources technology (as budget permits) to reduce manual processes.
- Beginning to review and enhance the current Performance Evaluation process.
- Continue to develop employee contract process to become automated.

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

Objective 4.4: Evaluate non-faculty administrators and staff compensation against benchmark salary/benefit levels of peer institutions with respect to position, appointment, experience, workload requirements, and similar activity to support competitive excellence in staffing practices.

Strategies and Action Plans:
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:

- 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 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.
- Explore opportunities for external funding for IT related projects.

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 network and network security.
• Perform quarterly network security audit.
• 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.
• Maintain appropriate support for security services.
• Partner with vendors to identify and improve bandwidth and performance on applications hosted off-site.
• Develop a cloud computing strategy based on benefits, return on investment, security, and data privacy risks.
• Identify and implement improvements that reduce power consumption within the IT environment.

Responsibility: IS

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.
- Develop and enhance training using various modalities for students, faculty, and staff.
- Work with departments to provide training on enterprise technologies.
- Enhance communications to keep the University community informed of changes in the IT environment.

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.
- Provide ongoing support for existing administrative processes and business systems.
- Streamline workflow and automate business processes to improve business efficiency and reduce the use of paper.
- Enhance interfaces between administrative systems to optimize efficiency and ensure the integrity of shared data.
- Provide access to data and analytical tools to support administrative decision making and compliance.
- Provide technical and leadership professional development opportunities for IT employees.
- Provide flexibility in scheduling and projects to allow staff time to work with innovative technologies.
- Recruit, develop, and retain a strong permanent staff and student staff.

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 downtime.
- 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 scholarly activity support

**Strategies and Action Plans:**

- Provide responsive support and innovative technical solutions to meet the needs of faculty and departments.
- Expand expertise in high-performance computing, open-source, and open-standard environments.
- Identify opportunities to administer centralized software licenses for cost-savings and operational efficiency.

**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 web design firm on redesign of external website.
- Provide support and training for website content management system (CMS).
- Develop a dynamic and responsive website to allow viewing on all electronic devices and comply with ADA regulations.
- 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, advertising, tracking and recruitment
- Work with Faculty Senate and Staff Senate Committees to plan and host fall and spring social events in order to foster a sense of faculty/staff community, share new program initiatives and provide collaborative and social opportunities.
- Coordinate with Deans for speaking opportunities at school meetings
- 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.).
- Work with Office of International Programs to expand information on record for international alumni, in order to enhance international recruiting.
- Partner with LMU Women of Service to host international women on campus to encourage enrollment.
- Identify and partner with LMU departments that are offering opportunities for practical continuing education.
- Partner with areas on campus to expand family-centered opportunities on- and off-campus in order to build community involvement.
- Survey alumni to identify international study abroad experiences, an effort to cultivate potential donors.
- Collaborate with Honors Scholars program in order to expand student experiences.
- 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

232
external charitable events.

**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 alumni participation

- Expand alumni chapter membership and events, and investigate new locations for chapters.
- Expand alumni travel program.
- Track attendance at all events and programs for alumni and friends.
- Conduct annual Homecoming events including programs for extended learning sites.
- Host Railsplitter Legends and other recognition programs at athletics events.
- Host annual Family Day at Dollywood event.
- Conduct and evaluate other special events throughout the year with potential for alumni interest and participation (Women of Service events, LMU Christmas Festival).
- Employ social media and traditional media tools to maximize outreach to alumni and friends.

Responsibility: Vice President for University Advancement, Senior Director of Alumni Services, 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:
- Successful completion of items scheduled on the UA Mailings and Events calendar.
- Alumni surveys, event evaluation feedback and Homecoming committee follow-up review.
- Event registration and attendance totals.

Use of Results: To maximize the effectiveness of events and programs for alumni engagement.
Strategic Goal 6: Enhance resources

Objective 6.3: Increase unrestricted donations 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 2018-19, 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
  - 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.
- Identify ways to increase annual scholarship support through current student education and
  fundraising, using tools such as GiveCampus and others.
- Educate the University’s community on the importance of speaking with a consistent
  Message.
  - Create enhanced revenue streams and synergy through education on philanthropy.
  - Stress the importance of working through the University’s president, major gift
    officers and deans to 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.
- Continue to explore affinity programs such as TravelPledge.
- 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.
  - 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.
• 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 and expand online alumni sub-communities as needed.
• Expand e-newsletter to medical students on clinical rotations.
• Expand the use of iModules Alumni Community as an online registration tool.
• Implement Multi-Variable Testing (MVT) factors during 2018-19.
• 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.
• 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.

**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 6.4: Increase endowment giving 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, endow scholarships at a minimum of $25,000 and endow faculty development funds at a minimum of $25,000.
  - Review endowed chairs to determine which ones are currently fully funded
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- 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.
- 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 fundraising 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 6.5: Promote the University locally, regionally, nationally and internationally to alumni and friends constituents to support fundraising and participation goals.

Strategies and Action Plans:
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Utilize social and traditional media including Facebook, Twitter, YouTube and Sigmon Communications to promote fundraising.
- Promote the University to alumni through the Alumni Online Community.
- Identify human interest stories throughout the University to include in the alumni and fundraising publications.
- 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 a planned giving newsletter.
- Work with Public Relations to recognize donors in appropriate media.

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.

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

Assessment:
- Successful completion of items scheduled on the UA Mailings and Events calendar

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.
Strategic Goal 6: Enhance resources

Objective 6.6: 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, including the following:
  - 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.
  - 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 fundraising territory and major donors.
- Document ROI of fundraising travel plan for major donors.
- Review fundraising priorities and ensure that priorities align with academic and non-academic division planning.
- Utilize fundraising data to chart our progress on approved projects.
- Review Campus Master Plan as needed to make the connection between fundraising and capital projects.
- Demonstrate that best practices in fundraising 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 6.7:** 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.
- Work with I.S. to transition to Salesforce product.
- Continue to utilize GiveCampus.
- Provide alumni and donor data as requested for departmental fundraising efforts.
- Work with areas across campus to centralize alumni/donor information, so that it can be tracked in Colleague.
- Utilize DonorSearch prospect research services.

**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 6.8: 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 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:

- Ensure adequate representation of academic colleges/schools and entities on Committee on Scholarly Activities (COSA).
- Deans will develop processes and support for faculty, staff and student scholarly activities.
- Develop a standardized online portal (the LMU Scholarly Activity Portal) for submission of faculty, staff and student research and scholarly activity for use by the ORGSP, Office of Public Relations, and the University.
- Deans will facilitate the integration of research and scholarly activities throughout the University’s curricula and report to COSA.
- Develop intra-institutional collaborative networks.
- Develop multi-institutional local, state, national and international partnerships.

Responsibility: Vice President for Academic Affairs, Deans of Schools/Colleges, Executive Director of the ORGSP, 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, course syllabi with research integration, and 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:

- Establish the LMU Scholarly Activity Portal for faculty to report research and scholarly activity including grant submissions, awards, presentations and publications.
- Ensure ORGSP staff and committee chairs (IRB, IBC, IACUC and AV) participate in professional development activities to maintain 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.
- Review and create as appropriate internal grant programs to support 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.
- Support a visiting scholar program.
- Ensure that investigators complete Collaborative Institutional Training Initiative (CITI) training as appropriate.
- 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, 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/STAFF/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:

- ORGSP 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 workload and 6-hour scholarly activity/service workload.
  - Expected incremental scholarly output increase.
- Develop new programs that foster interdisciplinary, multidisciplinary and interprofessional 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 regionally, nationally and internationally recognized leaders in their academic disciplines.

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

Time Frame: Ongoing.

Resources Required: Estimate of $2 million annually.

Assessment: Documentation of the Strategies and Action Plans related to this objective through the Outcomes Assessment Report of the ORGSP.

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 faculty conducting research and scholarly activities.
- 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.
- COSA will work with relevant leadership to develop and communicate 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, Director of Environmental Health and Safety, Chairs of IACUC, IBC and IRB, AV and Director of the Library.

Time Frame: Ongoing.

Resources Required: Cost to be determined, Information Services, 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: 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 grant submissions, awards, presentations and publications for all personnel and students utilizing the online Scholarly Activity Portal.
- Develop standards to assess the broader impact of LMU’s research and scholarship on student learning, curricular development and the community at large.

Responsibility: VPAA, Deans of Schools/Colleges, Chairs of departments/program directors, ORGSP, COSA, Information Services.

Time Frame: Ongoing.

Resources Required: Cost to be determined; user friendly software solution for regular reporting of all scholarly activity.

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 Reports.

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; Utilize the Office of Institutional Research to improve or supplement surveys based on evolving student/office need.
- 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 encourage faculty participation in three-week and mid-term grade assessment for all undergraduate students; continue Student Welfare Alert for Academic Concerns.
- Continue to promote and discuss retention initiatives with faculty.
- Maintain and promote the early warning system through Ellucian.
- Continue to expand and improve academic support and student services at the 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 and Invitee programs.

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

Time Frame: By 2019.

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 provide leadership development opportunities for students.
- Continue to enhance intramural sports and recreation opportunities.
- Evaluate the effectiveness of student leadership organizations.
- Expand involvement of Career Services to include early intervention academic advising.
- Develop and maintain a living and learning community through Residence Life.
  - Budget for phased-in addition of access control to the campus residence halls and apartments to enhance security and increase efficiency of housing office.
- 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.
  - Given utilization of Mental Health Counseling services and projected growth in the immediate Knoxville area, proactively budget for new counselors to meet increased need.
- Provide Accessible Education services to students through the Office of Accessible Education Services.
  - Given utilization of accommodation services in light of projected growth in the immediate Knoxville area, proactively budget for additional staff to meet needs generated by growth.
- 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.
- Proactively budget for housing management software.
- Develop initiatives and services that target the LMU commuter population in Harrogate and at the Learning Sites.

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.
- Strengthen communication and coordination 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 and enhance service requirements for university student 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, Vice President for Enrollment, Athletics, and Public Relations.

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 Information Services to continue implementing Yellow Schedule (or like software) to further implement an electronic calendar to allow students to schedule academic support appointments.
- Continue to offer graduate/professional school preparation for standardized tests and admission processes.
- Investigate the possibility of applying for a grant for the incorporation of Smarthinking 24/7 online tutoring – through Pearson – to better service our campus community, online, and Learning Sites.
- Explore feasibility of creating a Student Success Center to include the Career Services Center, a Writing Center, a Testing Center, and an Advising Center.
- Grow and expand the Cornerstone program.
- Expand availability of Mental Health Counseling and Accessible Education services as appropriate for the university’s continued expansion at Learning Site locations.
- Collaborate with faculty and staff members to effectively deliver and assess Academic and Student Support Services functions at all Learning Sites and implement a plan to more fully meet all identified needs – in conjunction with the Online and Learning Site Student Satisfaction Survey.

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.
- Investigate best practices of learning space to enhance use of CVL student study space including the possibility of creating a quiet space (second floor) and a more social – snack friendly - space (first floor).

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.