Section I

Strategic Plan Overview and Introduction

2016-2021
I. Planning Process

The planning process at Lincoln Memorial University incorporates:

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

Lincoln Memorial University has a strong commitment to an orderly and timely planning, budgeting and assessment process, which facilitates institutional effectiveness. The President, Board of Trustees, Cabinet, and other administrative officers, faculty, and staff have responsibilities for and opportunities to participate in the process. The University Mission and Values provide guidance in the prioritization of activities and funding necessary for the achievement of the overall Vision. Seven Strategic Goals have been identified as critical to achieving regional distinction. These Strategic Goals are consistent with 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 values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln’s life: a dedication to individual liberty, responsibility and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

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

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

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

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

1. Make educational opportunities available to all persons without reference to social status. The University seeks to maximize enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.

2. Maintain fiscal integrity in all University activities, programs and operations through concerted efforts to continuously 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 market.

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. Increase technology for all educational sites. Specifically, the University seeks to
continuously improve its computer and other technological resources for faculty, staff
and students.

10. Develop and implement academic programs in response to anticipated or demonstrated
educational need, and to continuously evaluate and improve the effectiveness of current
programs.

11. Provide a caring and nurturing environment where students, faculty and staff with varied
talents, experiences and aspirations come together to form a diverse community that
encourages students to grow intellectually and personally to meet their academic and
career goals.

12. Provide quality educational opportunities through selected degree programs for students
who live or work a significant distance from the Lincoln Memorial University main
campus, and for whom other options are not as accessible or satisfactory.
III. Values

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

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

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

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

5. Lincoln Memorial University values community
   - communication
   - honesty and integrity
   - caring and helpful
   - teamwork
   - responsibility
   - respect
   - safe and secure environment
6. Lincoln Memorial University values accountability
   - planning
   - assessment
   - evaluation
   - improvement

7. Lincoln Memorial University values service
   - LMU community
   - Appalachian region
   - academic and intellectual communities
   - humanity

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

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

V. Strategic Goals*

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

Strategic Goal 1: Assess and enhance academic quality

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

Strategic Goal 3: Strengthen planning, budgeting and assessment

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

Strategic Goal 5: Ensure effective and efficient use of technology

Strategic Goal 6: Enhance resources

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

*Approved by Board of Trustees
VI. Benchmarks for Regional Distinction

Strategic Goal 1: Assess and enhance academic quality

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

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

- Conduct annual comparative analysis of Public Relations activities
- Conduct Preview Day/College Day evaluations
- Utilize potential student market analysis/trends/demographic measures and research to direct enrollment and retention efforts
- Increase residential enrollment
- Increase commuter enrollment at the main campus
- Increase enrollment at extended learning sites
- Improve student academic and racial/ethnic profiles
- Track enrollment patterns and trend analyses for academy, undergraduate and graduate students
- Improve retention and graduation rate statistics for all categories of students
- Survey results measuring students’ use of, satisfaction with and success resulting from student support services
- Improve financial aid participation rates, award profiles and satisfaction with services
Strategic Goal 3: Strengthen planning, budgeting and assessment

- Achieve and maintain accreditation and state approval of programs when external accreditation and/or approval organizations exist
- Improve faculty and staff salaries
- Fortify faculty scholarly and professional development 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 fund raising
• 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
Progress Report on
2015-2020 Strategic Plan
STRATEGIC GOAL 1:
Assess and enhance academic quality

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

Progress:

Academic Affairs
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC):
- Fifth-Year Interim Compliance Report submitted on March 15, 2015
- Cedar Bluff and Chattanooga Extended Learning Site Reports submitted on April 15, 2015
- Site Visit conducted May 27 – 29 (Cedar Bluff and Chattanooga)
- Associate of Science and Associate of Arts degrees were approved and are available to incoming students beginning Fall 2015

Quality Enhancement Plan (QEP):
- Quality Enhancement Plan Impact Report submitted as part of Fifth-Year Interim Compliance report to SACSCOC on March 15, 2015
- Provisional results show the QEP has been successful at increasing information literacy skills of students as they progress through the curriculum

Community College Relations and Veteran Services
- Received recertification from the Student and Exchange Visitor Program (SEVP) in October 2014

Allied Health Sciences
Veterinary Medical Technology Program (VMTP):
- VMTP administrators submitted a biennial report to the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) on September 1, 2014
- VMTP administrators submitted a Substantive Change Report to the AVMA CVTEA in September 2014 reflecting Dr. Evans’ role as Interim Program Director
- The VMTP will have a AVMA CVTEA accreditation site visit March 30-April 1, 2016

Athletic Training:
- Commission on Accreditation of Athletic Training Education (CAATE) site visit occurred January 27 – 30, 2015
- Rejoinder submitted May 26, 2015

Medical Laboratory Science (MLS) Program:
- Achieved 10 consecutive years (13 consecutive classes) of 100%, first-attempt pass rate on American Society for Clinical Pathology Board of Certification Exam
Paul V. Hamilton School of Arts, Humanities, and Social Sciences (AHSS)

- The LMU Theater program presented Shakespeare’s *A Midsummer Night’s Dream* in Fall 2014 and the musical, *You’re a Good man Charlie Brown* in Spring 2015

- Introductory Chinese and Japanese language courses are scheduled for the Fall 2015 semester, adding a wider variety of choices for students seeking to fulfill their language requirement

- Faculty and staff members who are interested in learning a foreign language may also take advantage of these new course offerings.

- Social Work program administrators compiled Outcomes Assessment information using the Council on Social Work Education (CSWE) format and posted the information to the Social Work program website per CSWE requirements, thus completing the CSWE accreditation cycle

- As a result of curriculum changes and an evaluation of program marketability, the Broadcast Communications program will be recognized as the Media Communications program henceforth. The new acronym is MCOM.
  - An evaluation by the Academic Council of Current Student’s Needs and student assessment forums held in Spring 2013 and Spring 2014 led to changes in technology and communications within the program

- History Program administrators finalized a transformation of the Museum Studies track to Public History, incorporating a Museum Studies internship

- Pre-professional coursework has been expanded to incorporate a UACT course focused on pre-law

- AHSS administrators submitted the Master of Public Administration (MPA) prospectus to SACSCOC in January 2015 and received approval in June 2015 for a Fall 2015 commencement. The MPA will be offered at the Duncan School of Law facility. The MPA will have three concentrations (majors):
  - Public Administration (General)
  - Conflict Management/Dispute Resolution
  - Government Relations and Advocacy

School of Mathematics and Sciences

- Outcomes Assessment and Program Review of the Environmental Science program indicated that the academic program needed to be completely revised and/or discontinued for lack of student numbers and relevance to the career requirements. Continuation did not make academic or financial sense. A committee of the Biology Department, which included the ENVS Program Director, reviewed the issues and student learning outcomes needed for relevance, then recommended to the entire Biology Department that the ENVS be merged with the Wildlife and Fisheries Biology program as a new Conservation Biology program. Department administrators recommended discontinuance of the ENVS major and worked to create a new Conservation Biology major with two tracks. One track focused on graduate school preparation and/or consulting and the other on wildlife management. The School of Mathematics and Sciences voted to discontinue the ENVS major and Academic Council approved this action. In the 2015-2016 academic year a complete proposal outlining the student learning outcomes and revised curriculum will be brought forth for approval and implementation. The current ENVS students will complete the program through a teach-out as no courses have been discontinued, but the major is no longer available to new students.
School of Business

- Received SACSCOC approval to create LMU’s first completely online program, the Lincoln MBA (starts Summer 2015)
- Biennial Report due to Accrediting Council on Business Schools and Programs (ACBSP) in September 2015

Carter and Moyers School of Education (CMSE)

- Preparing for new accreditation standards after National Council for Accreditation of Teacher Education (NCATE) transition to Council for the Accreditation of Educator Preparation (CAEP)
  - Year of record for CAEP will be 2016
  - New emphasis on clinical experience and school partnerships
- J. Frank White Academy (JFWA)
  - Began preparations for reaccreditation in 2017

Duncan School of Law (DSOL)

- Obtained provisional accreditation from the American Bar Association (ABA) on December 6, 2014, with the opportunity to apply for full approval within three-to-five years
- The first ABA DSOL site evaluation visit under provisional approval will occur in the 2016-17 academic year
- DSOL is approved by the Tennessee Board of Law Examiners (TBLE) through May 31, 2018
- The Provost/VPAA, the VP for Finance, the University President, and the Board of Trustees developed and/or approved a five-year pro forma detailing the anticipated hiring needs and budgetary allotments for DSOL
- The position of Associate Dean for Student Learning and Assessment was created to emphasize the importance of assessment of the program, its accreditation goals, and the curriculum
- Student performance is regularly assessed through diagnostic exams, mid-term and final exams, and professional licensure exams (MPRE and Bar Examinations)
- Course-level assessment is performed in every course and is submitted by each faculty member to the Associate Dean for Student Learning and Assessment for consideration of the programmatic assessment
- ASN NCLEX-RN pass rate was 91% for calendar year 2014. Year-to-date for December 2014 graduates was 100%. The majority of ASN students graduate in May 2015 which will contribute to this percentage.
- BSN NCLEX-RN pass rate for 2014 was 92%. Year-to-date for December 2014 graduates had two failures for a pass rate of 96% for 2015. There is a small cohort graduating in May 2015 that will contribute to this percentage.
- Certification rates for the MSN program are all above the national level:
  - The Nurse Anesthesia (NA) concentration pass rate for 2014 was 100%. Year-to-date for 2015 is 87%. For the last two years, LMU Nurse Anesthesia had the highest certification rate of NA schools in TN and was above the national average.
  - The Family Nurse Practitioner (FNP) overall pass rate for 2014 was 97%. The year-to-date pass rate for 2015 is approximately 98%.
  - The Family Psych Mental Health program (FPMHNP) will not be evaluated for certification until Summer 2015 due to curriculum changes.
- The CSON received two HRSA awards for the 2014-2015 academic year. The Advanced Education Nursing Traineeship (AENT) grant was funded for $324,000 each year for July 2014-June 2016 (total $648,000), and the Nurse Anesthesia Traineeship (NAT) grant was funded for $25,830 for 2014-15.
- ASN students attended both state and national Student Nurses Association (SNA) meetings this year. BSN students plan to attend the state meeting in Murfreesboro in Fall 2015.
- The CSON budget increased and was appropriate to support the record high CSON program enrollments and further program development.
- CSON submitted a substantive change report to the Accreditation Commission for Education in Nursing (ACEN) for the RN-BSN online in January 2015; program administrators are planning for site visit.
- SACSCOC approved the Doctor of Nursing Practice (DNP) online degree program to begin in May 2015 and the RN-BSN online in August 2015.

DeBusk College of Osteopathic Medicine (DCOM)
- Second class size increase progress report was reviewed by Commission on Osteopathic College Accreditation (COCA) on January 15, 2015; all standards met.
- Submitted COCA mid-cycle DO Program report on February 16, 2015.
- Received seven years of continuing accreditation for the Physician Assistant (PA) Program on March 23, 2015 after Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) site visit on October 23-24, 2014.
- Doctor of Medical Science (DMS) program prospectus was submitted to SACSCOC on April 7, 2015.

College of Veterinary Medicine (CVM)
- Submitted a biannual report to the American Veterinary Medical Association (AVMA) Council on Education (COE) in January 2015.
- A biannual report and a comprehensive self-study will be submitted to the COE in July 2015 and October 2015, respectively.
- An AVMA COE site visit will be conducted December 13-17, 2015.
Objective 1.2: Create, revise and support academic programs at the undergraduate, post baccalaureate, and graduate levels located at Harrogate and extended learning sites. All programs will be linked to program assessments and the University mission.

Progress:

Academic Affairs

Center for Teaching and Learning (CTLE):

- Facilitated launch of online DNP program in Summer 2015 and RN-BSN in Fall 2015
- Consulted with DCOM for the launch of the Doctor of Medical Science (DMS) program in the upcoming academic year
- Completed 117 online course evaluations to assess the quality of online courses
- Met with 27 instructors for online course development and to review online course materials
- Facilitated development and delivery of 52 online courses
- Established the use of Respondus Lockdown browser for secure online assessments, Blackboard Collaborate for synchronous online communication in online and blended courses, Camtasia for delivery of online lectures, and iSpring for interactive lecture/assessments in DCOM
- Completed 218 one-on-one faculty trainings/consultations related to instructional technology
- Delivered 53 group sessions on instructional technology, Blackboard, digital literacy, teaching methods for online and hybrid courses, disruptive/threatening students, academic advising, ADA compliance, plagiarism, incorporating library resources into course curriculum, innovative instructional methods, and Google Glass with more than 160 individual attendees (many faculty/staff attended multiple sessions); sessions taught by Director of Online Learning, Instructional Technologist, Faculty, Staff, and Librarians
- Finalizing Instructional Continuity in Case of Campus Closure procedures

Institutional Effectiveness:

- Initiated state authorization agreements to allow for the offering of online courses within the state of Kentucky
- Maintained licensure to offer face-to-face classes within Kentucky
- Determined that no approval was necessary for LMU’s offering of online programs within Kansas and Michigan
- Completed documentation necessary for LMU to join NC-SARA through the University’s TICUA membership
- Administered course evaluations and Student, Staff, and Faculty Surveys; distributed results and provided analysis upon request
- Received and reviewed academic and administrative Outcome Assessment Reports to assist with SACSCOC standard 3.3.1 compliance

International Programs:

- International Programs enrolled its first student in the English Language Institute (ELI) in Fall 2014 [Strategic Goal 2.1]
- The American Language Academy (ALA) opened its LMU campus in March 2015 and welcomed two students [Strategic Goal 2.1]
**Extended Learning Sites:**
- Coordinated with Student Affairs to provide student services at extended learning sites (financial aid, career counseling, tutoring, etc.)
- Coordinated student activities at extended learning sites
- Provided outreach to communities through open houses, attendance at Chambers of Commerce events and other locally sponsored events

**Office of Counseling:**
- University counselors spoke to 270 incoming freshmen about access to mental health counseling and substance abuse awareness at Student Survival Weekend in August 2014
- University counselors presented the Student Health 101 program to the Dean of Students; the program was purchased after evaluation by the Dean of Students
- The College Response Online Substance Abuse Screening program was used successfully throughout the school year to give students an anonymous way of screening themselves for substance abuse disorders
- All students referred to counseling by the Office of the Dean of Students were treated successfully for their on-campus issues (A total of three/down from six last year)
- The Office of Counseling gave Substance Abuse Education/Prevention lectures in several UACT classes in 2014-15
- The Office of Counseling worked in conjunction with the Director of Student Life and the University Police to conduct two interactive impaired driving experiences to educate students on the dangers of impaired driving
- Attended the Blount County Coalition Against Prescription Drug Abuse in September 2014
- Utilized a poster campaign to increase awareness of the dangers of substance abuse
- A second Mental Health Counselor was hired in summer 2014
- Presented seminars on suicide prevention, ADA compliance, and disruptive students for two days at the faculty staff conference in August 2014
- Spoke to inaugural CVM students and staff about the importance of life balance and the high rates of suicide among veterinarians
- Trained all Resident Life staff in QPR (Question, Persuade and Refer) suicide prevention training
- Spoke to three master’s degree-level counseling classes at the Cedar Bluff extended learning site about counseling suicidal clients
- Set up a booth in the Harrogate campus cafeteria on World Suicide Awareness Day
- Trained two special education class (19 students) on QPR
- Spoke to various undergraduate classes about the availability of counseling services
- Attended Eating Disorder Roundtables through Focus Treatment Centers and developed an inpatient referral resource for LMU students who suffer from eating disorders
- Worked to train DCOM faculty to recognize and address threatening behavior from students
- Currently providing mental health counseling services to over 200 individuals in the LMU Community
- Spoke at an Athletics department meeting to educate coaches and athletic training staff on the grief process and identification of athletes and peers who exhibit healthy and unhealthy grief response
• Worked to present a sexual assault/domestic violence prevention workshop to all LMU athletes and Greek Life members
• Held various domestic violence and sexual assault awareness events on campus during October 2014
• Worked after hours mental health emergencies for students over the course of the 2014-2015 school year
• The Director of Counseling continued to serve as a mental health consultant on LMU’s Threat Assessment Team
• Held monthly office hours at Cedar Bluff to increase availability of counseling services to students at LMU extended learning sites
• Spoke to 40 students/faculty during the Iron Abe event about wellness and the power of rational thought and radical acceptance
• Attended a three-day training event at Tennessee State University on ending domestic violence/sexual assault (Jan 26-28, 2015)
• Presented at Wellness Fair
• Spoke to a Health Occupations class at Cumberland Gap High School about CERT training and disaster psychology
• Spoke to three Middlesboro High School students about sexual assault prevention
• Provided a two hour lecture to 2nd-year DCOM students on psychotherapy/counseling techniques they will likely encounter during their clinical psych rotations
• Gave a presentation on “letting go” to the parents of incoming freshmen during New Student Registrations
• Attended the Tennessee Licensed Professional Clinical Counselors Association annual conference in Nashville TN; obtained CEU’s (continuing education unit) in Clinical Supervision of Counselors and the unlocking of the Emotional Brain
• Obtained 15 hours of CEU’s in Trauma Processing and Counseling Ethics
• Provided ADA coordination for over 75 LMU students in Fall 2014 and 56 in Spring 2015; offered ADA office hours at the Cedar Bluff extended learning site one day per month (and during emergency situations) during Fall 2014
• Initiated the use of the Kurzweil 3000 system to help students with vision impairment and learning disabilities
• ADA responsibilities were transferred to Dr. Dan Graves at the beginning of Spring 2015
• The ADA Coordinator monitored compliance issues at LMU and reported them to the appropriate individuals; the Coordinator also interviewed students with ADA concerns and addressed those concerns accordingly
• The ADA Coordinator met with all students who requested services via face-to-face interviews, phone, or email, and reviewed their supporting documentation
  o If the documentation supported the request, accommodations were granted

Office of Americans with Disabilities Act:
• Provided ADA coordination for over 75 LMU students in Fall 2014 and 56 in Spring 2015; offered ADA office hours at the Cedar Bluff extended learning site one day per month (and during emergency situations) during Fall 2014
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• ADA responsibilities were transferred to Dr. Dan Graves at the beginning of Spring 2015
• The ADA Coordinator monitored compliance issues at LMU and reported them to the appropriate individuals; the Coordinator also interviewed students with ADA concerns and addressed those concerns accordingly
• The ADA Coordinator met with all students who requested services via face-to-face interviews, phone, or email, and reviewed their supporting documentation
  o If the documentation supported the request, accommodations were granted
Community College Relations and Veteran Services

- Processed 75 veterans for enrollment to the University
- Processed 68 international students for enrollment to the University

Faculty Development Fund

- Total amount awarded: $35,878
- Number of faculty members who received funding: 46
  - Includes all Schools (6) except those Schools/Colleges (3) with separate faculty development funding: DCOM, DSOL, and CVM

Appalachian College Association (ACA)

- Thirteen faculty/staff members presented at the 2014 ACA Annual Summit (Theme: To Connect, To Collaborate, To Learn)
- Three students presented at the 2014 ACA Annual Summit
- Three students received Colonel Lee B. Ledford Scholarships for Summer 2015 research projects
- Five faculty members attended the ACA Teaching and Learning Institute (June 2015)
- Two faculty members served as instructors at the ACA Teaching and Learning Institute (June 2015)

School of Allied Health Sciences

Athletic Training:

- Continued implementation of major revision of academic programs that aligns and adheres to the Commission on Accreditation of Athletic Training Education (caATe) 5th edition competency matrix
- Continued implementation of University-wide faculty and staff Wellness Program
- Commission on Accreditation of Athletic Training Education (caATe) re-accreditation site visit was held January 27-30, 2015. Rejoinder supplying additional documentation to meet the Standards was submitted May 26, 2015.

Medical Laboratory Science (MLS):

- The MLS Program expanded into the Kingsport Center for Higher Education Building (KCHE) in Kingsport, Tennessee. In the Spring 2012 semester, the fourth cohort of junior students was admitted to the program. The junior and senior enrollment at the Kingsport site mirrors the junior and senior enrollment at the Harrogate site with 20 students at each site.
- 36 students were in clinical rotations in the Spring 2015 semester
- The LMU MLS Continuing Education Program was initiated in April 2014 with scientific offerings in Kingsport, Knoxville, and New Tazewell, Tennessee. Dr. Engle sought for and achieved Professional Acknowledgement for Continuing Education (PACE) accreditation for these scientific sessions. The LMU MLS department is now a properly approved PACE provider of continuing education. There were 70 face-to-face participants.
- Further expansion and development of both the Harrogate and Kingsport sites through the addition of new clinical affiliates is in progress
- Further expansion and development of the MLS Program is being planned for extended learning site programs in Corbin, KY, and Knoxville and Chattanooga, TN
- The MLS Program received the maximum of seven years of accreditation on April 30, 2012 by the National Accreditation Agency for Clinical Laboratory Science (NAACLS).
No areas of non-compliance or marginal compliance on the NAACLS Accreditation Standards were noted during the accreditation process.

- All of the graduates of the Spring 2015 LMU Medical Laboratory Science Program passed their national certification exam on their first attempt. This is the 14th consecutive class that has achieved this success.
- Assessing the possibility of a Master of Science in Clinical Laboratory Science program

**Veterinary Health Science and Technology:**
- Veterinary Medical Technology: Continued implementation of major revision of the AS program (alignment and adherence with AVMA-CVTEA revision of testing domains for board certification exam)
- Continued implementation of major revision of BS program with all students being licensed veterinary medical technicians
- Studying feasibility of a hybrid VMT AS degree that could utilize University extended learning sites (Kingsport and Knoxville). The anticipated start date is Fall 2017.
- Veterinary Health Science (AS and BS degrees) programs were implemented in Fall 2014
  - 20 new students accepted into VHS program in the Fall 2015 semester
  - First graduate (AS degree) in Spring 2015
- The LMU Veterinary Medical Technology program was awarded continued accreditation by AVMA-CVTEA in 2012
  - The next site visit/accreditation is planned for March 30-April 1, 2016
- The biennial report was submitted September 2014
- VTNE results: July/August 2014: 44.4% (4/9); November/December 2014: 0% (0/4); March/April 2015: 78% (7/9)

**Paul V. Hamilton School of Arts, Humanities, and Social Sciences (AHSS)**
- The Arts In The Gap (AITG) Advisory Council was instituted Fall 2014. It includes LMU faculty and staff members, community residents, national and state park representatives, and a variety of local and regional artists. The Council will meet annually and be involved in AITG programming via e-mail.
- The School of Arts and Humanities changed its name to the Paul V. Hamilton School of Arts, Humanities, and Social Sciences (AHSS) in Fall 2014.
- The Arts In The Gap program is in its third year. Groups such as the Cumberland Mountain Music Show perform on a regular monthly basis in the LMU convention center in Cumberland Gap, TN. In addition, there are many workshops, performances, presentations and classes available, which are discussed and explained on the AITG website.
- AITG representatives serve on the Claiborne County Board of Tourism, the White Lightning Trail Festival Committee, and the Claiborne County Chamber of Commerce
- A new AHSS committee, the Arts Committee, was formed this year including members of the performing, theatrical, applied, and visual arts. The purpose of the committee is to enable and support all of the arts at LMU, bringing all segments of the arts together to discuss goals and objectives.

**Language and Literature**
- The English program is working on a revision of its General Education classes; these will be offered for the first time in Fall 2016
• Introduction to Chinese and Japanese courses scheduled for the fall semester, adding a wider variety of choices for fulfilling the language requirement

**Philosophy/Religion**

• Developed a proposal for the degree offerings of the Philosophy and Religion Program for presentation to the School faculty early in the Fall 2015 semester
• LMU is applying for a grant from the Lilly Foundation’s Theology Institutes for High School Youth. This is a program dedicated to helping young people deepen their faiths by thinking theologically about their lives as well as the challenges faced by our global community.

**Social Sciences**

• The Master of Science in Criminal Justice program (MSCJ) began offering courses Fall 2014. Approval was received from SACSCOC in August 2014.
• The Master of Public Administration degree was approved by SACSCOC. Classes are scheduled to begin Fall 2015.

**Social Work**

• The Social Work program is collaborating with the School of Education (EdD program), the TN Department of Human Services, and the US Department of Agriculture in developing a “Hunger Solutions” section for a Rural Innovations Center
• Celebrated the 40th anniversary of social work at LMU in April, 2015, in conjunction with the program’s Advisory Council meeting

**School of Mathematics and Sciences**

• The Master of Science program, with majors in Biomedical Professions, Anatomical Science, Life Science Research, and Life Science Teaching, continued with its second cohort. Some minor academic program modifications were made to streamline billing and record keeping. Enrollment increased to an entering class of 103 students in Fall 2014. One thesis was completed and the student continued into a PhD program. Another student began a thesis in the research major. Challenges exist in marketing for the Life Science Teaching program. The tuition rate for the teaching and research majors was adjusted to make these two major programs more accessible. A collaboration with the CVM was started to bring pre-vet students into a graduate bridge program modeled after the pre-medical model of the Biomedical Professions major. Five students matriculated in Fall 2014. A larger cohort is anticipated in Fall 2015.
• The DO/MS program was put on hold pending SACS 5th year reaffirmation process completion. A similar DVM/MS program will be investigated after the CVM is more established and the MS pre-vet bridge major has more students.
• Computational Science will be pursued once the first full-time faculty member may be hired. That person will serve as the Program Director and will set the student learning outcomes and initial curriculum.

**School of Business**

• Faculty conducted intensive review of both undergraduate and graduate programs during 2014-2015 with the goal of making programs more relevant to constituents
New concentrations approved by Academic Council for undergraduate programs (for Fall 2015)
- Small Business Management and Entrepreneurship
- Finance

New Programs
- Executive MBA (Summer 2015)
- Online MBA (Summer 2015)

New Programs under Development
- Doctor of Business Administration DBA
- Master of Science in Business Analytics
- Sports Management Program (undergraduate, graduate and doctoral)
- Healthcare Administration Program (undergraduate, graduate and doctoral)
- Degree Completion Program (undergraduate)
- Associate of Business Administration

Carter and Moyers School of Education (CMSE)
- The EdD program has designed and adopted an electronic portal and template to strengthen the quality of all dissertations, and expand the market for the program
- The Undergraduate Education Department continues to improve the recently state-approved Special Education Licensure program
- The Counseling and Guidance Department continues with full Council for the Accreditation of Counseling and Related Educational Programs accreditation approval
- The School of Education continues with full National Council for the Accreditation of Teacher Education accreditation approval
- The School of Education is taking critical steps to comply with all new CAEP Council for the Accreditation of Educator Preparation (CAEP) accreditation standards
- The School of Education continues to explore the development of a reciprocal licensure pathway for teacher and school leadership candidates from Alabama
- The School of Education continues its partnership with Chattanooga State Community College to provide graduate education programs on their main campus in Chattanooga, TN
- The School of Education continues the implementation of significant partnerships and collaboration with the Clinch Powell Education Cooperative and the Tennessee Department of Education CORE Centers of Regional Excellence (CORE) office in Knoxville, TN for support of the School's clinical placements, field experiences, candidates and faculty
- The School of Education continues its partnership with Tennessee State University for the development of joint funding, clinical placement, and diversity programs
- The School of Education has revised teacher licensure programs to address Tennessee Department of Education Report Card concerns
- The Undergraduate Education Department has enhanced its teacher licensure program with the establishment of secondary content methods courses
- The Undergraduate Education Department has enhanced its literacy and ESL components within the K-6 initial licensure program
The Graduate Education Department has strengthened its advanced program clinical experiences.

The School of Education and its leadership were recognized by AACTE American Association of Colleges of Teacher Education (AACTE), CAEP, the National Forum on Rural Education, and the National Rural Education Association for their exemplary support of rural education through the School’s active collaboration with rural schools in Tennessee.

The Undergraduate Education Department added the English Language Learners (ELL) concentration for licensure candidates.

The Undergraduate Education Department experienced a 54% enrollment increase and a significant expansion of the School's secondary education program.

Examining the feasibility of pursuing two new programs:

- Exploring the option of offering School of Education graduate and undergraduate programs at the Chattanooga State Community College Kimball Site in Kimball, TN
- Exploring the option of a 2+2 undergraduate licensure program in collaboration with Chattanooga State Community College

### School of Mathematics and Sciences

#### Department of Biology:

- Launched re-designed Pre-med track which provides targeted experiences to students and takes into consideration the new MCAT test format
- Acquired a Fast Protein Liquid Chromatograph (FPLC) in association with DCOM and the Office of Research, Grants, and Sponsored Programs (ORGSP) which will support research and student learning outcomes

#### New Programs under Development

- Examining the feasibility of establishing a Conservation Biology (BS) major with two tracks:
  - Resource Management, which would meet the Wildlife Society’s criteria for certification as an Associate Wildlife Biologist; and
  - Research Track, which would serve students who intend to enter a graduate program
- An academic and research exchange program is being developed between LMU’s Department of Biology and the University of Costa Rica’s Department of Biosystems Engineering

#### Department of Mathematics

- Curriculum revisions to the Mathematics major were approved in Spring 2014 and have been implemented, resulting in two tracks: traditional/graduate school preparatory and secondary education preparatory
- Pass rate of 100% on the PRAXIS II (Mathematics Content Knowledge) exam by Secondary Teacher Licensure Candidates
- All graduates from May 2014 and December 2014 are either enrolled in a graduate program or employed

#### Duncan School of Law (DSOL)

- In response to the ABA’s modification to Standard 303 related to experiential learning, in Spring 2015 the faculty adopted a new policy that requires students to obtain six credit
hours of skills courses. These courses can be selected by the students from a listing of
course offerings that include skills electives, clinical courses and externships.

- A modification of the administrative structure was made to emphasize experiential
learning by appointing a Director of Experiential Learning. The Director will oversee
implementation of the policies adopted in compliance with Standard 303.
- In Spring 2015, the faculty adopted modifications to the curriculum that increased credit
hours in the Professional Responsibility course and decreased hours in the Commercial
Transactions course.
- Two experiential learning courses – Juvenile Law: Clinical Experience and Domestic
Violence Law: Clinical Experience – have been or are being implemented as innovative
approaches to instructional delivery and student learning. These courses offer students an
opportunity to experience actual client interaction and representation under the tutelage
of an experienced and licensed attorney and faculty member.
- Governmental Relations Advocacy Courses are being offered to DSOL students as
elective course offerings
- Elective course offerings within the JD program, where appropriate, are being offered to
Conflict Management students, thereby allowing additional enrollment for both
programs, decreasing the use of faculty resources and increasing student diversity
- A certificate program in mediation has been developed at the DSOL facilities and will be
offered in 2015-2016
- Coordination of Human Resources services has been improved, with representatives from
the HR department offering monthly DSOL campus visits
- All faculty members have a faculty development stipend to allow them to obtain
meaningful professional development on an annual basis
- ABA provisional approval was received in December 2014

Caylor School of Nursing (CSON)
- The CSON launched the RN-BSN option in August 2014 at the Corbin, KY, extended
learning site
- Approval was granted by SACS to commence the Doctor of Nursing Practice (DNP) in
May 2015 and the RN-BSN online program in August 2015
- The CSON submitted a substantive change report to ACEN for the RN-BSN online in
January 2015; a site visit is forthcoming
- Candidacy forms have been submitted to ACEN to begin the accreditation process for the
DNP program, and the CSON is on target for this accreditation
- The Tennessee Board of Nursing accepted notification that the DNP program and RN-
BSN online program will commence in 2015
- New programs:
  - The Doctor of Nursing Practice (DNP) online program will begin in May 2015
  - The RN-BSN online program will begin August 2015

DeBusk College of Osteopathic Medicine (DCOM)
- Matriculated 243 students Fall 2014
  - 107 from the southern Appalachian region
  - 87 from the tristate area (TN=65; KY=14; VA=8)
  - 4,335 applicants (15.29% increase from previous year) – 523 interviews
146 students are scheduled to graduate May 2015

New program under development
- The Doctor of Medical Science (DMS) prospectus was submitted to SACSCOC for substantive change on April 7, 2015
- Physician Assistant (PA) Program
  - The PA program will matriculate 96 students (and five returning students) on May 11, 2015 (Class of 2017)
  - Class of 2017 mean overall GPA: 3.48 and mean science GPA: 3.37
  - Approximately 85% of matriculates are from the southern Appalachian region
  - The PA class of 2014 has 100% job placement in locations from Alaska, Arizona, New York and Florida
  - PANCE (PA National Credentialing Exam) overall pass rate for the class of 2014 is 100%

ALUMNI DATA - As of Fall 2014, DCOM Alumni Tracking Analysis found:
- 96% (538/558) were located based on licensure information
- 45% (243/538) practice in an underserved area
- 10% (55/538) practice in a rural area
- 71% (384/538) practice a primary care specialty
- 24% (128/538) practice in Appalachia
- 76% (408/538) licensure address matches their residency location

78% (174/222) of PA graduates were located based on licensure information
- 46% (80/174) of PA graduates practice in an underserved area
- 25% (43/174) of PA graduates practice in a rural area
- 47% (82/174) of PA graduates practice in Appalachia

College of Veterinary Medicine (CVM)
- Ninety-six students matriculated into the inaugural CVM Class (August 2014). In Fall 2014, one student withdrew due to medical reasons and three students were lost due to academic issues. Several students will remediate in Fall 2015. CVM gained two transfer students. Spring 2015 enrollment is 94. The four CVM students who completed their undergraduate work at LMU are in good academic standing.
- More than 100 clinical practice sites have signed CVM contracts
- 636 total applicants through the Veterinary Medical Colleges Application Service (VMCAS) and direct applications for the second CVM class; CVM will enroll 110 students in the Fall 2015
- Small Animal Clinical Skills Building plans were finalized and construction is projected to be completed in August 2015
- New programs under development
- MS Biomedical Professions (Pre-Veterinary Medicine option) enrolled five students in Fall 2014; three of these students have been accepted into the CVM for Fall 2015
- CVM is working with the School of Business to complete plans for the dual degree DVM-MBA
- A summer research program for three-to-four CVM students has been formalized with the University of Kentucky Gluck Equine Research Center
- 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 CVM were established in March 2014 and continue to be implemented:

- Association of American Veterinary Medical Colleges (AAVMC) Member since July 2013
- 636 total qualified applicants through the Veterinary Medical Colleges Application Service (VMCAS) and direct applications to the CVM for the second CVM class. CVM will enroll 100 students in Fall 2015
- CVM received provisional accreditation status notification in October 2014 from the American Veterinary Medical Association Council on Education
- Submitted biannual reports to the American Veterinary Medical Association Council on Education (COE) in July 2014 and January 2015. CVM received COE response letters to both reports in December 2014 and April 2015, respectively.
- CVM will submit a July 2015 biannual report and an October 2015 comprehensive self-study document to the COE
- The American Veterinary Medical Association Council on Education will conduct a site visit December 13-17, 2015
Objective 1.3: Pursue international collaborations to enhance the diversity and quality of the University community and academic programs.

Progress:

Academic Affairs

International Programs

- LMU-Chukyo University (Japan) Student Exchange Program
  - Three American students will attend Chukyo University Fall 2015 and two Chukyo students plan to attend LMU for Fall 2015
- Working through process for J1 visa approval needed for exchange programs
- China Teach Abroad Program (with Gannan Medical University in Ganzhou, China): Two LMU graduates (May, 2015) to teach at GMU College during the 2015-2016 academic year
- LMU celebrated the 36th anniversary of its partnership with Kanto International High School in Tokyo, Japan and hosted a record number 70 students to its Spring 2015 program
  - Highlights: “Charlie” Tsuji, student > teacher; second generation participant
- LMU was approved as an affiliate member of the Consortium for Global Education (CGE)
- LMU is applying to become a member of Study Tennessee, a state consortium for recruiting international students

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

- A faculty member presented a paper, “Improbable Frequency: The Rhetoric of Irish Neutrality,” at the American Conference for Irish Studies, Dublin, Summer 2014
- A faculty member presented two poster sessions at the 2014 International Society of Music Education Biennial Conference in Porto Alegre, Brazil (A Transcription and Analysis of Three Solos by Gerry Mulligan and Teaching Improvisation)
- A sophomore History major received the Appalachian College Association 2015 Colonel Lee B. Ledford Scholarship to participate in the American Institute for Roman Culture’s Summer Archaeological Field School in Rome, Italy
- A faculty member was awarded an institutional grant to research the archives at the Society of Friends Library in London
- A faculty member was invited as guest lecturer to Ramkhamhaeng University in Bangkok, Thailand (Summer 2015)
- A student from China entered the MSCJ program in January; another is enrolling in the MSCJ program for the Fall 2015
School of Mathematics and Sciences

- An agreement with the University of Costa Rica (UCR) for faculty research exchange is nearly complete and some activities will commence in the 2015-2016 academic year.
- An agreement with the UCR for student exchange in the form of a course taught by faculty members of both universities and portions at LMU and in Costa Rica is in the planning stages. These activities are anticipated in the 2016-2017 academic year.
- Dr. Carlos Rojas, of UCR, has visited twice and presented two lectures at LMU during 2014-2015. Dr. Catherine Benson will visit the University of Costa Rica and provide a scholarly presentation.
- An undergraduate biology student will conduct research in Costa Rica with Dr. Rojas during Summer 2015.

Caylor School of Nursing (CSON)

- ASN and RN-BSN students participated in a mission trip to Haiti during the University’s spring break.
Objective 1.4: Ensure that all programs have clearly articulated academic expectations.

Progress

Paul V. Hamilton School of Arts, Humanities, and Social Sciences (AHSS)
- All major programs in AHSS completed Outcomes Assessments Reports acceptable for the recent SACSCOC fifth-year review
- Six AHSS programs are using the ETS major field achievement test for feedback on learning outcomes; the History program will use an outcomes test in 2015-2016

School of Mathematics and Sciences
- The General Education Committee completed review of all courses approved for General Education core credit. This included examination of and feedback on articulation of student learning outcomes for each course, resulting in significantly improved articulation of student learning outcomes (as published in the syllabi) in about twelve courses.

Carter and Moyers School of Education (CMSE)
- The 2014-15 Dr. Fred Bedelle, Jr. Lecture Series continued to offer professional development opportunities to School of Education faculty, school partners and stakeholders, and Lincoln Memorial University (via live broadcast channel). Presenters included: Dr. Stevie Chepko, Vice President of CAEP and Dr. Candace McQueen, Commissioner of Education for the State of Tennessee.

Duncan School of Law (DSOL)
- DSOL curricular requirements are published on the DSOL website and in the School catalog
- The Associate Dean for Enrollment Services attends DSOL faculty meetings on a regular basis to remain apprised of all academic expectations for incoming students
- DSOL administration holds bi-monthly meetings to ensure that all departments participate and are knowledgeable regarding academic expectations

Caylor School of Nursing (CSON)
- All CSON academic policies and program expectations are reviewed and published annually in appropriate catalogs and handbooks
Objective 1.5: Evaluate faculty and professional staff compensation against benchmark salary levels of peer institutions with respect to faculty rank, appointment, academic discipline, experience, workload requirements and scholarly activity.

Progress:

Academic Affairs
- The University revised the timeframe for faculty and professional staff salary increases from July to January. Salary increases were provided in January 2015.

Caylor School of Nursing (CSON)
- CSON faculty and staff salaries are comparable to regional institutions
**Objective 1.6:** Strengthen University libraries and the Abraham Lincoln Library and Museum (ALLM) and their services at Harrogate and extended learning sites.

**Progress:**

**Academic Affairs**

**Carnegie-Vincent Library (CVL):**

- Obtained a grant from the Tennessee State Library and Archives to assist in the preservation of Archives and Special Collection materials
- Obtained a grant for professional development from the Appalachian College Association to assist with cost of a librarian attending the Medical Library Association national conference
- Obtained an Innovation and Enrichment Development Opportunities Grant from the Appalachian College Association to assist with funding a project to acquire mobile devices and provide training workshops on using these for accessing library resources
- Extended Learning Sites Librarian conducted an assessment of the Extended Learning Sites Library Services comparing our services to the Association of College and Research Libraries’ Standards for Distance Learning Library Services. All key areas are being met.
- Learning resource needs for the Extended Learning Sites were examined in the process of preparing for the SACSCOC visit to Cedar Bluff and Chattanooga State. Certain services and resources are also provided by Chattanooga State Library.
- Library services and resources information was provided to all preparers of documents for accreditation purposes including Education, Nursing, and the Master’s in Public Administration
- Meetings were held with CVM faculty and administrators to discuss library resources and services and make selections of library resources. An Interlibrary Loan Reciprocal agreement was arranged with the University of Kentucky to help support the Veterinary Medicine program.
- CVL continued to acquire appropriate library and learning resources in support of the programs. Plans are underway to acquire two new databases, JSTOR Arts and Sciences XI and JSTOR Life Sciences.
- During Fall 2014 and Spring 2015, Carnegie-Vincent librarians taught 161 information literacy sessions for 2237 students. See Objective 1.9 for assessment and other details.
- Implemented a chat service in Fall 2014 that provides library services in response to student communication and learning preferences.
- Librarians continued to create tutorials using Camtasia and other software
- Catalog record cleanup activities continued due to vendor error in the migration to the WorldShare Management System. Identified and removed some e-resource records with non-functioning links that had been loaded in error by the vendor.
- Created an internal website to house documents, procedures, and tools for library staff members
• Created a tracking tool that allows staff members to easily record a problem with online access to journals, the troubleshooting utilized, and the broken URL for problem records. This feeds into a spreadsheet that allows the electronic resources librarian to be able to access the issues at a glance as well as share common issues and solutions with the rest of the staff.

• Electronic resources are integrated through the use of the library website and use of the WorldShare Management System. CVL continues to refine the LibGuides website (SpringShare) and continues to report errors in the WorldShare Management System (OCLC). Librarians monitor appropriate discussion lists from SpringShare and OCLC in order to stay abreast of developments in those products.

• Created a system to advertise and make eBooks available from the shelf at the Cedar Bluff extended learning site library. Librarians created QR codes for each book that lead users to the eBook directly on their device (phone, tablet, email, etc.)

• The Medical and Health Sciences Librarians re-designed the Reed Health Sciences Library LibGuides homepage. Web traffic increased by over 19% this year. Changes addressed included increased utilization of images, decreasing text, navigation to advanced searching catalog screens, and hand-picked resources for health science-related departments. Re-design principles focused on creating a simple and consistent homepage that would provide users with quick access to information in an easy to scan format.

• The LibGuides software on which the Library’s website is built was recently upgraded. CVL staff members are in the process of transferring data over to the new site and designing an improved landing page and more organized website. This upgrade will increase the patron’s ability to access documents, books, eBooks, etc.

• Through the use of the Interlibrary Loan online request system, the Library borrowed 1920 items from other libraries for our students and faculty, and loaned 632 items from our collection to other libraries. Provided document delivery of 348 items from the collection to our students and faculty who needed assistance obtaining them due to distance or other factors. Implemented a new Books and Article Delivery request form to streamline the document delivery request process.

• The Library’s Outreach Team focused its efforts on promotion via social media platforms. The OT streamlined the process to allow for same-day turnaround on requests to promote specific events or activities (such as surveys or training sessions). Implemented a monthly schedule for database promotion that allows quick and easy selection of a database for wider promotion.

• Provided 14 library information sessions to faculty; served 227 participants

• During Fall 2014 and Spring 2015, CVL librarians taught 161 information literacy sessions for 2,237 students

• The Medical Librarian and Health Sciences Librarian collaborated on research and presented at two conferences with two DCOM faculty members; the collaboration was on a continuing medical education (CME) initiative concerning “patient care, population...
health outcomes, and use of professional, peer-reviewed literature, and Evidence-Based Medicine”

- CVL is currently surveying students, faculty, and staff members using LibQUAL+, a nationally recognized library service quality survey

- Assessment activities:
  - CVL compares staffing and resource data with peers as new data becomes available from the Federal Government’s Academic Libraries database. Since FY14 data is not yet available and since LMU’s peer group has not changed, CVL did not do a new comparison this year.
  - See objective 1.9 for assessment activities of information literacy.
  - Students, faculty, and staff members were surveyed in Spring 2015 with LibQUAL+. Results indicated that the users were pleased with library service, but were not as pleased with the collection and with the facility.
  - Extended Learning Sites Librarians conducted an assessment of the Extended Learning Sites Library Services, comparing our services to the Association of College and Research Libraries’ Standards for Distance Learning Library Services. All key areas are being met.

Abraham Lincoln Library and Museum:

- Exhibition improvements to long-term and temporary exhibits which encourage repeat visitation and introduction of new themes
  - Installed special exhibit “Clouds and Darkness Surround Us” through DreamWorks Studios. Opened February 12, 2015.
  - “Strong Women—Man’s World” temporary exhibit installed Fall 2014
  - Installed a temporary exhibit featuring 150 years of commemorative history titled “Death and Memory: Abraham Lincoln in American Culture” Fall 2014
  - Staff and students rebuilt a display on African-American military involvement during the Civil War

- Dr. Robert L. Kincaid Endowed Research Center
  - Managed the remodeling of the Dr. Robert L. Kincaid Endowed Research Center
  - Initiated student researcher program
  - Hosted 2nd Kincaid speaker at the “War in the Mountains” symposium April 18, 2015

- Research results
  - Museum staff answered over 250 research requests

- Educational outreach of Museum staff
  - Staff members spoke at seven major public programs and academic conferences
  - 2,008 students and adults were reached through off-site programs (July 2014 – March 2015)
  - Museum staff participated in Clinch Powell District Teacher In-Service Day at LMU to promote the ALLM’s History-in-a-Box program (September 2014)

- New marketing and public exposure of the Museum
  - 10,277 guests visited the ALLM (July 2014 – May 2015)
Charlottesville and Bristol, VA, newspapers featured the ALLM as a travel destination through the Travel Writers; ALLM was featured in the PBS show *Tennessee Crossroads* and in two major Virginia newspapers through national travel writers.

- Online museum store opened November of 2014
- Television commercial shoot for Fox 45 Day Trip Program that aired for the Dayton and Cincinnati region in Ohio
- Designed two billboards which were placed in Middlesboro, KY, and along I-75 near Rocky Top, TN

ALLM staff made appearances on three local radio shows and one local television show.

- 2015 War in the Mountains and Kincaid lecture filmed by SIGMON and posted to YouTube and the Kincaid Research Center web page
- ALLM has participated in the Blue Star Museum program through the American Alliance of Museum and National Endowment for the Arts since 2010
- ALLM’s Springfield tea set and article featured in exhibit catalog, *The Lincoln – A Primer*; published by the Indiana State Museum, 2015

- Museum grant activities
  - Received a Museum Assessment Program grant for a public assessment evaluation
  - Acquired a national traveling exhibit titled “Lincoln the Constitution and the Civil War” through the National Park Service

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

- The Carnegie Vincent library was consulted when the master’s degree in Criminal Justice and the master’s degree in Public Administration were developed, particularly regarding relevant journals
- CVL consulted with AHSS for suggestions on culling the stacks and contracting for applicable journal indices
The Law Library has catalogued more than 9,764 print, DVD, and audio materials and added these holdings to the CVL WorldCat Catalog.

The Law Library has over 1,585,540 titles available to faculty members and students through Aquabrowser.

The Law Library provides keyword searchable eJournals to faculty members and students through the 360 federated search platform, Aquabrowser.

The Law Librarians taught research courses in support of DSOL curriculum.

The Law Librarians also taught outside of DSOL. Gordon Russell taught two sections of MBA 515 in Summer 2014, MBA 540 and MBA 515 in Fall 2014, and MLS 405 for the Business School in Spring 2014; Dr. Russell will teach MBA 515 on the Harrogate campus Summer 2015. Ann Long taught Introduction to Legal Research at the University of Tennessee, School of Information Sciences in Summer 2014.

Gordon Russell’s The ABA Section on Legal Education Revisions of the Law Library Standards: What Does It All Mean, 116(3) Law Lib. J. 329 (2014) and “Library Director as Change Agent”, were published in PERSPECTIVES OF ACADEMIC LAW LIBRARY DIRECTORS (Michelle Wu ed., 2015)


The Law Library provided research, editing, and citation-checking support to its faculty members via librarians and student research assistants.

The Law Library provided 68 hours of reference coverage in person and through virtual reference during the fall and spring semesters.

The Law Library has developed 59 LibGuides that support all 1000 and 2000 level courses by providing a topical resource of related print and electronic materials available in the library’s collection, including links to West’s Study Aids eBook collection.

The Law Library contracted with West to provide students with access to all of West’s Study Aids in a digital format. 100% of law students have accessed these materials every year since August 2011.

The Law Library built a legal video collection with over 200 DVDs available for faculty and students. Faculty members incorporate video clips from legal films to illustrate class topics.

The Law Library provides on-campus access to WestlawNext and Lexis Advance to our graduates through Patron Access subscriptions. The Law Library provides remote access to Fastcase, Loislaw, and HeinOnline Law Journals to our graduates.

In a continued effort to ensure superior services, a Deputy Law Library Director was added to the library staff. The Deputy Director will assist in planning and assessment of library and collection needs.
Caylor School of Nursing (CSON)

- CSON students continue to utilize CVL services, including the Lon and Elizabeth Parr Reed Medical and Allied Health Library
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:

Academic Affairs
- The faculty evaluation process is ongoing. All schools follow University guidelines for the faculty evaluation process. The University recognizes the need to continue to review the faculty and professional staff evaluation process.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences (AHSS)
- This year, AHSS began establishing the use of measurable goals in the faculty evaluation process. Each area of the evaluation process will include at least one measurable goal.

Duncan School of Law (DSOL)
- DSOL faculty members were evaluated in Spring 2015 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. All compensation increases were consistent with the findings of the evaluations.

Caylor School of Nursing (CSON)
- The CSON follows University guidelines for the faculty evaluation process.
Objective 1.8: Offer a quality college-preparatory educational program at the J. Frank White Academy (JFWA).

Progress:

Carter and Moyers School of Education (CMSE)

J. Frank White Academy:

- School improvement plan was revised to reflect current goals and initiatives for the 2015-2016 academic year
- JFWA exceeded state and national ACT scores in all areas. All benchmarks were exceeded with the exception of Science.
- On-demand writing prompts are being implemented in all JFWA courses to increase writing in all content areas while promoting critical thinking skills by using writing as a formative assessment
- Multiple Kanto students with English proficiency were integrated into the JFWA student population during their visit to LMU’s campus. The remainder of the KANTO students spent one day embedded with JFWA students in various classes and groupings. Three JFWA students will travel to Busto Arsizio, Italy to participate in World School 2015.
- The VP of Finance and JFWA Principal are currently developing a revised budget pro forma for the Proposed JFWA Residential Component
- JFWA maintains an Information Literacy Initiative to ensure goals are being met during daily instructional activities
- Information Literacy is embedded throughout the JFWA curriculum
- JFWA Professional Learning Communities (PLCs) are required to meet with University librarians periodically throughout the school year to identify resources
- Implemented Plus Portals software to enhance JFWA’s blended instruction capabilities
- In collaboration with the Confucius Institute at the University of Tennessee, Knoxville, plans are being developed to acquire a full-time Mandarin Chinese teacher from China for the 2016-2017 academic year
- Accreditation through AdvancEd is in good standing
- JFWA hosted its 25th Anniversary Celebration in collaboration with University Advancement. Many successful alumni events were held during this celebration, and the Jay Majumdar Scholarship Fund was created.
- JFWA Advisory Boards meet periodically and represent a broad base of JFWA stakeholders
- JFWA administrators is currently developing a pro forma for a Montessori lower school component in collaboration with Finance Office
- JFWA administrators are collaborating with the Office of International Programs to develop camps for Chinese students interested in enrolling at JFWA
Objective 1.9: Integrate information literacy skills across the curriculum.

Progress:

Academic Affairs

Carnegie-Vincent Library (CVL):
- LMU’s commitment to Information Literacy can be seen in the recently completed Quality Enhancement Plan (QEP) which focused on Information Literacy. The success of the QEP can be seen in the continued integration of Information Literacy into the curriculum.
- The Information Literacy program continues to support the goals and learning outcomes which originated with the QEP. The goals include student learning, curriculum integration, program assessment, and collaboration. The learning outcomes include students being able to: accurately recognize an information need, efficiently access the needed information, critically evaluate the information, effectively use the information, and understand the economic, legal, and social uses of information.
- The QEP impact report was completed and submitted to SACS in March 2015. Response from SACSCOC is pending. The report shows the QEP has had a positive impact on student learning of Information Literacy.
- Librarians continue to collaborate with instructional faculty in SEWS courses to meet the Information Literacy requirements of the SEWS paper.
- The former QEP Director (now Information Literacy Librarian) will continue to share SEWS rubric and other assessment results with academic deans and department chairs.

Center for Teaching and Learning Excellence (CTLE):
- Utilize the Virtual Center for Teaching and Learning Excellence (CTLE) in support of Information Literacy.
  - Incorporated areas for Information Literacy, QEP, and Student Award Papers within CTLE training materials and website.
  - Facilitated joint training sessions during Faculty and Staff Conference Week related to Information Literacy, plagiarism detection, and Turnitin software.
  - Compiled CTLE digital repository of reference materials for copyright and plagiarism for faculty members and students.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences (AHSS)
- Information Literacy is supported in all composition classes, which includes classroom visits by library and QEP staff.

School of Mathematics and Sciences
- With all School of Mathematics and Sciences Biology, Chemistry, and Wildlife and Fisheries Biology students taking Junior and Senior Science Seminar, Information Literacy librarians helped orient and support these students in writing required proposals and final research project reports.
In the Master of Science program, Information Literacy librarians provided orientation and support for using the library resources and developing better competencies for use of the primary scientific literature. This applies across all courses in the MS program.

Carter and Moyers School of Education (CMSE)

J. Frank White Academy:
- JFWA maintains an Information Literacy initiative to ensure goals are being met during daily instructional activities
- Information Literacy is embedded throughout the JFWA curriculum
- JFWA requires students to take a one-quarter term Information Literacy class in middle school, as well as one in high school
- JFWA continues to embed information literacy throughout the curriculum. Additionally, JFWA has quarter term courses in information literacy and has developed an initiative to ensure information literacy continue to be met.
- A library resource guide was created specifically for JFWA students and faculty members. The guide includes links to library resources and Tennessee Electronic Library (TEL) resources specific to high school students, as well as Information Literacy and faculty resources.
- Librarians continue to collaborate with JFWA faculty to share information about library resources and embed information literacy throughout the curriculum

Caylor School of Nursing (CSON)
- Implementation of the QEP continues in both the ASN and BSN programs
- Graduate students in the MSN program are required to complete a research course that integrates Information Literacy skills
Objective 1.10: Provide appropriate academic support services

Progress:

Academic Affairs

The Office of Academic Support:

- The Office of Academic Support (OAS) is developing a centralized email for the tutoring center and creating an electronic tutoring calendar during Summer 2015. Both will be implemented for the 2015-2016 academic year, and training for each will be provided to the tutors during tutor training at the beginning of Fall 2015.
- The Office of Academic Support is working with other academic leaders on campus to develop graduate and pre-professional preparation services. More development and formalization of the services will take place in 2015-2016.
- OAS administrators are trying to secure more budget dollars to offer additional tutoring services to extended learning sites. Some extended learning site tutors have been hired for 2015-2016.
- The development of a comprehensive website for academic support services is an ongoing project that will hopefully be implemented in 2015-2016.
- In-person student success workshops were offered during 2014-2015; OAS administrators hope to implement additional workshops covering a wider variety of topics in 2015-2016.
- Weather interruptions during Spring 2015 forced OAS administrators to postpone workshops for graduating seniors. These workshops will hopefully take place during 2015-2016.
- Tutors held 44 test reviews for specific majors/disciplines. Additional test reviews are expected for 2015-2016.
- The Cornerstone program continues to grow and expand to serve additional students. The goal is to continue to help students succeed academically and remain at LMU.

Cornerstone Program:

- The Office of Academic Support and the Cornerstone Program led efforts to provide academic services and support to students University-wide. New initiatives such as three-week assessment and Concerned Conferences were launched during the academic year. The Cornerstone Program continues to see success with student retention and academic performance. Thus far, only four students have not registered for Fall 2015.
- Cornerstone students are retained at a higher rate than other students. Cornerstone retention is at approximately 80%, which will improve the University’s graduation rate. Cornerstone program administrators established a goal of 60 new Cornerstone students for Fall 2015. Cornerstone students generate significant revenue.
- Cornerstone Program administrators plan to implement a new Bridge Program in Fall 2015, designed for prospective associate degree-seeking students with a slightly lower academic profile than that of Cornerstone students. Strategically, the Bridge Program also puts the University in line when four-year schools demand that the TN governor offer the same funding that currently goes to community colleges. If the University already has the program structure, the funding will boost our revenue.
Data is collected annually to assess the effectiveness of the academic support services. Services are adjusted/enhanced based on the data.

**School of Mathematics and Sciences**
- The SCI 394 course was offered for MCAT preparation of undergraduate and post-baccalaureate medical science students which include Kaplan instruction, vocabulary development, and medically-related social science instruction.
- The University Honors Scholars Program was monitored as the Honors Council met regularly and the Director implemented better record keeping and approval processes. The program graduated five students in May 2015. Each was assessed in their academic program and all had secured graduate program entry following LMU graduation. A Program Director is needed for this program.

**Duncan School of Law (DSOL)**
- DSOL requires all students to participate in a semester-long Academic Success course. The course is free of charge. Subsequent courses are mandatory for at-risk students and elective for higher performing students.
- Students receive academic advising by full-time faculty members.
- Diagnostic examinations are given to students in each of the first-year courses as well as other subjects tested on the Multi-state Bar Examination and the Multi-state Professional Responsibility Exam. Results from these exams are provided to the students in a comprehensive report so that they might tailor their final exam preparation in their areas of weakness. Faculty members also use these results to determine gaps in the instruction provided.
STRATEGIC GOAL II

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

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

**Progress:**

**Admissions (undergraduate)**
- The Enrollment Management Coordination Committee meets regularly and includes representatives from Advancement, Marketing and Alumni Services
- Increased regional outreach through name purchases and recruitment in Florida, Alabama and Ohio
- Expanded nationwide outreach through Cappex partnership
- Utilized MVT to revise and refine the communication flow to prospective freshmen
- Evaluated and revised the Honors Program selection procedure
- Implemented an LMU virtual tour on the University website
- Implemented Clearinghouse review of annual recruitment pool to determine which school, if any, students attend after failing to matriculate at LMU
- Participated in NACAC College Fairs in Ohio, Tennessee, Kentucky and Florida
- Evaluated and updated travel territories to enhance focus on out-of-state students
- Improved Preview Day programming based on participant feedback received on prior event evaluation forms
- Adjusted the financial aid model for incoming freshmen to account for changes to Tennessee state funding and the Tennessee Promise program
- Increased attendance – more events were added to allow more opportunities for participation. Number of participating faculty and staff members increased
- University affordability addressed in emails, letters, presentations, and brochures
- Hosted multiple Financial Aid/FAFSA completion events at the Harrogate main campus and Cedar Bluff extended learning site; provided on-site FAFSA support at high schools in Tennessee, Kentucky, and Alabama
- LMU participated in the College Fair held by the Eastern Band of Cherokee Indians, and also hosted a campus visit

**Duncan School of Law (DSOL)**
- DSOL facilities have been evaluated for potential for maximum enrollment. When consistent with the adequate delivery of the program of legal education, classrooms, offices, and meeting spaces are being utilized by other LMU programs.
- DSOL Admissions staff increased e-mail outreach to potential applicants through the use of the list of LSAT examinees provided by the Law School Admission Council. DSOL previously had limited access to this list due to the lack of provisional ABA approval.
- Targeted Facebook and LMU website advertisements were posted by the DSOL Admissions staff or in coordination with the University Advancement staff.
- A part-time social media staff member was hired to assist DSOL with marketing its program of legal education.
School of Mathematics and Sciences

- The Master of Science program fully implemented an online application and provided support to graduate Business, Criminal Justice, and Education to use this system. The Recruiter software was updated to the most current version by IS to make this possible.
- The Master of Science program began a Facebook group to disseminate program information.
- Deans and other academic leaders often discussed the feasibility of offering more extensive General Education courses at extended learning sites. At this time the limiting factor is low enrollment in these courses.
- The Master of Science program and undergraduate Mathematics and Sciences programs were marketed at numerous college fairs and national meetings, including the National Association of Advisors for the Health Professions and the Southern Association of Advisors for the Health Professions.
- The Second Annual LMU STEM Academy was conducted for rising seniors from the Clinch-Powell Educational Cooperative Districts June 2-4, 2015. This introduced thirteen students to five faculty members and lab facilities in the Hamilton Math and Science Building.

College of Veterinary Medicine (CVM)

- CVM is aggressively recruiting prospective DVM students in a relatively competitive space
- CVM is the 30th US accredited Veterinary School; however, the applicant pool has been flat for several years
- Currently, the applicant-to-seat ratio is approximately 1.6:1 with high quality applicants continuing to seek seats
- The majority of US veterinary schools are state-supported land grant institutions whose legislatures subsidize in-state student tuition, resulting in average veterinary school tuition of $22,448
- Non-resident and private school tuition averages $46,352/year
- Approximately 60% of the 3,000 US seats offered each year are in-state seats, leaving approximately 1,400 or 45% of each year’s students to seek out-of-state or private veterinary school admission
- The CVM target demographic is the top half of the 1,400 US applicants who do not receive in-state subsidized seats
- Roughly 1,000 US students obtain seats annually in accredited foreign veterinary schools, over half of which are in the Caribbean
- CVM stresses the hands-on nature of the CVM curriculum, the family feel of LMU and the campus community, and the relative value in comparison to out-of-state and other private school tuitions
- The Clinical Relations and Outreach team has lead recruiting efforts to date
- Printed collateral has been developed
- The LMU-CVM website contains extensive recruitment information
- Regional schools with strong pre-veterinary programs, as well as the largest national pre-vet programs, have been targeted for visits, presentations, and relationship building with CVM advisors and club leaders
Focus in the Appalachian region has yielded over 25% of the two initial classes originating from our regional target area.

During this recruiting season, CVM recruiters presented at 35 schools, hosted five visits, and conducted three Skype presentations:

- CVM representatives conducted additional local, state, and executive board VMA presentations, set up state CE conference tables, and made over 400 local practice contacts.

- This year’s completed applicants numbered 636.
- 100 students were selected for the CVM class of 2019.
- The class of 2019 maintained an average GPA of 3.4 (CVM c/o 2018 GPA 3.26); the national average is 3.56.
- A part-time recruiter will be hired in Spring 2016 to oversee the majority of CVM recruiting efforts.
- Additional plans include updating the CVM website to include current CVM student testimonials and additional interactive collateral.
- CVM’s first affiliate agreement with Daemen College was initiated Spring 2015 and promises to deliver additional NE qualified applicants.
- CVM suffers a strategic disadvantage vs. legacy schools in scholarship offerings. Significant efforts have resulted in some scholarship offerings to date, but much more effort will be required to be competitive with established CVMs.
- A “hub” for clinical affiliate rotations is under construction in the NE, which will also be attractive to NE applicants where few veterinary colleges exist. This will complement hubs already developed in Knoxville, Nashville, Lexington and Louisville.
- A MS degree program assists qualified graduate applicants in gaining admission to CVM.
- Opportunities to leverage recruiting efforts between other Allied Health programs will be explored with the addition of a part-time recruiter in Spring 2016.
- An aggressive goal of 1,000 CVM applicants in the 2016 recruiting cycle has been set.
- With Council on Education approval, 100 seats are filled for the upcoming class.

### International Programs
- International Programs enrolled its first student in the English Language Institute in Fall 2014.
- The American Language Academy opened its LMU campus in March 2015 and welcomed two students.
- Two international students were recruited.
- Two international students attended Summer 2014 English Immersion Program.
Objective 2.2: Meet benchmark goals as established by recruitment plans for individual populations.

Progress:

Admissions (undergraduate)
- Final Fall 2014 applications were up 10.9%, acceptances were up 8.9%, and deposits were up 4.6% (all new undergraduates at all locations) over all final Fall 2013 numbers
- Fall 2014 new undergraduate students: 426 (goal was 425); Total Fall 2014 new undergraduate students: 704 (goal was 766)
- Fall 2014 housing occupancy at 97.44% (goal was 100%); met budgeted housing revenue target established by Finance (goal was to meet budgeted housing revenue)

Duncan School of Law (DSOL)
- DSOL met its incoming student enrollment projections for Fall 2014 and has already exceeded its Fall 2015 enrollment projections based upon the number of acceptances received to date
- Thirty-six (36) students accepted offers of admission, of which six are minority students (17%)
- Twenty-five (25) additional students accepted offers to the Admission Through Performance Program for possible consideration for admission to LMU in the Fall 2015 semester
- Recruitment efforts throughout the Southeast Region were increased, and articulation agreements were signed with ten colleges and universities whereby eligible applicants from those schools receive tuition discounts at DSOL
- New marketing brochures were produced and disseminated at Open House events, college outreach meetings, career fairs and applicant meetings
- Recruitment of minority applicants and matriculated minority students increased through relationships with organizations such as CLEO, the National Black Pre-Law Conference, the National Hispanic Pre-Law Conference, and the National HBCU Pre-Law Summit
- Targeted marketing related to the achievement of ABA provisional approval was conducted, and additional marketing efforts will continue through Summer 2015 and the 2015-2016 academic year

School of Mathematics & Sciences
- Updated School of Mathematics and Sciences web pages
- Developed current student focus pages on the main website as a means of proactive outreach to potential students
- Collaborated with local community agencies to offer more outreach from LMU to local high school students
- Increased diversity in programs offered through the Master of Science degree program (addition of Life Science Teaching track)
- Revised the Post-Baccalaureate Medical Sciences Program (PMSP)
Carter and Moyer Schools of Education (CMSE)

- Collaborated with the Office of Admissions and Student Financial aid
  - Attended relevant on- and off-campus recruitment events and distributed School of Education materials
  - Updated admissions counselors with the latest School of Education offerings, program brochures and admissions requirements
  - Advised Office of Admissions staff regarding areas of high need within public education and financial aid incentives unique to those entering the field of education
  - Identified and communicated with faculty members who counsel undergraduates who have not declared a major
  - Disseminated information in regard to the expected shortfall of available K-12 teachers as noted in the National Condition of Future Educators 2014 report

- Collaborated with the Department Chair of Undergraduate Education, Director of Special Education and School of Education faculty members, Advisory Council and school contacts to garner students for Special Education, ELL licensure and non-licensure tracks
  - Identified public schools with ‘buddy’ programs between average and special needs students to secure opportunities for School of Education representatives to share program information
  - Attended area Special Olympics and Autism/Special Needs awareness groups with program recruitment materials
  - Developed a strategy to reach Special Education teachers at large with materials for possible dissemination to inclined students or siblings of students with special needs
  - Identified high schools with vibrant language clubs and presented program materials to students in-person or through staff sponsors
  - Communicated the occurrence of college/high school events occurring for current and future recruitment cycles

College of Veterinary Medicine (CVM)

- Redesigned the CVM website to enhance the digital presence and focus on recruitment
- Continued to recruit a high number of applicants and students from the Appalachian region
- Targeted regional schools with strong pre-veterinary programs, as well as the largest national pre-vet programs, for visits, presentations, and relationship building with advisors and club leaders
- Focus in the Appalachian region yielded over 25% of the initial two classes coming from our regional target area
Objective 2.3: Achieve and maintain appropriate enrollment levels in the graduate and professional programs to meet program capacity goals.

Progress:

Carter and Moyers School of Education (CMSE)

- CMSE shifted its primary focus to active recruitment, partnership, and outreach goals and efforts in East Tennessee
- Communicated effectively with School of Education office staff, the Director of Candidate Recruitment, the Director of Educational Assessment Resources, and LMU Information Services to create a uniform system for handling applicants
  - Maintained a shared database of prospective students, applicants and enrollees
  - Determined best practices for processing inquiries
  - Provided the Dean, Associate Dean and program directors with up-to-date program enrollment numbers by program, site, and major via SharePoint database
  - Utilized the Ellucian Recruiter software to capture prospective student contact information, collect applications, and provide accurate information regarding program offerings
  - Held quarterly meetings for training and software updates
  - Distributed program updates, applications, and event invitations via email to area superintendents, teachers, alumni, prospective and current students, faculty, and School leadership for perusal or forwarding to colleagues
- Developed friendships between current students and the Director of Candidate Recruitment to encourage students to continue degree work in the CMSE
  - Worked with faculty to determine the best times at which to present School of Education materials in class meetings
  - Invited current students to participate in informational meetings, informal gatherings, recruitment fairs and any other events at which the CMSE was present with program information
  - Provided faculty members with brochures, application information and contact information to be made available to students
  - Encouraged faculty members to share with the Director of Candidate Recruitment the names of specific students who showcase strong potential, inclination, or ability to move into another CMSE graduate program
  - Developed social media platforms through which graduates can maintain contact with one another, and with the CMSE Recruiter
- Created a robust CMSE presence at area schools
  - Distributed program materials, branded “appreciation” gifts, applications and invitations to School of Education sponsored events
  - Conducted program presentation overviews at district-wide events, administrator meetings, and relevant gatherings of school leaders and teachers
  - Collaborated with the Coordinator of School Partnerships to identify and support rural school initiatives
  - Spoke with current students and administrators who could identify valuable county- and school-level meetings at which a recruiting presence would be beneficial to the CMSE
Developed interstate and intrastate partnerships to help recruit potential graduate students through a variety of channels, and for each program and location, identified institutions and professional organizations that already have potential candidates

- Public School/County District Partnerships
  - Collaborated with the Coordinator of School Partnerships through weekly phone meetings and frequent electronic interaction
  - Met monthly at the LMU-Cedar Bluff extended learning site with the Coordinator of School Partnerships
  - Conducted quarterly LEA visits with the Coordinator of School Partnerships in the southeast Tennessee region, covering areas from Hamilton County to Rutherford County
  - Sought partnerships to host weekend campus locations at two Motlow State satellite locations
  - Sought opportunities to create new partnerships with six to ten counties west of Chattanooga
  - Developed relationships with individual and institutional allies in Virginia, Kentucky, North Carolina, South Carolina, Georgia, and Alabama
  - Provided ongoing support of six-county Clinch-Powell Education Cooperative with meeting attendance and assistance with professional development opportunities for teachers
  - Offered support to the Tennessee Valley Learning Network in the Chattanooga, TN area
  - Increased promotion of 25% EdD tuition discount for Claiborne County teachers at district-wide meeting

- Institutions of Higher Education
  - Visited Tusculum College to aid transition of their graduate students into LMU’s EdD Program
  - Sought opportunities to distribute or present School of Education program information to community college faculty and staff within the LMU service area
  - Utilized weekly calendar updates from the Kingsport Center for Higher Education to discover presentation and recruitment opportunities

- State Agencies, Professional Education Organizations and Businesses
  - Offered ongoing professional development opportunities with the Tennessee Department of Education CORE office at the Cedar Bluff extended learning site and Harrogate main campus
  - Met with the Coordinator of School Partnerships and TNREA to establish a monthly newsletter containing the latest updates from national, state, and local education issues
  - Participated in the National Association of Graduate Admission Professionals Summer 2016 conference
  - Attended the Tennessee Organization of School Superintendents and Department of Education LEADership Conference to strengthen relationships with school administrators
  - Attended meetings of the southwest Virginia Reader’s Conference, Smokey Mountain Reading Council, Association of Middle-Level Educators, Southern
District of the Society of Health and Physical Educators, and the Tennessee Conference for the Social Studies and similar agencies

- Polled faculty for additional professional organizations at which potential EdD candidates may be found
- Discussed the variety and affordability of CMSE EdD programs at institutions, businesses, business schools and other professional gatherings
- Maintained contact with LMU’s Graduate Financial Aid Officer about financial aid opportunities specific to graduate studies and the teaching profession. Utilized brochures and a working knowledge of the Teacher Loan Forgiveness program. Created a financial aid brochure for diverse undergraduate and graduate candidates.
- Worked closely with the Dean of Community College Partnerships to learn about state community college initiatives and potential impact or opportunities for the School of Education
- Sought companies that provide a tuition benefit to employees, especially those who would most value the EdD in Executive Leadership program; monitored the changing financial landscape at the district level as local educational agencies consider adjustments to pay scale and incentives for higher degrees
- Coordinated with the Assistant Director of Institutional Research to create a survey for faculty on the topic of Graduate Student Retention
- Reached out to students who have left the CMSE before degree completion so that they may be re-enrolled

School of Mathematics and Sciences
- The MS Recruitment and Student Services Coordinator was involved in the Middlesboro, KY, Kiwanis chapter for the express purpose of promoting LMU undergraduate Math and Science awareness.
- The MS Recruitment and Student Services Coordinator participated in the National Association of Graduate Admissions Professionals
- The Dean of the School of Mathematics and Sciences regularly provides STEM updates to the Clinch-Powell Educational Cooperative directors

College of Veterinary Medicine (CVM)
- 96 students matriculated into the first CVM class (August 2014)
- 100 students will matriculate into the second CVM class (August 2015)
- More than 100 clinical practice sites signed CVM contracts
- The Master of Science Biomedical Professions (Pre-Veterinary Medicine option) enrolled five students in the Fall 2014 semester. Three of these students have been accepted to the CVM for the Fall 2015 semester.
- Nine CVM faculty members visited the University of Kentucky Gluck Equine Research Center and the Veterinary Diagnostic Laboratory in March in order to make plans for clinical rotations and research (faculty and student) projects (March 2015)
- A summer research program for three to four CVM students was formalized with the University of Kentucky Gluck Equine Research Center
- Scheduled quarterly meetings with representatives from undergraduate/graduate/professional programs (Graduate Education, Nursing, Business, DCOM, DSOL, and CVM)
Attracted future medical, veterinary, and law students who are committed to serving the Appalachian area.

**DeBusk College of Osteopathic Medicine (DCOM)**

- DCOM received over 5,000 applications for the Class of 2019; interviewed 521 applicants
- DCOM will matriculate 243 new students for the DCOM Class of 2019; the class is still fluid but so far there are 60 from TN, 19 from KY and 8 from VA.
- DCOM graduated 150 students
- 100% of the Graduating Class of 2015 were placed in residency programs:
  - 60.69% placed in osteopathic residencies
  - 36.55% placed in allopathic residencies
  - 2.76% placed in military residencies
  - 80% in a primary care track
  - 25% in Appalachian region
  - 7% placed in programs in TN
- DCOM participated in monthly Enrollment Management Meetings
- DCOM will continue to work closely with LMU MS Students in Biomedical Sciences and Anatomical Sciences. This cycle is still fluid but DCOM will accept over 90% of the MS students who interview.
- During recruitment trips, DCOM also takes material for other graduate programs including PA, MS, Nursing and Vet
- DCOM students participated in Community Service or “Touch” hours for around 10,000 hours
  - 71 students contributed over 50 service hours each
  - 25 students contributed over 100 service hours each
  - One DCOM student contributed 375 hours of service
- 100% of the DCOM Clubs participated in a community outreach or service project
- DCOM participated in the following high school events
  - GearUP Tennessee
    - DCOM and PA students spoke to this group of local high school students about their journey to medical school and offered helpful tips for the high school students for their own journey. These were students who achieved exceptional levels in science testing.
  - J. Frank White Academy tour of DCOM facilities
  - Summer Scrubs Camp (two sessions)
  - LMU College Fair for local high school students
  - Three-day camp for exceptional science students. Toured DCOM, the Hamilton Mathematics and Sciences Building, and participated in other activities on campus.
- The PA program matriculated 96 new students and five returning students for the Class of 2017
Objective 2.4: Achieve and maintain appropriate enrollment levels at the J. Frank White Academy (JFWA) to meet program capacity goals.

Progress:

- Budget pro forma for proposed residential and lower school components are currently in development
- Fall 2014 enrollment for JFWA reached 118 students. Spring 2015 Enrollment dropped to 114.
- JFWA administration collaborated with LMU Marketing to maintain and execute the JFWA Marketing and Recruitment Plan
- Maintained part-time homeschool program
- The JFWA middle school basketball program will start Fall 2015
- World School International Forum initiated development of a study abroad exchange program. JFWA was invited to participate in development and participation. (Participation will be contingent upon the proposed JFWA residential component and availability of space.)
Objective 2.5: Improve the persistence and progression rates for students in undergraduate, graduate, and pre-professional programs.

Progress:

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

- The School of AHSS engaged students in academic and quasi-academic programs and events in a wide variety of ways which improved persistence and academic success rates. Some examples from this past year include:
  - Hosting Social Work practitioners for panel discussions for junior students
  - Hosting “Diversity Day” speaker
  - Inviting speakers on community assessment and organizational development for seniors
  - Supporting an Art student who received the best SEWS paper award
  - Re-establishment of the LMU Players theatrical group
  - Encouraging Criminal Justice students to attend the national ACJ conference
  - Implementing a faculty mentoring program to improve awareness of advising opportunities for curricular and student service’s needs

School of Mathematics and Sciences

- An advising workshop was provided to all faculty during Fall 2014 Faculty Conference Week. The Dean of Math and Science provided an advising workshop session for new faculty (and returning) who served as academic advisors. The materials provided constitute about 15 pages of help for advisors.

- There were two faculty-taught sections of UACT 100 in Fall 2014. Six or more faculty will teach UACT 100 sections in Fall 2015. This course is now required of all new freshman with less than 15 credits of college course work excluding AP and dual-enrollment courses taught at the high schools.

Carter and Moyer School of Education (CMSE)

- Retained freshman and sophomore undergraduate education students within the School of Education
  - The School of Education Recruiter conducted monthly cafeteria visits and provided School materials
  - Encouraged students to follow and interact with CMSE Facebook and Twitter pages
  - Invited students to a yearly, informal gathering with the Dean and/or Associate Dean and Department Chair, Program Director

College of Veterinary Medicine (CVM)

- Faculty maintained open office hours and were readily available in person or through email
- CVM established an Advising program in which all students were assigned a faculty advisor that they met with on a regular basis
- Developed and implemented regular student workshops that covered topics such as resume writing
- Regularly held “Dean’s Hour” where the CVM Administration met with the students to provide updates and answer questions in an open forum
Student and Enrollment Services

- Persistence Rates
  - 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 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 freshman Fall 2013 to Fall 2014 retention rate: 67%
  - First-time, full-time freshman Fall 2012 to Fall 2013 retention rate: 72%
  - First-time, full-time freshman Fall 2011 to Fall 2012 retention rate: 66%
  - Fall 2013 to Fall 2014 overall undergraduate retention rate: 78%
  - Fall 2012 to Fall 2013 overall undergraduate retention rate: 75%
  - Fall 2012 to Fall 2013 overall undergraduate retention rate: 76%

- Graduation Rates
  - Graduation rate for the 2007 cohort: 53% (IPEDS DATA)
  - Six year graduation rate for the 2005 cohort: 49% (IPEDS Data)
  - Graduation rate for the 2006 cohort: 49% (IPEDS DATA)
  - Six year graduation rate for the 2004 cohort: 32% (IPEDS Data)
  - Advising meetings were held for faculty before every New Student Registration to enhance the experience for incoming freshmen
  - The New Student Registration program was updated for Fall 2015 (based on completed evaluations from Fall 2014 NSR program) to enhance the experience for incoming freshmen, transfer students and parents/family of new students

Academic Support

- Continued to develop and offer academic support programs. A new pilot program, the Bridge program, was designed to provide additional support to students who do not meet the admission standards of the Cornerstone program and are considered at-risk. These students will only be allowed to declare an academic program in an associate of science or associate of arts degree track. These students will then bridge into a bachelor degree program at LMU.
- The Office of Academic Support maintained and promoted the early warning system.
- Requested additional funds for the purpose of providing additional tutoring services to extended learning sites. Some tutors for extended learning sites were hired for the 2015-2016 academic year.

Duncan School of Law (DSOL)

- DSOL provided academic advising manuals to all faculty members
- DSOL provided annual faculty advisement training during faculty training events
- Course evaluations were performed in every course
- DSOL participated in an annual engagement and satisfaction survey (LSSEE)
- DSOL appointed an ad hoc committee to study rising attrition. The committee consists of representatives of the DSOL administration and faculty as well as LMU administration.
- Final recommendations for improving attrition rates will be completed by August 2015.
• Modifications to the DSOL administrative structure were made, combining the position
of Career Services, Alumni Relations, and Student Services, thereby allowing continuity
of student services from matriculation through post-graduation.
• Returning students are being offered increased tuition discounts when their academic
performance warrants the same
• Presidential discretionary funds are being sought and provided when students experience
extraordinary and unexpected financial hardships that jeopardize continued enrollment

International Programs

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

Progress:

Duncan School of Law (DSOL)
- DSOL administrators increased collaboration with undergraduate and other graduate and professional programs by guest lecturing or teaching in Criminal Justice, Business and Political Science courses
- When available, DSOL faculty members assisted in the Pre-Law, Political Science and Criminal Justice programs by teaching independent study courses for undergraduate students
- Career Services were utilized significantly by DSOL students and graduates, resulting in a 95.5% full-time employment rate for May 2014 graduates (69.2% JD Required or Advantage; 27% Professional; 4.4% academic)
- As part of its Professionalism Series, Student Services hosted a series of legal leaders from the Knoxville community and beyond who provided insight into various aspects of the legal profession and the demands and responsibilities associated with the duties of an attorney
- Student Services promoted and provided many pro bono opportunities and led the School’s Access to Justice Initiative with the Tennessee Bar Association
- Student Services held several campus events for students including a fall and spring picnic, and advised the Student Bar Association in all activities, including the annual Barristers’ Ball

College of Veterinary Medicine (CVM)
- Nine student clubs and organizations were established during the CVM’s first year
- Conducted periodic student surveys to give students the opportunity to provide feedback on services offered
- Conducted end of course surveys for Fall 2014 and Spring 2015
- Collaborated with the LMU main campus and DCOM Student Services to provide an array of student services and student activities

Student and Enrollment Services
- Fall 2014 community service - 1,101 students participating with a total of 15,291 hours
  - Fall 2013 community service - 937 students participating with a total of 13,491 hours
- Continued the Organizational Fair
- Inter Greek Council continued monthly meetings
- Fully implemented First Year Experience (FYE) program
- Campus Life
  - Student Services opened 3,620 square foot Wellness Center equipped with 14 cardio machines, 11 circuit weight machines, 7,545 pounds of dumbbells, 320 pounds bumper weights, and 1,070 pounds of free weights. The Wellness Center also has a variety of personal training equipment, including: a TRX system, athletic strengthening station and medicine balls, and a kickboxing and speed bag station. January 1,926 visitors,
February 2,175 visitors and March 2,911 visitors. The Wellness Center is open 24 hours a day, 7 days a week (closed for two hours a week for cleaning).

- Held Third Annual Iron Abe Day. Participants completed a five-month challenge focusing on increasing their exercise, improving eating habits and building awareness of health lifestyle habits. Participants completed the challenge with an all-day High Adventure activity.
- Updated the Mary Mars weight room by removing outdated/unsafe equipment and adding lifting equipment for a complete free weight system. Removing the unneeded equipment provided space for future aerobics classes.

- **Student Activities**
  - Increased collaboration with the Offices of Wellness, Counseling, Multicultural Services, and DCOM Activities to advertise and execute a wide offering of activities to the entire campus community.
  - Established free, weekly yoga classes with a local instructor.
  - 6,920 students participated in campus activities.

- **Residence Life and Housing**
  - Residence Life Staff focused on campus programming with themes of creativity, DIY events, and campus community education. Some highlights included "Get to Know: Pathway, Webadvisor, and Black Board", "Monthly Craft Night", and impromptu Snow Day tournaments and activities.
  - Refined and practiced fire emergency procedures to improve evacuation times and staff training. Addressed issues and educated residents.
  - Housing Satisfaction Survey given for the Fall 2014 semester

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<th>Question</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Not Satisfied</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLS is concerned about me</td>
<td>70.1%</td>
<td>25.0%</td>
<td>2.1%</td>
<td>1.8%</td>
</tr>
<tr>
<td>My residence hall is safe and secure</td>
<td>88.6%</td>
<td>11.4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Visitation hours are reasonable</td>
<td>41.8%</td>
<td>29.3%</td>
<td>26.5%</td>
<td>2%</td>
</tr>
<tr>
<td>Living conditions in the residence halls are comfortable</td>
<td>72.5%</td>
<td>22.1%</td>
<td>4.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>The current alcohol policy promotes a positive learning environment</td>
<td>84.7%</td>
<td>14.4%</td>
<td>0.8%</td>
<td>0%</td>
</tr>
<tr>
<td>Campus security personnel respond professionally when needed</td>
<td>80.3%</td>
<td>14.5%</td>
<td>1.7%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Lighting on campus provides me safe routes to and from classes</td>
<td>83.8%</td>
<td>14.4%</td>
<td>1.8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Received a total of 300 completed Student Satisfaction surveys

- Established a Multicultural Student Services office and hired a coordinator
  - "Celebrate Diversity" ice cream social attended by more than 50 students
- Spoke to 8th grade Middlesboro Middle School students on career day about OMSS and diversity
- Committee formed to implement Safe Zone, a support group for LGBT students
- Provided student support services to extended learning sites
  - Student support staff was represented at extended learning site orientations
1938  
- Counseling and ADA services were available to extended site students

1939  
- Financial Aid staff provided on-site coverage at extended learning sites

1940  
- Students Activities visited extending learning sites once per month

1941  
- Provided support to student organizations for leadership development

1942  
- All student organizations have advisors and a small budget to provide for leadership development

1943  
- Many of the organizations attended local and state-wide conferences

1944  
- Provided an active Career Services Office

1946  
- Attended May 2014 Tennessee Career Development Conference (5/31/14)

1947  
- Provided career information for three New Student Registrations (7/11/14, 7/25/14, 8/15/14)

1949  
- Provided career information for New Student Survival Weekend (8/16/14)

1950  
- Held a “How to Choose a Major” workshop for undecided undergraduates (8/17/14)

1951  
- Gave Career Services lectures in five UACT 100 classes

1952  
- Led three separate resume/cover letter workshops specifically for nursing students (8/29/14 at Cedar Bluff; 1/19/15; and 3/19/15)

1954  
- Visited Cumberland Gap High School and addressed the topic of “How to be Successful in College”

1956  
- Gave a presentation dealing with resume and cover letter creation to ENACTUS, LMU’s student led business club (11/12/14)

1958  
- Continued to use Career Fairs as a way to connect our students and alumni to potential employers and graduate programs

1960  
- Held a Graduate School Fair on Harrogate campus advertising LMU programs and other schools (10/6/14)

1962  
- Hosted first ever “Internship Fair” on campus where opportunities for internships at Wal-Mart, DeRoyal, Data Analytics, and Enterprise were presented

1964  
- Promoted the UT Education major career fair to our students seeking employment in the education field (3/11/15)

1965  
- Held the annual LMU Spring Career Fair in the student center with 22 companies in attendance

1968  
- Became a founding board member of the Knoxville Area Career Fair Consortium (KACFC) with 11 other local universities to conduct the first Knoxville Area Career Fair on 4/9/15 which had 59 companies in attendance

1971  
- Became a board member of the Interstate Career Fair, held on the ETSU campus, which had 65 companies in attendance

1973  
- Met individually with students and alumni for career advice and job search help (51 individual contacts)

1975  
- Utilized a new career software called “Focus 2” for our students to explore personality types, paths to majors and careers. The first year saw 112 users.

1977  
- Continued to promote immediate job openings to specific student groups such as all business majors graduating in the past six months, etc.

1979  
- Worked with faculty groups to improve knowledge of available jobs to current students

1981  
- Continued to track placement numbers of LMU graduates. For May 2014 undergraduates, the knowledge rate at six months was 81%. Employment was tracked by major. Overall, 78% of the undergraduates had a job relating to their major or were accepted to graduate school six months from time of graduation.
For May 2014 graduate programs, at six months the CSO had a knowledge rate of 78%. Employment was tracked by major. Overall, 66% of LMU graduate school graduates had jobs relating to their major or had continued in graduate school six months from graduation.

Six month figures for the December 2014 graduation are being finalized. Data compilation for May 2015 graduates is in its initial stages.

- These figures are significant as the national average for securing a job at time of graduation for the class of 2014 was 30.1% (National Association of Colleges and Employers, 2014 survey). The employment rate alone for LMU 2014 undergraduates was 58%.

- Honor’s Program

- The Housing Department continues to support the Honor’s program by providing designated Honor’s housing

- Office of Counseling

- The Office of Counseling actively promoted/provided drug and alcohol education and counseling for LMU students

- University counselors spoke to 270 incoming freshmen about access to mental health counseling and substance abuse awareness at New Student Survival Weekend in August 2014

- University counselors introduced the Dean of Students to the Student Health 101 program; the program was purchased after evaluation by the Dean of Students

- The College Response Online Substance Abuse Screening program was successfully used throughout the school year to give students an anonymous way of screening themselves for substance abuse disorders

- All students referred to counseling by the Office of the Dean of Students were treated successfully for their on-campus issues

- The Office of Counseling gave Substance Abuse Education/Prevention lectures in several UACT classes in 2014-2015

- The Office of Counseling worked in conjunction with the Director of Student Life and the University Police to hold two interactive impaired driving experiences to educate students on the dangers of impaired driving

- Attended The Blount County Coalition Against Prescription Drug Abuse in September 2014

- Utilized a poster campaign to increase awareness of the dangers of substance abuse

- The Office of Counseling will strive to improve mental health awareness and decrease the stigma associated with seeking counseling. The office will also seek to increase the availability of mental health counseling services on both main and extended campuses.

- A second Mental Health Counselor was hired in Summer 2014

- Presented seminars on suicide prevention, ADA compliance, and disruptive students for two days at the faculty staff conference in August 2014

- Spoke to inaugural CVM students and staff about the importance of life balance and the high rates of suicide among veterinarians

- Trained all Residence Life staff in QPR (Question, Persuade and Refer suicide prevention training
• Spoke to three master’s degree-level counseling classes at the Cedar Bluff extended
learning site about counseling suicidal clients
• Set up a booth in the Harrogate campus cafeteria on World Suicide Awareness Day
• Trained two special education classes (19 students) on QPR
• Spoke to various undergraduate classes about the availability of counseling services
• Attended Eating Disorder Roundtables through Focus Treatment Centers and
developed an inpatient referral resource for LMU students who suffer from eating
disorders
• Worked to train DCOM faculty on coping with threatening students
• Currently providing mental health counseling services to over 200 individuals in
the LMU community
• Spoke at an Athletics Department meeting to educate coaches and athletic training
staff on the grief process and identification of athletes and peers who exhibit healthy
and unhealthy grief response
• Worked to present a sexual assault/domestic violence prevention workshop to all
LMU athletes and Greek Life members
• Held various domestic violence and sexual assault awareness events on campus
during October 2014
• Worked after hours mental health emergencies for students over the course of the
2014-2015 school year
• Continued to serve as a mental health consultant on LMU’s Threat Assessment
Team
• Held monthly office hours at the Cedar Bluff extended learning site to increase
availability of counseling services to students at our extended learning sites
• Spoke to 40 students/faculty during the Iron Abe event about wellness and the
power of rational thought and radical acceptance
• Attended a three day training event at Tennessee State University on ending
domestic violence/sexual assault Jan 26th-28th
• Presented at Wellness Fair
• Spoke to a Health Occupations class at Cumberland Gap High School about CERT
training and disaster psychology
• Spoke to three Middlesboro High School students about sexual assault prevention
• Provided a two hour lecture to 2nd year DCOM students on
Psychotherapy/Counseling techniques they will likely encounter during their
clinical psych rotations
• Gave a presentation on “letting go” to the parents of incoming freshmen during
New Student Registration program
• The Office of Counseling will ensure compliance with the Tennessee laws governing
the practice of mental health counseling as well as compliance with the American
Counseling Associations Code of Ethics
• Attended the Tennessee Licensed Professional Clinical Counselors Association
annual conference in Nashville TN. Obtained CEU’s (continuing education unit) in
Clinical Supervision of Counselors and the unlocking of the Emotional Brain.
• Obtained 15 hours of CEU’s in Trauma Processing and Counseling Ethics
• No ACA or NBSW Ethics violations occurred during the 2014-2015 academic year
• Office of Americans with Disabilities Act (ADA)
  o The Office of ADA will promote ADA compliance on the LMU main campus and at all extended learning sites
  • Provided ADA coordination for over 75 LMU students in Fall 2014 and 56 in Spring 2015
  • Offered ADA office hours at the Cedar Bluff extended learning site one day per month (and during emergency situations) during Fall 2014
  • Initiated the use of the Kurzweil 3000 system to help students with vision impairment and learning disabilities
  • ADA responsibilities were transferred to Dr. Dan Graves at the beginning of Spring 2015
  o Encouraged ADA compliance in all LMU facilities
  • The ADA Coordinator monitored compliance issues at LMU and reported them to the appropriate individuals. The Coordinator also interviewed students with ADA concerns and addressed those concerns accordingly.
  o Guaranteed that all students with documented disabilities receive appropriate classroom and testing accommodations
  o The ADA Coordinator met with all students who requested services via face-to-face interviews, phone, or email and reviewed their supporting documentation. If the documentation supported the request, accommodations were granted.

Academic Support
• The Cornerstone program continued to grow and expand each year with new students. The success of the program also continues to be assessed each year.
• Tutors for the Tagge Center of Academic Support spoke at all UACT 100 courses and were encouraged to speak in the courses of their major to promote the Tagge Center and its services. Tutors were also given business cards to hand out to students to encourage tutoring.
Objective 2.7: To provide appropriate student aid awards to eligible students.

Progress:

College of Veterinary Medicine (CVM)
- Utilization of a joint DCOM/CVM Financial Aid Office
- CVM Admissions Office and the Financial Aid Office worked together closely to ensure that student needs are met
- Awarded 12 scholarships to first year CVM students

Financial Aid
- Reassessed the undergraduate Institutional Financial Aid practices/philosophy
  - The institutional financial aid policy is reviewed and revised annually to maintain consistency with university goals and resources
  - Financial aid used the Noel Levitz model exclusively for five years for financial aid packaging of new and transfer students on main campus
  - Diversity grant distribution was changed to offer more students the opportunity to receive this grant
  - For the 2015-2016 academic year, the aid matrix has been adjusted to compensate for the decrease in Tennessee lottery money for freshmen and sophomores; the academic scholarship award matrix increased for new incoming students
  - For returning students who lost academic or state-based aid and received LMU need-based financial aid, LMU only restored half of the amount of lost funds with institutional need-based financial aid
  - Institutional financial aid increased along with annual cost of attendance. The Finance Office and Office of Financial Aid monitor spending continuously, though it is very difficult to provide students with an affordable financial aid package when recruiting against a free education.
- Assessed retention rates
  - The Endowed Scholarships Committee identified current students who performed at levels at which annual/endowed scholarships can be awarded
  - Encouraged new students to notify the Executive Director of Financial Aid if performing at above a 3.0 GPA while enrolled at LMU
- Reviewed the required steps for full tuition scholarship recipients to include one or more of the following: personal interview, essay, letters of support, and change in criteria
  - In consultation with the Vice President of Student and Enrollment Services and the Director of Admissions, full tuition scholarships were awarded based on date of application received and completed. No interview or essay were required for the 2014-2015 academic year.
- Utilized the Enrollment Revenue Management System to develop and assess multiple econometrics
  - This is on-going and weekly reports are reviewed by Admissions, Financial aid Enrollment Management
  - Currently in the third year of a three year contract with Noel Levitz
- Improved interdepartmental communications
  - Cross training occurred on various occasions to improve communication
  - Leadership team meetings addressed communication issues
Admission counselors were much more involved with depth sounding when award letters were sent to families. All Admissions Counselors can view the awards from Financial Aid to better inform prospective students and families.

Document imaging is underway and the Office of Financial Aid shreds documents each year following the annual A-133 audit. No new paper files are being created.

- On-going activities
  - Identified students’ financial needs and met those needs through a combination of grants, scholarships and self-help aid
  - Continued training work study students and supervisors
  - Re-evaluated the funding level of the Lincoln Grant component of the Financial Aid budget
  - Monitor Federal and State funds annually. In 2015-16, Hope Scholarship recipients will lose $500 for the first two years of study and for last two years, students will see an increase of $500. However, LMU will see fewer students receive Hope Scholarship award money during their junior and senior years; the scholarship model was adjusted to compensate for the $500 difference.
  - Continued to identify and counsel all students who are Tennessee Lottery Scholarship recipients
  - Created Consumer Information Taskforce which created single webpage for all Consumer Information requirements for LMU, http://www.lmunet.edu/consumer_information/
STRATEGIC GOAL III

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 2014-15.
- 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 2014-15 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.
- A financial forecast was developed for all colleges, divisions, departments and units. These forecasts were reviewed on a quarterly basis to access the University’s financial performance to plan. Any necessary adjustments to plan were developed as a result.

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

- The Paul V. Hamilton School of Arts, Humanities, and Social Sciences (AHSS) created and in some cases revised department and program mission statements, and program and curricular outcome objectives for all major programs, all four departments and the AHSS. All are tied directly to the University mission statement and to the Paul V. Hamilton School of Arts, Humanities, and Social Sciences organization chart.
Objective 3.2: Prepare a balanced fiscal year operating budget annually for Board of Trustee approval.

Progress:

Finance

- The Budget Committee (President’s Cabinet), as part of its ongoing review of institutional performance, evaluated all areas of the Institution to determine the optimal application of institutional funding. This evaluation, coupled with the Institutional strategic plan, informed the development of departmental pro formas, which were consolidated into an institutional pro forma. This document was then further refined into a balanced budget which was proposed to the Board of Trustees and adopted at a regular Board meeting. This process continues to improve coordination and planning, resulting in significant improvements to overall budget development.

- Each budget officer prepared annual budget requests consistent with their approved pro forma and in keeping with individual unit plans and strategic priorities. These budget requests were submitted for consideration by divisional vice presidents.

- Budget Committee members (Vice Presidents) reviewed all budget requests and departmental, divisional and institutional evaluation results as part of their decision making related to the allocation and reallocation or resources consistent with the strategic plan.

- The Budget Committee considered institutional priorities, goals and objectives from the institutional strategic plan in the development of the new fiscal year budget.

- The Budget Committee developed and proposed a balanced budget and cash flow projection for the President for further consideration by the Board of Trustees.

- The President presented the balanced budget and cash flow projection to the Board of Trustees for approval.

- Budget officers were made responsible for effective communication for their area during the budget process and ongoing review of revenues and expenses to ensure the financial results meet or exceed expectations.
Objective 3.3: To prepare a rolling five-year operating budget pro forma that reflects strategic institutional priorities, including both academic, administrative 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 (DSOL)
- DSOL continued to use the five-year pro forma developed and approved in 2014 as a baseline for budgeting.
- DSOL administration sought and obtained the input of various DSOL budget managers prior to working with the Vice President for Finance to develop a proposed budget for FY 2016.
- Requests were premised upon the missions of LMU and DSOL and were reasonably consistent with the five-year pro forma under which DSOL is operating.
Objective 3.4: To provide budget reserves and provide for contingencies.

Progress:

Finance

- The Board of Trustees approved budget for 2015-16 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.
- Include in the program budget pro forma adequate funding for marketing new programs.
Objective 3.5: To enhance budget management.

Progress:

Finance
- Budget process for the 2015-2016 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 2014-15 as evidenced by a positive year-end, specific programs and processes will continue to be enhanced in the coming year to support this objective.

Paul V. Hamilton School of Arts and Humanities (AHSS)
- AHSS has improved protocols for use of funds in the areas of theater, music and the arts. Protocols now include pre-requests for approval channeled through the program and department before purchases are made.
Objective 3.6: To plan and budget for research 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 2015-2016 budget in several areas of Academic Affairs.
Objective 3.7: To make data-based decisions.

Progress:

Finance

- Processes for making essential data available to decision makers continued to be improved during 2014-15. 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 2015-16 were created in a way to allow for semester, program or extended site financial reporting.
- Feasibility studies and pro formas were developed concerning major program initiation decisions (i.e. finalized College of Veterinary Medicine, updated Duncan School of Law/Institute for Collaborative Learning, Doctor of Nurse Practitioner, Masters of Public Administration, and proposed Doctor of Medical Science) that incorporated consideration of institutional capacity and market analysis.
- Careful attention was given to fulfilling the requirements of the SACSCOC Substantive Change requirements when initiating new programs or teaching sites.
- All unit level Outcomes Assessment reports for 2014-15 indicate use of data in decision making.

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

- AHSS Data Team was formed last year. The Data Team met throughout the year analyzing data from NSSE, Student Opinion Surveys, graduating student surveys and other evaluative tools. Actions were taken or policies were developed in response to suggested program and student needs.
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 (2013-14) included material related to fulfillment of institutional strategic goals.
STRATEGIC GOAL IV

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:

- Evaluated custodial, grounds, maintenance, and water plant employees on a weekly basis to ensure efficient workload management
- Distributed and monitored work orders on a daily basis to ensure efficient use of time; addressed 4598 work orders for 2014-15
- Provided maintenance, grounds, and custodial support at the Alcoa/Blount Site
- Conducted a ten hour OSHA training session for Physical Plant and Properties employees
- Remodeled and upgraded the Yorkshire President’s home
- Installed additional campus lighting
- Installed additional signage on campus facilities
- Upgraded the Duke Hall sound system
- Updated the Kincaid Research Center
- Conducted a GIS survey in Cumberland Gap
- Constructed an additional classroom in the Cumberland Gap Art facility
- Remodeled a portion of Grant Lee Hall for use as the Counselors Office
- Constructed compost storage at the Organic Garden Center
- New stain and new metal roofs on all pavilions at the city park
- Renovated the swing set area and purchased mulch for the city park
- Constructed a new equipment storage area at the Hennon baseball field
- Renovated three rooms in the Kresge Hall basement for use as office spaces
- Constructed a riser for officials and media use at the lacrosse field
- New flooring, paint, and fireplace in the Lincoln dining room
- Ceiling replacement in Mary Mars gymnasium
- Remodel of restrooms in the pool area of the Mary Mars gymnasium
- Constructed an enclosed scoreboard area in Mary Mars gymnasium
- Relocated the Campus Post Office to the campus center
- Constructed the LMU Distribution Center
- Created a green area between the campus center and Liles Hall
- Painted the facility interior in the Sigmon Communications center
- Updated facilities to be ADA compliant where feasible
- DVTC facility development
- Produce and manage water treatment facility - 150,000 gallons + (daily average)
- Water backflow devices were tested throughout campus: Twenty-seven domestic water lines, twelve double-check devices on fire sprinkler lines and three double-check detector assembly devices on fire sprinkler lines
- Water Plan upgrades: replaced gauges and seals, actuator valves, and pump
- Water Plant Sanitation Survey: 99%
- Repaired a leak in the water tank
• Second Plant Operator Grade II Water Treatment License

Interior Design and Special Events
• Planning, development and opening of new dormitory – Peters Hall
• Planning, development and decorating for opening of new CVM facility
• Planning and decorating the CVM Lodge
• Decorated for HR Awards and Luncheon
• Decorated President’s Home for new Faculty and Staff Reception
• PA White Coat Ceremony, PA graduation decorations
• Vet Med – White Coat
• Decorated for Congressman’s Breakfast, Lunch and Dinner
• Decorated for Dr. Carter seminar
• Planning, development and decorating of Kincaid Research Room
• Designed and arranged approximately 35 floral arrangements for Fall 2015 and Homecoming events
• Planning of campus decorations for Homecoming and Fall 2015
• Decorated for all Homecoming Events – approx. 20 events
• Decorated Donor Recognition Reception
• Decorated President’s home kitchenette
• Updated President’s Home formal dining room w/new dining room table
• Updated President’s office restroom
• Developed and decorated new offices in the Library and Tagge Center
• Updated University club w/new umbrellas
• Installed blinds at front entrance to MNS
• Planning and development of updates to Alcoa Off Campus Site
• Planning and selection of wallpaper for Sigmon Communications
• Planning of Campus and President’s home decorations for Christmas
• Decorated outdoor planters (6) with magnolia and berries
• Decorated Chapel for Christmas
• Decorated Teacher Education Banquet
• Decorated for Christmas Reception at President’s Home
• Decorated for Graduation
• Updated and decorated Lincoln dining room
• Planning and installation of blinds and drapes at Cumberland Gap Convention Center
• Framing of Mr. Watson portrait for DSOL
• Planning and coordinating colors, flooring, fabrics and decoration for New Tazewell Medical Clinic
• Planning and coordinating colors, flooring, fabrics and decoration for small animal clinic in VA.
• Updated University apartments with new sheets and comforter (one apartment)
2421 • Ordered 15 ferns for graduation
2422 • Planted ten outdoor containers with flowers – on campus and cabin
2423 • Maintaining 15 ferns – watering and fertilizing for events and homecoming
2424 • Decorated for Advancement Awards Banquet
2425 • Decorated Dr. Carter Seminar Luncheon
2426 • Decorated First Nighters – 12 tables
2427 • Decorated Civil War Symposium – Presidents Home
2428 • Decorated Tobacco Free Luncheon – Convention Center – 10 tables
2429 • Decorated Student Awards Night – 40 tables
2430 • Decorated Administrative Brunch – 14 tables
2431 • Decorated MOU signing at CVM in VA

2432 **Furniture Procurement and Design**
2433 • Furnished the new CVM facilities at the Ewing, VA, site. This included furniture for the classrooms, labs, conference room, and student lounge areas and faculty/staff offices
2435 • There were also two large study rooms furnished on the Harrogate campus
2436 • Two new residence halls were furnished: the recently renovated West Dorm, and the new Peters Hall
2438 • Placed new chairs in the classroom at the Corbin, KY, extended learning site
2439 • Placed a desk for security at the Blount extended learning site along with new furniture for the administrative assistant at that site
2441 • Furnished a 2nd floor classroom in Avery Hall
2442 • Furnished the newly renovated area of the Library which includes 13 offices, a receptionist area and the new Tagge Center for Academic Excellence. New signage was also installed in this area.
2445 • A new anchor desk and stools were placed in the Sigmon Communications center
2446 • Placed furniture in three offices and the lobby of the Parkway Athletic Training Facility
2447 • Placed six new benches in the Math and Science building to provide more student seating
2448 • Three offices were furnished and set up for counselors in newly renovated offices in Grant Lee Hall
2450 • Relocated the Admissions Department at DSOL to another area in the building
2452 • New furniture was placed in two offices in the School of Business
2453 • Set up five new offices in the President’s former residence which will now be the President’s office
2454 • Organized the move of the President’s furniture from the house on campus to the Yorkshire house and assisted with the placement
2456 • Planned and carried out removal and replacement of old and/or damaged furniture from across campus

75
Duncan School of Law (DSOL)
- DSOL administration has inspected office and classroom space and coordinated with the Provost/VPAA to ensure efficient use of unused physical resources for the benefit of other programs

School of Mathematics and Sciences
- The Conservation Biology building received lab benches and other cabinet installations with electricity to the benches. It still needs the floor sealant, guttering, external paint, signage and foundation back filling.

Paul V. Hamilton School of Arts, Humanities, and Social Sciences (AHSS)
- AHSS invited the safety and security staff to visit the faculty in Avery Hall at the beginning of the school year. They discussed campus emergencies, campus catastrophes, and student needs during emergency situations.

College of Veterinary Medicine (CVM)
- DVTC-Survey and GIS (completed)
- Small Animal Clinical Skills Building plans finalized and construction projected to be completed in August 2015
- CVM institutes the Center for Animal Health in Appalachia (CAHA) at the DeBusk Veterinary Teaching Center. CAHA will host an annual conference on animal and public health issues in Appalachia each October starting in 2015
Objective 4.2: Provide a healthy, safe, and secure environment.

Progress:

- Assessed, prepared, and evaluated University safety and security operations to ensure compliance with annual regulatory agencies
- Updated and reviewed all emergency evacuation plans (ongoing)
- Publicized emergency information in all areas (ongoing)
- Strengthened lines of communication with security at off campus sites. Increased off campus site visits by Campus Police and Security.
- Fire Drills performed at off campus sites
- Additional safety precautions developed for off campus sites including: access control at Cedar Bluff class room space entry, limited public access through one main entry, and enforced student identification policy
- MSDS Online-Access through pathway-Maintenance, Grounds, Custodial, and Water Plan trained on MSDS for new Globally Harmonized System of Classification and Labelling of Chemicals)
- OSHA training for Virginia Site on safe handling and chemical exposure
- Conducted annual assessment of physical plant and facilities, focusing on safety and health issues (posted evacuation plans, lighting, traffic signs, alarm systems, call boxes, camera systems, security and access control)
- Coordinated and implemented handling of hazardous material and biological waste in compliance with local, state, and federal regulations
- HRP Environmental Audit completed/corrective actions taken
- State inspection of underground storage tank
- Participated in Travelers Insurance building inspections
- Emergency Siren test and training update
- Installed IP Informers (emergency alarms/panic buttons across campus and extended learning sites)
- Conducted test of IP Informers on campus as well as DSOL, Cedar Bluff, Alcoa, DVTC
- Created and distributed faculty/staff emergency procedures reference guide
- E2Campus campaign during move in day on campus and at beginning of semester at Knoxville location (ongoing)
- Added armed security in facilities both on and off campus
- Health and Safety Manual online through pathway
- Participated in Local Emergency Planning Committee tabletop Ebola scenario with area emergency responders
- Hosted Fire Safety Training (multi-counties)
- Two officers certified as instructors from R.A.D. (Rape Aggression Defense Systems)
- Certified and hired 4 armed security officers at DVTC
- Signed Mutual Aid Agreement with Lee County Sheriff’s Office
- Received $5000 grant from Governors Highway Safety Office for roadway safety
- Managed P and C coverage for 60+ structures and professional liability for programs
- Evaluated existing insurance coverages to ensure adequate coverage
- Obtained new facility coverages following certificate of occupancies (ex. Virginia site and Tazewell site)
- Obtained new program coverages following approval (ex. DSOL professional liability, Counselors, and Veterinary School)
- Worked closely with Student Services to ensure risk free programs on campus (ex. summer camps, Kanto, swimming pool)
- Storm damage claim processing for physical plant
- Processed certificates of insurance for graduating students
- Approved University drivers
- Through United Educators offered risk training sessions in specific areas of campus (ex. Summer camps, events on campus, facility safety, international travel for students)
- Worked closely with Physical Plant on facility issues that posed risk or created insurance exposure (ex. Broken sidewalks, hand rails, snow and ice)
- Worked closely with CVM to provide rabies inoculations to veterinary technicians

**Duncan School of Law (DSOL)**
- DSOL administrators met with the Chief of LMU Campus Police and Security and other members of the Safety and Facilities Management department to ensure that the school has a plan of response to safety risks and fire
- DSOL administrators and members of the Safety and Facilities Management department modified access points into the building to ensure efficient enforcement of the student/staff identification policies
- DSOL five year internal obstruction inspection/check valves/gauges, electric fire pump flow test, standpipe test, annual trip test and general inspection
Objective 4.3: Enhance and sustain the Institution’s Human Resources.

Progress:

Human Resources
- EMMA (automated payroll) implemented for all full-time hourly employees
- Provided HR support at Knoxville locations (representative on site-one day a month)
- Job Fair participation
- Recorded/videoed the benefits open enrollment process for mandatory employee meetings (easy access and review)
- LMU Years of Service Awards and Administrative Professionals Day Luncheon conducted by Human Resources (on and off campus)
- EEOC audited hiring and discharge practices
- TIAA-Cref representative for individual counseling sessions for LMU employees on campus
- Held Kick-Off Luncheon for the Tobacco-Free Workplace Initiative.
- Participated in Wellness Fair
- Implemented Affordable Care Act reporting through Colleague
- Initiated applicant tracking and employee evaluations through PeopleAdmin
- Evaluated Colleague Position Management in conjunction with Finance Department
- Upgraded Employee Background Checks program
- Instituted Time Clocking Policy and Procedures
- Offered University wide training on “Maximizing Your Energy” presented by Leading Edge
- Contracted SageView as a fiduciary partner with the retirement plan
- Contracted Millennium as consultants for participants in the retirement plan

Paul V. Hamilton School of Arts, Humanities, and Social Sciences (AHSS)
- AHSS established a faculty mentoring program to include assignment of mentors, scheduled mentoring meetings each semester, workshops on academic matters such as advising and registration, and discussions with LMU departments with information helpful to new faculty
STRATEGIC GOAL V
Ensure effective and efficient use of technology.

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

Progress:

Information Services
- Procured and managed maintenance agreements for infrastructure hardware to assure reliability
- Procured annual software assurance for academic software
- Negotiated Microsoft Campus Agreement to include Microsoft Training Academy
- Re-Negotiated agreement with CDWG in conjunction with the TICUA agreement to eliminate shipping on all orders with CDWG
- Audio conferencing migrated to WebEx to reduce monthly cost and provide additional features
- Negotiated employee discount with Verizon Wireless
- Negotiated employee discount with Microsoft
- Negotiated Student discount with Microsoft
Objective 5.2: Provide and maintain technology infrastructure.

Progress:

Information Services

- Automated real-time user account creation from Colleague SQL to Active Directory
- Automated real-time access control from Colleague to CS Gold
- Upgraded wireless lab to support additional wireless workstations
- Expanded export file process for graduating student data to the iModules alumni community database
- Updated DCOM supplemented online admission application
- Updated DSOL online application
- Updated VetMed online application
- Updated Graduate Education online application
- Maintained HR online application
- Upgraded Informer to latest revision to support Mobile reporting
- Upgraded and migrated more than 1300 reusable Informer reports for various departments across campus
- Updated and maintained CBORD system to support ID cards and door access
- Performed semester end/semester start maintenance of CBORD database for student meal plans
- Updated Ellucian Recruiter
- Added virtualized servers, currently manage 166 virtual servers, 24 blade servers and 21 traditional Windows servers
- Upgraded enterprise level NetApp storage, currently provide 264 terabytes of storage with point in time snapshot data protection
- Upgraded PRTG Network Monitoring with push notifications
- Configured and implemented enterprise data protection backup utilizing UniTrendsFile-interface De-duplication System (FDS) solution on campus and DR Knoxville site
- Redundant SonicWall Enterprise firewall solution upgraded and configured for high availability
- Avaya VOIP phone system upgrade
  - New Voicemail system AVST upgrade sp3
- New security cameras installed or replaced
  - LMU Park cameras
  - Duke Auditorium control room
  - Student Center cafeteria
  - Virginia CVM facility
  - Cedar Bluff interior and exterior
  - Replaced all Liles and West analog cameras
- New single mode fiber install
  - Shipping and receiving
  - Grant Lee
  - Mary Mars gymnasium
  - Sigmon Communication Center
  - Woodshop
• Access Control
  o Virginia farm
  o Cedar Bluff
  o Duke Hall IT
  o Security and Police office
  o Workout Facility
  o Art facility
  o Migrated from Mag stripe to PROX card

• Network closet update
  o Grant Lee 2nd Floor
  o Avery Hall 1st Floor
  o Avery Hall 2nd Floor
  o Tex Turner Arena 1st Floor North Side
  o Tex Turner Arena 1st Floor South Side
  o Virginia CVM facility

• Expanded Aruba Wireless solution to support
  o Virginia VetMed facility
  o DCOM 101
  o DCOM 102
  o DCOM 401
  o DCOM 402
  o Tex Turner Arena
  o Pace House
  o JFWA
  o Avery Hall
  o University Inn
  o Golf Field house

• Audio Vault repair/setup/training for Sigmon
• Added new AVID editor for Sigmon Communications
• Added extra four terabytes of storage for DCOM Sim Lab
• Added displays and sound to workout facility
• Reprogramming of MANS Anatomy Pods For display from all pods
• Expanded Ustream for Sigmon and various campus department
• Expanded existing Adobe Connect Pro hosted web/video conference service
• Automated library export file to OCLC
• Automated export file to e2Campus
• Created export file to retirement vendor
• Created custom process to copy financial aid rules
• Installed Web Procurement in WebAdvisor
• Installed Retention Alert in WebAdvisor
• Expanded EMMA - time card solution for Maintenance and Security
• Created custom forms and files to enable the storage of vehicle permit data
• Upgraded Micros (cafeteria software) to version 7.1
- Moved Papervision Transcript Images to Image Now
- Implemented new helpdesk software package I support
- Created custom process to gather data for the CDS financial aid summary
- Created computed columns to support Degree Audit implementation
- Created computed columns to support I Modules data export
- Created custom process to find address records with issues
- Upgraded Portal to latest version
- Completed Image Now I Script training
- Completed Active Data Calendar training
- Completed Colleague Rules Writing course
- Completed Blackboard Administration Training
- Created custom columns to support I Modules data export
- Created custom columns to support Degree Audit implementation
- Created custom process to find address records with issues
- Upgraded Portal to latest version
- Completed Image Now I Script training
- Completed Active Data Calendar training
- Completed Colleague Rules Writing course
- Completed Blackboard Administration Training
- Automated Blackboard custom exports
- MOX upgrade
- CBORD upgrade
- Strengthened and tested our Colleague backup process
- Expanded Desktop backup software solution InSync
- e-Advising
- Student Self Service Views
- Admissions Communications Management expansion
- E-commerce in the Cashier’s Office
- IT System Security Review
- Upgraded Recruiter to 3.7
- Implemented the new mobile solution with push notification
- Created an automated process for Athletics to notify instructors when athletes will be missing class
- Implemented Image Now in DCOM Career Services
- Attended Softdocs training
Objective 5.3: Provide training opportunities for faculty, staff, students and technology support staff.

Progress:

Information Services

- IS Helpdesk closed 22695 work order tickets
- Provided training to new incoming DCOM students
- Provided training to new incoming CVM Students
- Provided training to new incoming NA/FNP students
- Provided training to new incoming PA students
- Provided training to new incoming DSOL students
- Trained additional administrative users in the use of the Informer reporting product
- Trained security staff on Avigilon security camera software
- Trained security staff on NCC fire alarm system
- Trained and tested Siren Notification System
- Trained Finance staff on Synoptix financial reporting software
- Trained new employees on WebAdvisor
- Provided basic training/orientation on email, wireless access, network login, and printing to support EdD students
- Provided onsite tech support for sessions of nursing ERI online testing at Cedar Bluff and Harrogate campuses
- Completed upgrades on all video conferencing appliances
- Upgraded TMS to support automation of video conferences
- Provided tech support for 163, 2-3 way internal video conferences
- Provided tech support and scheduling for 106 external video conferences
- Replaced 201 Desktop systems that were three years or older
- Replaced 116 Laptop solutions that were three years or older
- Re-designed LMU IS Helpdesk to provide more self-service options
- Provided chat function to IS helpdesk for immediate service and Bomgar integration
- Re-designed LMU automated attendant
- Re-designed University Medical Clinic automated attendant
- Implemented new operator call script and procedure
Objective 5.4: Provide user support for technology services.

Progress:

Information Services

- Performed routine network monitoring of LMU’s switched network for performance and high availability
- Upgraded VMWare to version 6.0
- Restricted SSN on Colleague screens to only those with a business need
- Performed routine maintenance, firmware upgrades and monitoring of LMU servers for performance and availability
- Performed routine maintenance, firmware upgrades and monitoring of LMU’s hardware appliances to assure security, optimum performance and high availability
- Performed routine maintenance, firmware upgrades on 103 Windows Servers
- Procure adequate instructional technology (e.g., laptops) for adjunct faculty
- Maintained timely updates on over 2500 Windows workstations (faculty, staff and students)
- Maintained and verified timely and valid backups of the Colleague systems on a daily basis
- Maintained and verified timely and valid backups of email, mission critical SQL and Oracle databases
- Implemented new disaster recovery solution with co-located systems
- Upgraded Media Site
Objective 5.5: Plan and implement necessary resources and services for radio/television stations.

Progress:

Information Services

- Televised over 80 live LMU athletic events during the 2014-15 academic year. These included men’s & women’s soccer, volleyball, men’s & women’s basketball via local cable channel 20 and worldwide via our stream.
- Televised the NCAA Regional Basketball Tournament locally on channel 20 and streamed live to all participating member schools. LMU had over 4,000 views during the tournament.
- Provided radio broadcast of over 65 men’s & women’s basketball games (home and away) over WLMU-FM during the 2014-15 season.
- Provided live radio broadcast of the SAC Basketball Tournament from Greenville, SC and the NCAA Regional Basketball Tournament.
- Live streamed the entire SAC Women’s Softball Tournament, which was hosted by LMU in 2014.
- Produced weekly basketball coaches’ show on WLMU-FM.
- Sigmon has created the LMU Sports Network, which is home for all LMU athletics broadcasts and local high school football radio and television programming (Cumberland Gap High School and Claiborne County High School).
- Rebranded LMU’s “Channel 20” as LMU Community TV.
- Expanded the coverage area of LMU Community TV through an agreement with Sunset Media, bringing our programming into Lee, Scott, and Wise counties in Virginia, and Hancock County in Tennessee.
- Expanded Sigmon Communication’s weekly news coverage, adding special segments including a weekly entertainment report, tips on elder care and tips for pet care.
- Produced live broadcast of Philanthropy Day Telethon which was streamed live from the Tex Turner Room in the arena.
- Televised and broadcast the second Servolution Telethon.
- Live streamed LMU Commencement, DCOM Commencement, PA Graduation and various White Coat and Pinning ceremonies.
- Provided audio and video services for local high school graduations held at Tex Turner Arena (Claiborne County, Cumberland Gap, Union County & Campbell County).
- Provided audio services to the LMU campus at large for speaking events, awards banquets, Homecoming, theatrical and music performances and lectures.
- Produced in-house public service announcements dealing with domestic abuse (ABE’s Team) and graduation safety (drinking & driving).
- Live streamed lectures to regional hospitals for TOMEC (DCOM).
- Continued to work closely with the Media Communications Program, providing facilities and support for its instructional programs.
- Integrated students into the Sigmon work force, allowing students to work for credit in the Practicum Program, Work Study, and on a paid part-time basis; employed 22 students from across campus and various programs during the 2014-15 academic year.
• Produced promotional recruitment video for admissions, to be used for international
campaign (China)
• Produced campus tour video showcasing the Medical Library for DCOM
• Produced a new commercial for the Abraham Lincoln Museum & Library
• Produced promotional video for CVM recruitment
• Produced a 60 minute Christmas concert that featured the LMU Concert Choir and Brass
  Ensemble
• Worked with Veterinary Tech program (Professor Bonnie Price/Dr. Vina Faulkner) to
  produce a series of Pet Tips segments used on our weekly news. Vet Tech students wrote
  copy and acted in the spots.
• Recorded the annual Lincoln Symposium at the Abraham Lincoln Museum & Library
  (April 2015)
• Participated in the annual ROHO Shopping Spree
• Continued with equipment and infrastructure upgrades, adding new high definition
  cameras, updated audio editing software, updated video editing software new equipment
  to improve remote broadcasts
• Created new radio programs, including new morning show on WLMU-FM and nightly
  specialty music programs on WLMU-FM. Also created a new community affairs
  program on WLMU-FM that spotlights local charitable and nonprofit organizations.
• Continue to provide a radio and television platform for local church programming on
  LMU Community TV, Channel 4, WCXZ-AM and WLMU-FM
• Upgraded the radio music and automation systems for WCXZ-AM and WLMU-FM
• Hired a new Program Director for both radio stations
• LMU Community TV is in over 4,000 households in Claiborne County on Vyve
  Broadband Cable
• Continue to increase the social media profile for LMU Community TV, WCXZ-AM and
  WLMU-FM
  o Facebook ‘likes’ for LMU Community TV page increased by 31% from January 2014
    through May 2015. Total reach for each post is over 5,000 people.
  o Facebook ‘likes’ for the WLMU-FM page increased over 100% from August 2014
    through May 2015. Total reach for each post is over 200 people.
  o Facebook ‘likes’ for the WCXZ-AM page increased over 32% from July 2014
    through May 2015. Total reach for each post is over 200 people.
Objective 5.6: Provide appropriate support for research initiatives at the University.

Progress:

Information Services
- Supported Institutional Effectiveness in ABA electronic reporting needs for the Duncan School of Law
- Provided an in-depth analysis of financial aid data for the Common Data Set
- Upgraded Colleague system for all Federal regulatory releases
- Updated Institutional Effectiveness website to contain most recent institutional, state, and federal reports.
- Provided enrollment and financial data from the Colleague system to Institutional Research, VP of EMSS, and Director of Financial Aid to support institutional, state, and federal reporting requirements
Objective 5.7: Develop and maintain a high quality external website.

Progress:

Information Services

- Off campus website hosting
  - www.lmunet.edu
  - http://Library.lmunet.edu
  - http://Law.lmunet.edu
  - http://Vetmed.lmunet.edu
  - Museum online store

- Website redesign
  - Contract vendor selected
  - Home page templates submitted

- Co-located all websites for high availability
STRATEGIC GOAL VI

Enhance resources.

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

Progress:

University Advancement

- Continuous collaboration with all campus groups and extended learning sites
- Continued partnership between LMU Women of Service and Pearls of Grace in Knoxville, TN, to encourage high school girls from distressed homes to make education a priority, and to assist in recruiting
- Continued fundraising projects with Women of Service to raise dollars for scholarships
- Partnered with Knoxville-based Remote Area Medical to offer health services to the underserved in our region
- Continued partnership with Relay for Life
- Launched #RandomActsofAbe to utilize the Abe mascot in displays of random acts of kindness throughout the main campus and extended learning sites

Duncan School of Law (DSOL)

- DSOL faculty collaborated with other programs to provide guest lectures, independent study advisement, curricular assistance and teaching with the Business, Pre-law, Political Science and Criminal Justice programs
- DSOL benefitted from fundraising efforts and event assistance provided by the University Advancement staff
- DSOL coordinated the marketing efforts of its admissions and part-time social media staff with the University’s Public Relations staff
- DSOL faculty and staff utilized Pathway on a regular basis to stay apprised of relevant events
- DSOL sought to improve its relationship with the Office of Administration by, among things, conforming its calendar to the University’s calendar, obtaining guidance regarding its procedures regarding use of the law school facility by outside organizations, and seeking assistance with coordinating office reorganization
**Objective 6.2:** Increase unrestricted donations through giving and alumni participation by building a broad base of annual support.

**Progress:**

**University Advancement**

- Increased cumulative giving totals by 254% over previous year
- Increased Lincoln Fund by 7% (Lincoln fund is unrestricted dollars that are designated to a particular program)
- Received gifts from 179 full-time faculty and staff (27.75 percent) in 2014-15 (as of May 24, 2015)
- Increased active friends giving rate to 17.04% during 2014-15 as of May 24, up from 14.72% percent year-to-date in 2013-14
- Completed 11th successful MVT fundraising test, and planned for 12th Advancement MVT test
- Increased undergraduate alumni giving rate to 4.73 percent for fiscal 2014-15 as of May 24, 2015 (up from 4.62 percent as of May 24, 2014), as a result of direct mail solicitations that target annual fund and scholarship giving, Lybunt and Sybunt mailings and phonathon solicitations
- Received 23 “L” Club gifts for 2014-2015
- Hosted “L” Club receptions during six home basketball games
- Hosted a reception for LMU team parents and fans at the SAC men’s basketball tournament
- Assisted the baseball coach with obtaining seat sponsors at Lamar Hennon Field
- Served 55 paying guests at “Steak Night” during the home opening basketball game to support Athletics Excellence Fund
- Identified, cultivated and solicited major gift prospects from LMU and medical program graduates, DCOM parents and other constituents
- Identified medical programs giving priorities such as the simulation lab, research lab and students scholarship needs, and educated prospective donors and other constituents to these needs
- Worked with Information Services to maintain DCOM donor recognition screens in the first floor lobby of DCOM
- Established contacts and solicited DCOM faculty, staff and adjunct faculty prospects
- Organized an annual Golden Scalpel golf tournament to support student scholarships for DCOM, raising $9,143 in net proceeds for the Ray Stowers Endowed Scholarship
- Assisted student groups with fundraisers such as Doggie Dash, Light the Night 5k and others that support programs within Health Sciences
- Increased Alumni Association membership: In 2009 there were a total of 209 dues paying members, and there are currently 1,036 members, an increase of 395%
- Held alumni/student events at Cedar Bluff, DSOL, CVM, DCOM, Arts in the Gap, Kingsport and Corbin
• Increased total revenue of in-kind gifts’ totals for 2014 Alumni Association Golf Tournament by 23% over the previous year’s total, raising $14,449
• Hosted 350 graduates and their families at the 2014 winter breakfast which is an increase of 45%; The first event in Spring 2013 had 240 participants
• Hosted a graduation reception for the Spring 2015 commencement with over 1,000 graduates and their families participating in the event
• Registered 233 alumni officially for Homecoming in 2014, up 10% from 2013
• Increased 50 year reunion class project by 77% (number of donors and 5% by amount given
• Implemented an alumni oversight committee consisting of alumni directors from DCOM and DSOL
• Hosted 661 alumni, staff, faculty and friends of LMU at LMU Family Day at Dollywood
• Hosted 224 alumni, staff, faculty and friends of LMU at LMU Night at the Smokies
• Hosted ten alumni for the LMU Travel Program
• Completed iModules training
• Viewed CASE Webinar: Creating a Career Services Program in Alumni Relations
• Viewed Crescendo Webinar: Faculty and Staff Giving
• Hosted 52 alumni and friends at Cincinnati Reds game
• Monitored annual fund increases until report
• Developed new “update my information” form via dcomalumni.LMUnet.edu for DO and PA alumni
• Established plans for financial and professional growth of the DCOM Alumni Association
• Established plans for 3rd and 4th year osteopathic medical student outreach through mentorship program
• Established plan for annual tracking of DO and PA alumni data; first analysis performed Fall 2014
• Increased alumni-related content in DCOM 2015 Annual Report
• Sponsored events at DO and PA professional meetings, including:
  o AOA OMED
  o Tennessee Osteopathic Medical Association
  o Tennessee Academy of Physician Assistants
  o AACOM
  o American Academy of Osteopathy
  o American College of Osteopathic Family Physicians
Objective 6.3: Increase endowment participation by 5% annually for student scholarships, faculty development, research, endowed chairs, continuing education, physical plant and athletics (3.10.1—Principles of Accreditation).

Progress:

University Advancement

- Increased total endowment giving as of May 24, 2015, to $635,959.33, an increase of 22.3 percent over 2013-14 year-to-date
- Established five new endowed scholarship funds and 13 new annual scholarship funds during 2014-15 (as of May 24)
- Presented 247 annual and endowed scholarships to a total of 300 students from 16 states and six foreign countries, in coordination with the LMU Student Awards Committee
Objective 6.4: Market and promote the University locally, regionally, nationally and internationally by use of all electronic and non-electronic media sources to support current recruitment, retention and fund raising goals cited in appropriate departmental strategic plans, and to increase pride in the University. (Extended learning sites include: Cedar Bluff, Duncan School of Law, Mercy Medical Center St. Mary’s, Blount County, Kingsport, Sevierville, Morristown, TN; Ewing, VA; Corbin, KY, and Middlesboro, KY.) (1.1 and 4.6—Principles of Accreditation).

Progress:

Marketing and Public Relations

- 2015 Tennessee College Public Relations Association (TCPRA) Awards
  - TV spot won gold with “Lincoln’s Legacy”
  - 3D billboard won gold with “Hats Off”
  - Flat Abe social media campaign won bronze
  - Flat Abe jump drive won silver for specialty item
- Designed new billboards in the Knoxville DMA to promote nursing programs
- Placed radio sponsorship of Nurses Night Out event in Johnson City to promote Kingsport location. Included radio spots on WTMF and WVEK, a radio remote at the Kingsport Nursing infosession, banner and booth at the event with additional on-air mentions
- Conducted a digital marketing campaign throughout the year to draw traffic to the Nursing, PA and DCOM web page on the website
- Launched DNP program recruitment with comprehensive marketing campaign
- Distributed press releases on 40th Anniversary of Nursing program, Nursing infosessions and new Doctor of Nursing Practice Program
- Conducted a digital marketing campaign throughout the year to draw traffic to the DCOM website and PA webpage
- Produced and distributed DCOM Annual Report, designing and writing the publication in house instead of outsourcing to a printer
- Created a Match Day Campaign to promote students going into residency and the hospitals we partner with
- Collaborated with JAOPro to produce a new 30 second branding spot for the University, emphasizing our association with Abraham Lincoln. The spot ran on various TV broadcasts including NFL and College Football games, during Rivalry Thursday broadcasts and on news broadcasts in Knoxville. It earned American Advertising Awards Bronze recognition and Tennessee College Publications Association Awards Gold recognition.
- Incorporated one of the seminal shots from the Lincoln Legacy spot into a billboard campaign, taking the stovepipe hat among graduate caps and using it to brand LMU. A 3-D stovepipe hat prop was used on the static billboard to draw attention. The billboard was displayed in Knoxville starting in Knoxville and has moved once. It earned American Advertising Awards Silver recognition and Tennessee College Publications Association...
Awards Gold recognition. The design was also submitted as a nominee for the international OBIE Awards for outdoor advertising.

- Facilitated interviews with Knoxville media utilizing Duncan School of Law faculty members as legal experts
- Coordinated a strategic marketing and public relations campaign announcing provisional ABA accreditation for the Duncan School of Law
- Distributed press release on number of scholarships available through CVM
- Coordinated the development of a University virtual tour with YouVisit
- Facilitated the planning for the 2015 Remote Area Medical Health Expedition at LMU which provided $298,103 worth of free medical, dental and vision care to 474 people
- Developed a variety of new video content for the LMU YouTube channel, but not department-specific
- Provided training and support to student bloggers
- Verified the benefit of blogging with SEO; pre-vet blogger is on first page of related Google searches
- Provided consultation, training, development and management for individuals who will be running official social media channels
- Updated the social media directory to reflect each new channel
- Deactivated unused social media accounts
- Provided training and development for all Pathway team sites and information sites
- Encouraged users to utilize Pathway; worked with users to develop new team and information sites
- Continued to grow the alumni population on social media accounts
- Worked with the alumni director to strengthen alumni campaigns with social media supplements
- Successfully implemented social media schedule for alumni accounts
- Increased Flat Abe following and use; awarded two GoPro cameras to contestants
- Implemented social media as a main focus of the Homecoming 2014 activities with a photo booth, QR code photo walking tour, and an event hashtag
- Worked with student groups to develop concepts for technology displays during alumni night
- Assisted in development and implementation of #RandomActsofAbe and #DCOMmatch campaigns
- Updated golf tournament brochures for the Alumni Association and the Athletic Department
- Updated the Alumni Association (call for membership) brochure
- Developed a brochure for the schools of Arts and Humanities, Business, Education, Nursing, Allied Health Sciences and Mathematics and Sciences
- Updated the financial aid/affordability brochure and the undergraduate viewbook for reprint
- Created pocket folders for the Financial Aid Department and Admissions Department to use when sending out communication to prospective/accepted students
• Assisted with the development of a recruitment brochure for Chinese students, and applications for admission for international students
• Developed a brochure for parents, *Parenting From A Distance*
• Coordinated a professional three-day photo shoot to update the image library (in cooperation with the director of marketing and PR for health sciences)
Objective 6.5: Continue aggressive fundraising to meet identified fundraising priorities: increased annual fund donor base; increased endowment fund; capital projects for facility construction, maintenance and improvement. (2.11.2, 3.10.5—Principles of Accreditation).

Progress:

University Advancement

- Collaborated with the Finance Office and the Board of Trustees on approved capital projects
- Major Gifts and Grants ($25,000 and above) for Fiscal 2014-15:
  - Received 27 major outright gifts for a total gift amount of $6,041,384.93
  - Recorded total giving, as of May 24, 2015, of $7,118,900.70
- Achieved 50% success rate for proposals
- Submitted 27 Foundations proposals
- Maintained clear communications with ORGSP and DCOM for grant reporting, stewardship and communication
- Followed procedures in accordance with ORGSP
- Developed connections across campus to facilitate projects that are successful and externally funded
Objective 6.6: Continue to utilize the Ellucian Colleague Advancement system in the most efficient manner to provide support for the University by accurately recording gifts and maintaining gift records and computer information (2.11.1 and 3.10.2—Principles of Accreditation).

Progress:

University Advancement
- Continued to maintain Entrinsik Informer as the standard UA reporting tool, and worked with IS to re-build the Informer library as a follow-up to the SQL environment transition
- Maintained and expanded non-charitable fund designations in Colleague Advancement to facilitate the processing of online credit card non-gift payments
- Maintained 2014-15 LMU Student Awards Committee shared document library, and implemented InfoPath forms for awards recommendations
- Maintained and expanded shared codes between Financial Aid and Advancement scholarship fund designations
- Continued the use of Square readers at special events to facilitate the receipt of credit card gifts
- Maintained and expanded MVT outcomes tracking in Colleague Advancement
- Continued to utilize call report and donor proposal tracking in Colleague Advancement
- Continued ImageNow document scanning as a platform for archiving and accessing documents
- Initiated preparations for adoption of Michelangelo Software service as a graphical reporting and mapping tool for University Advancement
Objective 6.7: Participate in reaffirmation of accreditation activities and planning through representative membership on committees addressing compliance with specific components of the Principles of Accreditation: Foundations for Quality Enhancement (2.5—Principles of Accreditation).

Progress:

University Advancement

- Lincoln Memorial University is in compliance with Comprehensive Standard 3.2.12. The University’s administrative structure, its Bylaws, and institutional policy all ensure compliance with the comprehensive structure. Lincoln Memorial University’s Gift Acceptance Committee comprised of the President, Vice President for University Advancement, and Vice President for Finance has responsibility for the approval of all fundraising initiatives, campaigns, and solicitations, as well as the policies and procedures that govern LMU’s fundraising efforts.

- The Bylaws of the LMU Board of Trustees include the Charter of the Development Committee, including its purpose and responsibilities. The Vice President for University Advancement serves as a resource for the designated members of the Board of Trustees Development Committee and the Vice President for University Advancement reports directly to the President, as shown on the LMU Organizational Chart. As indicated by this reporting relationship, the President controls the institution’s fundraising activities and utilizes the expertise of appropriate professionals to advise her on matters related to fundraising.

- The Division of University Advancement supports the development and implementation of the processes, as it relates to the Division of Advancement’s efforts to maintain business functionality in the event of a disaster.

- The Division of University Advancement abides by the CASE’s (Council for the Advancement and Support of Education) Code of Ethics in Fundraising and we accept gifts based on the Board of Trustee approved Gift Acceptance Policy and Estate Planning Policy manuals.
Objective 6.8: Enhance legislative relationships.

Progress:

University Advancement
- The Director of Major Gifts and External Relations maintained regular contact with local, state, and national legislators.
- Strengthened relationships with our elected representatives on the local, state, and the federal levels
- Monitored the federal grant process on all LMU projects

Duncan School of Law (DSOL)
- Governmental Relations Advocacy (GRA) Courses were offered to DSOL students as elective course offerings
- GRA students had opportunities to meet and intern with members of the legislature
- Faculty members produced scholarship related to the implementation of new legislation or modifications to existing law
- Local and state legislators were routinely invited to DSOL to speak in the Professionalism Series and attend symposia, presentations and social events
- Faculty members provided education and training for members of the judiciary and local bar associations
- Students were placed in judicial, legislative and political internship and externships
STRATEGIC GOAL VII

Assess and enhance university-wide research and scholarly activity.

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

Progress:

Office of Research, Grants, and Sponsored Programs (ORGSP)

- URC Membership included each school or college Dean or the appropriate Dean’s representative, the Director of the Abraham Lincoln Library and Museum, as well as the Executive Director of the ORGSP

- Continued to refine and update the routing and approval form for grant submissions that streamlined signature requirements while ensuring that deans and divisional VPs were informed of grant submissions in their areas

- Continued to encourage self-reporting of research and scholarly activity by reporting such activity in ORGSP newsletter

- ORGSP newsletter highlighting faculty research and scholarly activity is electronically distributed monthly to faculty through Pathway and the ORGSP website

- ORGSP coordinates with Office of Public Relations on publicizing grants
Objective 7.2: INFRASTRUCTURE - Foster the development and management of the centralized research support services to optimize their utility, accessibility and their responsiveness to the campus and extended site research community.

Progress:

Office of Research, Grants, and Sponsored Programs (ORGSP)

- Worked with auditors when appropriate to ensure all policies and required documentation are in place to ensure compliance and the responsible conduct of research
- The Collaborative Institutional Training Initiative (CITI) was implemented in January 2011 and so far 3,352 faculty, staff and students have been trained
- The ORGSP worked with faculty on several grants, which include research conduct by undergraduate students
- ORGSP worked with CMRC researchers on grants or contracts
- ORGSP continuously updated its website to provide the best faculty support possible for research, grants and sponsored program activities
- ORGSP provided a comprehensive list of grant opportunities listed on the ORGSP website and updated monthly
- Together, ORGSP, Director of Foundations, and the Director of Health Sciences Research continued to notify appropriate faculty of the opportunities
- Together, ORGSP, Director of Foundations, and the Director of Health Sciences Research assisted in the preparation and submission of 52 grant applications totaling $10.6 million requested dollars in fiscal year 2011-2012
- The total awarded dollars for LMU in externally funded grant support is currently $4.0 million
- The ORGSP worked closely with the Chair of the IRB as a support and processing mechanism
- In FY 2014-2015, 55 IRB applications were submitted and reviewed by the LMU IRB
- ORGSP staff attended two NCURA research administration training seminars during FY 2011-2012. ORGSP also staff attended six webinars.
- The ORGSP completed the NSF Survey for Research and Development at Colleges and Universities for 2014-2015 in April 2015
Objective 7.3: FACULTY - Ensure adequate on campus and extended site faculty to initiate, grow and sustain both undergraduate and graduate level research.

Progress:

Office of Research, Grants, and Sponsored Programs (ORGSP)

- 60 Publications and 119 Presentations by LMU Faculty as listed by Schools and Colleges are as follows:
  - Math and Sciences: three Publications and ten Presentations
  - Arts and Humanities: 32 Publications and 56 Presentations
  - Allied Health: 0 Publications and 7 Presentations
  - DCOM: two Publications and 23 Presentations
  - CSON: 7 Publications and 7 Presentations
  - DSOL: 16 Publications and 16 Presentations

Mini-Grants were awarded by the URC to six Faculty members in the total amount of $22,710
Objective 7.4: FACILITIES - Identify the need for research facilities; foster their development and manage them to optimize their utility and accessibility to the university wide research community.

Progress:

Office of Research, Grants, and Sponsored Programs (ORGSP)

- A list of journals where faculty can publish their education research compiled by the Medical Librarian for the URC is available on the ORGSP website
- Approximately 4700 sq. ft. of dedicated research space in the Math and Science building is currently being utilized by faculty in the schools of CVM, Math and Science, and DCOM
- The CMRC building is operational and occupied by three faculty members for scientific research with undergraduate student participation
- The field station at BFREE is fully operational with LMU faculty and students conducting workshops and research
Objective 7.5: EVALUATION - To develop and implement an evaluation system that recognizes the importance of research to the mission of the University.

Progress:

Office of Research, Grants, and Sponsored Programs (ORGSP)

- A database containing all grant and contract submissions was updated jointly by the Executive Director of the ORGSP, the Director of Foundations and the Director of Health Science Grants and Research DCOM and was stored on Pathway
- Drafted a form for use by faculty and staff to document research and scholarly activity
- A database of faculty scholarly publications continues to be maintained by the ORGSP
- Faculty and staff receive a monthly newsletter from the ORGSP which details research and scholarly activity at LMU
Section II
Strategic Plan: 2016-2021
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:

- Define the minimum required elements of a feasibility study.
- Proposals (including feasibility studies, adequacy of faculty, staffing plans, mission compatibility, budget pro forma and all budgetary implications) for accreditation substantive changes will go sequentially through the appropriate curriculum committee(s), program(s), department(s), college(s), school(s), division(s), and Academic Council. Subsequently, they will be forwarded to the appropriate vice president for consideration and presentation to the President’s Cabinet. The Institutional Effectiveness Committee will be informed after review/approval by the Cabinet and Board of Trustees.
- Proposed academic programs should receive review of financial pro forma and marketing plans prior to entering the academic approval process beyond the school/college level.
- Each program will demonstrate evidence of assessment results and outcomes used to improve/support curricula, programs, compliance with accreditation criteria, and the annual budget process.
- Programs will use appropriate technology to document assessment results.
- Documented assessment results will be distributed and used to guide program improvement on a continual basis.
- Include in the program budget pro forma adequate funding for marketing new programs.

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Office of Institutional Effectiveness, Senior Director of Marketing, Associate Vice President for Academic Affairs (AVPAA), Provost and 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 and the fall schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

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

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

Use of Results: To create, maintain and document a connection among mission fulfillment, academic planning, and budgetary decision-making as these relate to continued assessment and enhancement of academic quality.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.2: Create, revise and support or eliminate academic programs at the undergraduate, post-baccalaureate, and graduate levels located at Harrogate and extended learning sites. All programs will be linked to program assessments and the University mission.

Strategies and Action Plans:

- Consider and implement innovative approaches to instructional delivery and student learning, including but not limited to hybrid courses and programs.
- 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) online Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program; (5) Associate and Bachelor degrees in Veterinary Health Science (VHS); (6) undergraduate secondary certification in teacher education in specific disciplines; (7) Master of Science Life Science Teaching; (8) Medical Laboratory Science continuing education; (9) Government Relations Advocacy as a concentration in the MPA program; (10) Doctor of Nursing Practice (DNP); (11) Master of Science in Business Analytics; (12) Doctor of Business Administration (DBA); (13) Master of Public Administration (MPA); (14) Bachelor of Science and Master of Science in Sports Management; (15) DVM/MBA joint degree; (16) 2+2 Undergraduate Education program at regional community colleges; Associate degree programs, Doctor of Medicine Science (DMS), undergraduate licensure in ESL and (17) additional undergraduate and graduate programs.
- Continue/begin investigation of new academic programs including, but not limited to: (1) reciprocal licensure pathways for teachers and leaders from Alabama; (2) Master of Science in Professional Health Education; (3) Bachelor of Science in Health Sciences; (4) Master of Science in Athletic Training; (5) Master of Arts in Psychology; (6) DO/MS; (7) Doctor of Osteopathic Medicine/Juris Doctor (DO/JD); (8) JD/MBA andJD/MPA joint degree programs; (9) JD/DVM joint degree program; (10) hybrid Veterinary Medical Technology program; (11) DVM/MS; (12) Bachelor of Science in Computational Science; (13) international programs and other collaborative efforts; (14) School and Personal Counseling programs at the Chattanooga State Community College; (15) Medical Laboratory Science to Corbin, Chattanooga and Knoxville extended learning sites; (16) School librarian endorsement; (17) Master of Occupational Therapy; (18) Doctor of Physical Therapy (DPT); (19) additional MSN concentrations (business emphasis); (20) Dentistry; (21) Aviation-related programs; (22) 3 + 3 professional programs and undergraduate programs to include law, medicine, and veterinary programs (23) certificates of Therapy (Art and Music); (24) Associate of Business Administration; (25) DVM/MPA joint degree; and (26) additional undergraduate and graduate programs, including degree completion programs and bridge programs.
- Explore opportunities to provide regional and international academic program offerings.
- Continue to improve coordination between Harrogate and extended learning sites with emphasis on budget development, human resources, community, student support services, technology, learning resources, marketing, facility operations and comparability of courses/programs.
● Continue to explore, secure and utilize technology to enhance the instructional delivery process
● Provide relevant professional development opportunities for all faculty, including training for program promotion to enhance enrollment and retention
● Continue the process for obtaining full ABA and AVMA accreditation

Responsibility: Instructional Technologist, Director of Online Learning, Program Directors/Coordinators, Department Chairs, Deans, Associate Vice President for Academic Affairs, Provost/VPAA and appropriate VPs.

Time Frame: Ongoing. Curricular changes and program creations should be completed by March 1, with inclusion in the new catalogs 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, library and other learning resources and accreditation processes.

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

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

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

Strategies and Action Plans:
- Develop and expand student exchange programs
- Develop and expand faculty exchange programs
- Develop a visiting scholars program
- Continue to recruit, enroll and retain international students
- Continue to revitalize the English Language Institute (ELI)
- Continue to develop relationships with language institutes
- Continue to build infrastructure to support collaborations and other initiatives

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Director of International Programs, Assistant Director of International Programs, Coordinator of International Recruitment and Advising, Associate Vice President for Academic Affairs, Provost/VPAA.

Time Frame: Ongoing.

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

Assessment: Annual review by Director of International Programs, Assistant Director of International Programs, Coordinator of International Recruitment and Advising, Associate Vice President for Academic Affairs, and Provost/VPAA

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

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

Strategies and Action Plans:
- Develop and enhance expectations for each program
- Publicize academic expectations via appropriate channels
- Collaborate with marketing and student recruitment to publicize academic expectations
- Demonstrate and document a systematic plan of evaluation for all programs
- Establish Publications Department to ensure accuracy and consistency of information in all catalogs, handbooks, program brochures, and provide a unified brand for all publications

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Associate Vice President for Academic Affairs, Provost/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 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, learning resources, and accreditation processes.

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

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

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

Strategies and Action Plans:
- Continue to examine faculty and professional academic staff salaries and develop a step-wise plan to address identified issues
- Continue development of a plan for faculty and professional academic staff compensation with a target salary scale as prioritized below:
  - Adjust any institutional inequities of full-time faculty
  - Develop a plan to bring full-time faculty salaries to upper quartile of benchmarks from selected peer institutions
  - Sustain a system of faculty compensation with an evaluation system to support it
  - Implement and maintain a competitive compensation package for summer instruction
  - Implement and maintain a competitive compensation package for adjunct faculty
  - Maintain list of peer institutions at Level VI for Lincoln Memorial University (LMU) disciplines (to be completed by Institutional Effectiveness)
  - Maintain benchmark data on compensation by level and discipline
  - Investigate the feasibility of 10-12 month contracts for academic administrators
  - Review the compensation process for appointed positions (including Chairs and program directors)
  - Explore the development and implementation of a broader definition of faculty and professional staff roles/positions

Responsibility: The President’s Cabinet, Program Directors/Coordinators, Department Chairs, Deans, Provost/VPAA, Associate Vice President for Academic Affairs, Office of Institutional Effectiveness, appropriate VPs, Director of Human Resources, VP for Finance, and President.

Time Frame: Collection, evaluation and interpretation of data in 2015-2016 with planned implementation in stages by 2016-2017. Ongoing cycle of review occurs every five years or as needed.

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

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

Use of Results: Use data to chart improvement and suggest needed actions to promote and sustain improvement.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.6: Strengthen University libraries and the Abraham Lincoln Library and Museum (ALLM) and their services at Harrogate and extended learning sites.

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, Abraham Lincoln Library and Museum (ALLM), 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.
- Promote the ALLM to area schools, community groups, tourists, scholars and consumers by means of exhibits and publications; and investigate e-commerce opportunities.
- Provide appropriate cataloging, physical protection, security and space for 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.
- Promote research opportunities at the ALLM to internal constituents and outside researchers.

Responsibility: Directors of the Carnegie Vincent Library, LMU-DSOL Library and the Abraham Lincoln Library and Museum (ALLM) and their staffs, Security Staff, Academic Deans, University Advancement staff, Associate Vice President for Academic Affairs, and Provost/VPAA.

Time Frame: Ongoing.

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

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

Use of Results: For the improvement of services and support of the University’s mission.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.7: Use a comprehensive faculty evaluation process, based on a clear understanding of both professional and institutional expectations, relative to teaching, research/scholarly activity and service.

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

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

Time Frame: Ongoing.

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

Assessment: Periodic review of the faculty evaluation process.

Use of Results: To provide a comprehensive faculty evaluation process.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.8: 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
- Pursue a domestic and an international residential school Program
- 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 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
- Investigate the feasibility of additional grade levels (Pre-K through grade four)
- 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, Office of Institutional Effectiveness, Information Literacy Librarians and Provost/VPAA.

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 the Southern Association of Colleges and Schools (SACS)/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 1: Assess and enhance academic quality

Objective 1.9: Emphasize information literacy skills across the curriculum.

Strategies and Action Plans:

- Continue to integrate information literacy as a focus for improving student learning
- Use the Sequential Enhancement of Writing Skills (SEWS) rubric to assess the development of information literacy skills in specifically identified courses within each undergraduate academic program offering
- Provide professional development opportunities for faculty in the use of instructional strategies that promote the development of information literacy skills
- Promote integrated teaching opportunities for academic faculty and information literacy librarians
- Provide appropriate instruction on information literacy skills at the graduate and postgraduate program levels
- Provide information literacy instruction in identified courses at JFWA
- Utilize the virtual Center for Teaching and Learning Excellence (CTLE) in support of information literacy
- Use a diversified assessment approach to gauge student learning in information literacy
- Provide support services for students

Responsibility: Academic Deans; Principal of JFWA; Academic Faculty and Instructional Librarians; Information Literacy Librarians; Instructional Technologist; Director of Online Learning; Office of Institutional Effectiveness; Provost/VPAA; SEWS Rubric Committee and Director of the Library.

Time Frame: Ongoing.

Resources Required: Financial support for information literacy initiatives; funds for faculty and staff development.

Assessment: Indirect and direct assessments; SEWS rubric.

Use of Results: Use assessment data to monitor information literacy integration across the academic programs.
Strategic Goal 1: Assess and enhance academic quality

Objective 1.10: Provide appropriate academic support services.

Strategies and Action Plans:

- Use an electronic tutoring calendar to allow students to schedule appointments electronically
- Use a centralized email to facilitate faculty, staff, and student communication regarding Academic Support services
- Offer graduate/professional school preparation regarding standardized tests and admission processes
- Evaluate the tutoring needs of the extended learning sites and develop a plan to more fully meet the needs
- Develop and maintain a comprehensive website for academic support services to include the mission, purpose, academic intervention/probation, Cornerstone, tutoring, federally funded Student Support Services (SSS) program, staff directory, and additional resources
- Explore the opportunity to offer in-person and/or online student success workshops regarding academic exploration, reading and writing strategies, personal management, online learning, etc.
- Continue to explore the option of offering testing services to students and the community to include PRAXIS, LSAT, CLEP, DANTES, Residual ACT, etc.
- Explore offering workshops for graduating seniors every spring semester to provide tools for a transition into life after college such as personal financial management, etc.
- Investigate organized discipline specific study groups and test reviews
- Grow and expand the Cornerstone and Bridge programs and their services
- Provide and assess the delivery of approved ADA services at all teaching sites
- Provide appropriate counseling and career services
- Assess annually the effectiveness of academic support services and SSS offered through the Tagge Center for Academic Support

Responsibility: Director of Academic Support; Director of Counseling; ADA Coordinator; Director of Career Services; Director of Student Support Services; Associate Vice President for Academic Affairs.

Time Frame: Ongoing.

Resources Required: Budgets for Academic Support, Counseling, Career Services, Cornerstone, Student Support Services, and Associate Vice President for Academic Affairs.

Assessment: Outcomes Assessment Reports for Academic Support, Counseling, Career Services, Student Support Services, and Associate Vice President for Academic Affairs.

Use of Results: To improve academic support services.
Strategic Goal 2:

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

Objective 2.1: Maximize student recruitment through the development of a global, comprehensive recruitment plan.

Strategies and Action Plans:

- Continue/Maintain a system-wide Enrollment Coordination Committee
  - Regular meetings with representatives from undergraduate/graduate/professional programs
  - Undergraduate Admission, Graduate Education, Nursing, Business, Science, DCOM, DSOL, CVM, International Programs and JFWA
  - Council will collaborate with LMU offices such as Advancement, Marketing, Alumni, etc.

- Evaluate system-wide potential for maximum enrollment
  - Facility needs, including co-curricular space (classroom audit by department, student center, study space, etc.); facilities optimized for current and future student populations (e.g. millennials, appropriate technology, comfort of furniture, etc.)
  - Availability of courses and classrooms at optimal times for undergraduate student requirements
  - Faculty resources
  - Staff resources
  - Budget appropriate to program goals and needs
  - Direct cost to revenue (operational expense)

- Review a recruitment plan for Harrogate undergraduate programs
  - Increase regional outreach
  - Enhance interaction via website and social media delivery
  - Earlier and enhanced outreach within the local community
  - Continue to utilize Multivariable Testing (MVT) results
  - Continue to enhance honors students recruitment program
  - Maximize opportunities to become a more non-traditional, student-friendly University by offering evening courses for part-time students
  - Offer degree completion programs to take advantage of Tennessee State initiatives
  - Continue recruitment efforts for pre-professional students

- Continue to increase attendance to on-campus recruitment and yield events by prospective students, faculty, and staff

- Create and implement a recruitment plan for all programs at extended learning sites
  - Create infrastructure, budget, and list of individual’s responsibilities
  - Integrate/create marketing plan for individual sites
  - Investigate expansion of General Education courses at extended learning sites
Budget for and assign recruiting coordinator(s) for extended learning sites, which support multiple programs.

- Create a recruitment plan for graduate programs
  - Investigate a position of Coordinator of Graduate Enrollment
  - Efforts to include faculty and alumni, as well as a more definitive infrastructure
  - Increase participation in graduate fairs, programs, etc.
  - Enrollment Coordination Committee will share information, best practices, etc.

- Promote professional programs
  - Continue to increase outreach
  - Collaborate with Advancement to enhance marketing plan

- Promote J. Frank White Academy

- Evaluate/refine and promote undergraduate, graduate, and professional Bridge programs

- Update the annual recruitment plan and share with Enrollment Coordination Committee for undergraduate, graduate and professional students

- Continue to promote the affordability the University through media such as letters, emails and social media, etc.

- Continue to work with academic programs, deans and department chairs to develop information packets to assist in recruiting high-achieving students to LMU

- Work with University Advancement staff and software to identify and develop Alumni Recruitment Teams by regions, states, etc.

- Continue to utilize market research to identify new opportunities for undergraduate programs

- Continue to utilize name searches to identify suitable candidates for undergraduate, graduate, and professional programs

- Increase the number of dual-enrollment students and course offerings

- Continue to recruit dual-enrollment homeschool students

- Publicize the pre-professional programs to recruit high caliber students

- Advertise with local and regional media outlets

- Publish timely news releases

- Publicize all of the University’s academic programs

- Use the internet and social media for advertisements and news

- Reinstate the Parent Newsletter and focus on increased parent communication

- Link the LMU website to major search engines

- Maintain direct mail to target markets

- Increase email and e-counseling to applicants and qualified prospects

- Conduct routine meetings among the Director of Admissions, recruitment staff, Director of Financial Aid and academic deans and chairs to engage LMU faculty in the recruitment process (department letters to potential students, department telephone calls, automated emails, etc.)

- Host Preview Days for prospective students and parents. Hold recruitment and yield events for undergraduate students to include Preview Days and Discovery Days. Host
Free Application for Federal Student Aid (FAFSA) nights, and basic financial aid and application sessions on campus, at external sites and at local high schools.

- Identify and contact high school counselors, teachers and principals who are graduates of LMU in Knoxville, Chattanooga, Kingsport and other sites in Georgia, Kentucky, and Virginia to assist with the recruitment of prospective students. Host counselor lunches in regional areas in conjunction with regional yield receptions.

- Expand recruitment efforts into more populated areas based on market research and evaluation.

- Review national, regional and local data to assist in the identification of new markets.

- Conduct student surveys and focus groups to determine the effectiveness of marketing and recruitment efforts.

- Concentrate admissions efforts to recruit Tennessee students who are eligible for the Tennessee Lottery scholarship. Maintain consistency in the promotion of LMU’s affordability and quality education.

- Reallocate resources to attract a larger percentage of academically talented students by targeting specific high schools. Identify magnet schools in Tennessee and contiguous states. Conduct “College Days” at local high schools and middle schools during the evening hours that might include:
  - How to apply for financial aid
  - Preparing for college
  - Student athlete presentation
  - Goal Setting

  - Produce a “Preparing for College” brochure for attendees with “Compliments of LMU” stamped on the cover

- Preserve opportunities with the leadership of the Eastern Band of the Cherokees and explore opportunities with other Native American nations to encourage their students to enroll at LMU.

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

**Time Frame:** Annually.

**Resources Required:** To be determined.

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

**Use of Results:** Consistently improve recruitment efforts for all academic programs at LMU.
Strategic Goal 2: Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.

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

Strategies and Action Plans:

- Overall Undergraduate Enrollment by 2017 – 1700-1800 students
  - 2015 – 550
  - 2016 – 600
  - 2017 – 600
- Base strategies on further development of Health Sciences, Education (NCATE), new Athletic Programs (Men’s and Women’s Track and Field), increased international students, and expanded recruitment territories
- Projected undergraduate residential population is 625 students for Fall 2015; the goal is to increase undergraduate residential students to 800 by 2017
- Target overall enrollment of 5,500 students by 2017; increase graduate and professional students by 900
- Continue to promote Merit scholarships to students and high school counselors
- Continue to update the academic major web pages
- Continue to recruit high school students with high grade point averages (GPAs) and high ACT scores in math and science
- Conduct follow-up with non-completed registrations
- Maintain two marketing committees (Board Committee and University Committee)
- Continue to evaluate current markets for direct mailings, and make additions and/or corrections as needed
- Follow guidelines for ensuring distribution of accurate information
- Follow established timelines for the production of recruitment materials for first-time freshmen and transfer students
- Review latest research on why students choose a college, and incorporate this information into materials
- Maintain and update a comprehensive website for the University, and link to major search engines
- Increase student diversity for undergraduate programs
- Maintain recruitment outside the primary 120-mile radius recruitment area
- Focus academic scholarship money on new students, academically gifted students and residential students
- Coordinate the recruiting efforts of athletic coaches with the Admissions and Financial Aid offices
- Continue to develop a plan to recruit from the two-year schools with formalized articulation agreements

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

**Time Frame:** Fall 2015-2018.

**Resources Required:** To be determined.

**Assessment:** Track through minutes of marketing committee, Enrollment Coordination Committee meetings, publications and statistics, housing reports, weekly admissions reports, and athletic prospects.
Strategic Goal 2: Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.

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

Strategies and Action Plans:

- Complete brochures and other promotional materials for graduate and professional programs; identify brochures that need to be developed and brochures that need to be updated, and develop a publication schedule.
- Schedule quarterly meetings with representatives from undergraduate/graduate/professional programs (Graduate Education, Nursing, Business, DCOM, DSOL, and CVM).
- Investigate the purchase of testing names for graduate recruitment.
- Continue to recruit medical, veterinary, and law students who are committed to serving the Appalachian area.
- Increase the diversity of the faculty, staff and student body.
- Promote graduate programs and implement seamless transition from undergraduate to graduate programs.
- Explore the potential of admitting new undergraduate students to graduate and professional programs as they enter as freshmen, provided they meet certain criteria.
- Develop and implement annual recruitment; collaborate with marketing to advertise; use the internet for advertising and news.
- Optimize the LMU website for major search engines.
- Develop industry partnerships to explore tuition reimbursement programs.
- Increase community awareness of graduate/professional programs through professional organizations, school districts, community involvement and open houses.

Responsibility: Deans of schools, housing, graduate/professional programs, Enrollment Coordination Committee, Director of Public Relations, and Director of Publications, and Webmaster.

Time Frame: Each semester.

Resources Required: To be determined.

Assessment: Compare enrollment reports from each semester; copies of advertisements, and news releases.
Strategic Goal 2: Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society

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

Strategies and Action Plans:

- Prepare for residential students
  - Prepare suitable facility for residential students
  - Identify and hire Residence Life Staff
  - Assess food services
  - Prepare for insurance and medical needs
  - Coordinate student visas with appropriate personnel
  - Prepare for transportation
- Integrate JFWA residential and day-school students with campus life initiatives
- Maintain a maximum 15:1 student-teacher ratio
- Increase enrollment of day-school students to 125 by 2015, and set residential goals as information becomes available
- Explore the feasibility of expanding lower school with a Pre-K through six component
- Maintain a balanced and diverse student body
- Continue to assess and revise the Marketing and Recruitment plan to reflect new initiatives
- Maintain relationships with area private schools 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 middle school athletic programs for JFWA students in grades five through seven
- Investigate and seek funding for an exchange program with international institutions (e.g. boy’s school in South Africa and a girl’s school in the United Kingdom)

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


Resources Required: To be determined.

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

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

Strategies and Action Plans:

- Continue to collect, interpret, and present data outcomes to academic programs and Cabinet
- Continue to utilize student survey results in addressing student satisfaction and engagement as coordinated by Institutional Research; supplement survey needs with the Office of Institutional Research
- Utilize institutional benchmarks with regard to persistence and progression rates to create a student retention and progression plan
- Continue to offer advising workshops for faculty, and evaluate effectiveness
- Create an academic advising manual for faculty
- Re-design a new student orientation program, and evaluate results
- Continue the fifth-year program for student athletes to promote degree completion
- Continue to develop and offer academic support programs
- Develop a contingency plan for academic support if external funding is not secured
- Continue three-week and mid-term grade assessment for all undergraduate students; continue Concerned Conferences; encourage faculty participation
- Evaluate faculty involvement with the UACT 100 Strategies for College Success course
- Continue to promote and discuss retention initiatives with faculty
- Maintain and promote the early warning system through Ellucian
- Continue to expand and improve student services at the extended learning sites
- Continue to expand academic support at extended learning sites
- Utilize feedback from the Parent’s Club to improve services
- Continue to assess and track retention figures by semester and Fall-to-Fall
- Align UACT 100 Strategies for College Success taught by Student Support Services with the syllabus and learning objectives in the faculty led UACT 100 course
- Explore development of peer support programs
- Continue to identify “at-risk” students and promote the use of available student services
- Develop a coordinated effort to identify and serve students with undecided majors
- Continue to require “at risk” (semester GPA under 2.5) student athletes to meet with an Athletic representative for advice and guidance regarding available resources
- Evaluate and enhance the First Year Experience (FYE) program
- Continue and evaluate the expansion and success of the Cornerstone program
- Implement and evaluate the Bridge program (leading to an associate degree) for underprepared undergraduate students
- Provide and evaluate services to ALA students
- Coordinate with International programming to expand the orientation program for international students
Responsibility: Student Services Personnel, Deans, Directors, Student Success Committee, Director of International Programs.

Time Frame: By 2016.

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

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

Use of Results: Improved retention, graduation rates, and enhanced culture.
Strategic Goal 2: Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.

Objective 2.6: To improve student success by increasing student use of available services.

Strategies and Action Plans:
- Increase opportunities for cooperation between undergraduate and graduate communities
- Continue to improve the co-curricular experience for students at all locations
- Provide leadership development opportunities for students
- Support and track opportunities for all students to participate in service learning and community service activities
- Continue to enhance intramural sports and recreation opportunities
- Evaluate the effectiveness of Omicron Delta Kappa, the national leadership organization
- Maintain an active Career Services program
- Maintain, develop and evaluate an Honors residence hall to support students in the Honors Program
- Provide ongoing information to students about University services
- Provide a comprehensive student activities program; create a student-led programming committee/board
- Provide information and accommodations for students with documented disabilities through the Americans with Disabilities Act (ADA) Coordinator
- Provide counseling and mental health awareness to students through the Counseling Services department
- Encourage the Student Government Association to survey students and advocate on their behalf
- Enhance and evaluate the Residence Life program
- Promote knowledge and usage of the Tagge Center for Academic Support and other academic support services
- Revise and evaluate the First-Year Experience (FYE) for incoming freshmen

Responsibility: Student Services, Career Services, Academic Affairs, Advancement, and Deans of Undergraduate, Graduate, and Professional Studies.

Time Frame: Annually.

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

Assessment: Collect statistics on the number of students served by each department and Student Satisfaction survey results.
Use of Results: Use assessment data to enhance the percentage of students using student services and increase the success rates of students.
Strategic Goal 2: Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.

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

Strategies and Action Plans:

- Reassess the Institutional Financial Aid practices and packaging philosophy
- Assess retention rates
- Review the required steps for full tuition scholarship recipients to include one or more of the following: application, interview, essay and support letters
- Utilize the Enrollment Revenue Management System to develop and assess multiple econometrics
- Seek ways to enhance service to students by creating a short survey indicating how financial aid can better serve students; refine packaging automation for all student populations.
- Improve interdepartmental communications
- Develop industry partnerships to explore tuition reimbursement programs
- Identify and meet students’ financial needs through a combination of grants, scholarships and self-help aid
- Train work-study students and supervisors on the work-study process
- Cross train staff
- Re-evaluate the funding level of the Lincoln Grant component of the Financial Aid budget
- Monitor federal and state financial aid funds while considering possible decreases in these funds over the next several years
- Seek ways to increase endowed institutional scholarship and work programs by collaborating with Advancement Staff; refine information in electronic award letters for all student populations; identify and counsel all students who are Tennessee Lottery Scholarship recipients
- Create financial literacy programs for students
- Refine document imaging processes

Responsibility: VP for Student and Enrollment Services, Executive Director of Financial Aid, Admissions staff, Student Services staff, Awards Committee, Vice President for Advancement, and Financial Aid staff.

Time Frame: Each semester.

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

Assessment: Examine financial aid statistics and audits.

Use of Results: Improved enrollment, retention and student satisfaction.
Strategic Goal 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 2.8: 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
- Increase community awareness of existing service by faculty, staff and students
- Continue to track SSI hours
- 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
- Create programs on campus to enhance individual well-being
- Support and track opportunities for all students to participate in service learning and community service activities
- Review service requirements for university programs

Responsibility: VP for Student and Enrollment Services, Executive Director of Financial Aid, Admissions staff, Student Services staff, Awards Committee, Vice President for Advancement, and Financial Aid staff.

Time Frame: Each semester.

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

Assessment: Examine financial aid statistics and audits.

Use of Results: Improved enrollment, retention and student satisfaction.
Strategic Goal 3:

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

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

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

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

Time Frame: Continuous.

Resources Required: Time.

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

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

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

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

Responsibility: The Vice President for Finance, President, Vice Presidents, and Budget Officers.

Time Frame: Annually.

Resources Required: Adequate data and time.

Assessment: Balanced fiscal year operating and cash flow budget.

Use of Results: 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 rolling 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 spring for approval
- Review quarterly the financial performance for deviations from budgeted revenues and expenses and make future forecast adjustments accordingly
- Assure that timely communication and feedback to appropriate persons regarding budget matters will occur throughout the fiscal year

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

**Time Frame:** Annually

**Resources Required:** Adequate data and time.

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

**Use of Results:** To plan effectively and aid in preparing annual operating and cash flow budgets.
Strategic Goal 3: Strengthen planning, budgeting and assessment

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

Strategies and Action Plans:
- President and Vice President for Finance will ensure, as part of the budget development, line items for debt service, strategic initiatives and contingencies
- The President and Vice President for Finance will establish parameters for the allocation of budgeted funds in support of debt services, strategic initiatives and contingencies of the University
- The President and Vice President for Finance may designate a portion of remaining cash balances at year-end as restricted for future debt service requirements
- The Vice President for Finance will utilize a forecasting process to provide a foundation for decision-making
- Include in the program budget pro forma adequate funding for marketing new programs

Responsibility: The President and Vice President for Finance

Time Frame: Continuous.

Resources Required: Adequate data and time.

Assessment: The Board of Trustees will approve an annual budget that assures the ability of the Institution to meet unexpected financial events, plan for debt service requirements and allow for financial funding of strategic initiatives.

Use of Results: To assure institutional financial flexibility, compliance with debt service requirements, and support strategic growth.
Strategic Goal 3: Strengthen planning, budgeting and assessment

Objective 3.5: To enhance budget management.

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

Responsibility: President’s Cabinet and Budget Officers.

Time Frame: Continuous.

Resources Required: Adequate data and time.

Assessment: The President’s Cabinet will review budget management performance across the Institution.

Use of Results: To more effectively manage institutional financial operations.
Strategic Goal 3: Strengthen planning, budgeting and assessment

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

Strategies and Action Plans:

- Coordinate with the Vice President for Research, through the Committee on Scholarly Activities (COSA), to develop budgeting projections in support of research and scholarly activity.
- Coordinate with the administrative personnel to develop budgeting projections in support of infrastructure needs.
- Coordinate with enrollment management personnel to develop budgeting projections in support of student services’ needs.
- Provide support in seeking funding from external sources.
- Review levels of research activity and align budgeting to provide adequate support, including intramural, and start-up funding.

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

Time Frame: Continuous.

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

Assessment:

- Documented outcomes of scholarly activities and growth of research funding.
- Documented infrastructure support requirements through project plans.

Use of Results: To plan effectively and aid in preparing five-year operating pro forma and cash flow and annual operating budget for research efforts for Level VI requirements.
Strategic Goal 3: *Strengthen planning, budgeting and assessment*

Objective 3.7: To utilize data to make informed decisions.

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

**Responsibility:** Office of Institutional Effectiveness, Finance, and the Cabinet.

**Time Frame:** Continuous.

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

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

**Use of Results:** Improve and inform the planning, budgeting and assessment processes.
Strategic Goal 3: *Strengthen planning, budgeting and assessment*

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

Strategies 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 LMU community, and its accrediting bodies

Responsibility: The President and Provost/VPAA.

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 facilities master plan and update annually in order to assess, plan for, and evaluate facilities and grounds at the Harrogate campus and extended learning sites in order to respond to fluctuations in student demographics; support faculty/staff research and scholarly activities; support community program needs by providing physical maintenance, housing, furniture and technology infrastructure to the following:

Existing Facilities
- Review and identify office, classroom, and study space on the main campus and throughout the extended learning sites
- Continue improvements to the Student Center, including wellness and recreational activities
- Remodel the Abraham Lincoln Library and Museum, including installation of a new roof and relocation of HVAC rooftop components
- Complete the final Village residential hall
- Remodel of rental property adjacent to campus
- Remodel of University Inn pool (completed by the end of the Fall 2015 semester)
- Remodel of Liles Hall
- Complete the roofing project for Carnegie-Vincent Library
- Demolition of Alumni, Bluebird, and Robertson houses
- Renovation of Grant Lee Hall for administrative spaces
- Renovation of President’s house to President’s and legal offices
- Relocate the Post Office to the Student Center
- Relocate the Print Shop to the Student Center
- Construct new golf facility
- Renovation of Art Center in Cumberland Gap
- Relocation and renovation of UMC-New Tazewell
- Demolition of old tennis facility
- Complete HVAC renovations for Duke and DAR Halls
- Construction of additional office space in Tex Turner Arena
- Remodel of Mary Annan Natatorium
- Continue to pursue funding through University Advancement for Democrat Hollow upgrades

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

**Campus Enhancements**
- Ongoing campus lighting enhancements
- Campus sidewalks and crosswalks
- Continue to monitor utilities to enhance fiscal responsibility
- Evaluate and identify potential problems with ADA facilities compliance
- Implement and continue upgrades to Schenk facility
- Continue to renovate Student Center
- Support a campus master plan
- Reconfigure campus road schematics
- Continue to identify site-specific enhancements at extended sites

**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 Facilities Management Group; Physical Plant Operations Group and other project plan documentation.

**Use of Results:** Improve, maintain, preserve and protect the physical resources of the Institution.
Strategic Goal 4: Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites

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

Strategies and Action Plans:
- Assess, plan for, and evaluate University safety and security operations in order to ensure compliance with regulatory agencies annually
- Seek funding from outside sources to ensure additional health and safety opportunities and resources
- Communicate the University’s Health and Safety Manual, including the University Crisis Plan
- Coordinate on-campus and off-campus resources (e.g. human resources, student services, housing, county health departments, external counseling agencies etc.) to provide community health and well-being resources to ensure compliance
- Conduct an annual assessment of physical plant and facilities, focusing on safety and health issues (posted evacuation plans, lighting, traffic signs, alarm systems, call boxes, and camera systems, security and access control)
- Support training opportunities for health and safety issues
- Coordinate and implement handling of hazardous materials and biological waste in compliance with applicable local, state and federal regulations
- Implement access control in all new facilities on campus
- Continue to expand the security call phone system and utilization of campus siren
- Enhance participation in Emergency Alert System
- Enhance current fire drill procedures for administrative buildings
- Designation of shelter in place for each facility
- Mock emergency drill conducted on a scheduled basis
- Assist with educating students about campus, personal and situational safety
- Ongoing enhancement of safety and maintenance support at extended learning sites
- Increased training of police officers on Campus Save initiative and sexual assault investigation
- Posting of evacuation routes on all floors of all buildings

Responsible: IT 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, Risk and Insurance Manager, and Chair of the Institutional Biological and Chemistry Safety Committee.

Time Frame: Annual or as needed.

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

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

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

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

Strategies and Action Plans:

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

Responsibility: Human Resources and the Vice President for Administration

Time Frame: Ongoing.

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

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

Use of Results: For the improvement of services and support of the University’s mission
Strategic Goal 5:
Ensure effective and efficient use of technology
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

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

Strategies and Action Plans:

- Actively participate in budgeting process of new and proposed initiatives
- Identify and prioritize department and program technology requests for existing programs
- Identify cost effective solutions to meet technological needs
- Identify budget resources for upgrades, maintenance, support and training
- Develop university purchasing, life-cycle management and maintenance schedule
- Assess technology initiatives to determine adequate resources
- Procure adequate instructional technology (e.g., laptops) for 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

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

Time Frame: Continuous.

Resources Required: Included in Information Services 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
- Review, assess and analyze network monitoring reports
- Identify additional or new technology needs in new and existing buildings
- Identify additional or new technology needs for new and existing programs
- Review, assess and modify Disaster Recovery Plan for Information Services
- Continue implementation of safety plan to including access control, video surveillance and fire and smoke detection
- Maintain appropriate support for security services
- Run fiber optic cable to new and existing facilities to expand Sigmon Communications Center broadcasting infrastructure
- Partner with vendors to identify and improve bandwidth and performance on applications hosted off-site

Responsibility: IS, Security and Information Technology Committee

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 COBIT.

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

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

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

Responsibility: Information Services, Center for Teaching and Learning Excellence, Academic Affairs, Office of Institutional Research and Student Support Services

Time Frame: Continuous.

Resources Required: Basic resources included in Information Services 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 Information Services Helpdesk support
- Continue campus-wide campaign to communicate help desk support procedures
- Review and analyze Helpdesk service and support logs
- Create and analyze Helpdesk FAQ and online support documentation
- Encourage the use of campus portal (Pathway)
- Analyze trends for user support frequency and staff appropriately
- Review, assess and modify Information Services Policies and Procedures as needed
- Review, assess, and modify the student and employee handbooks for technology policy changes
- Provide user-friendly guest access to LMU wireless
- Procure adequate instructional technology (e.g., laptops) for adjunct faculty
- Develop policies and procedures for granting appropriate guest access to technology, facilities and services
- Support campus and community events

Responsibility: IS, Director of Social Networking and President’s Cabinet.

Time Frame: Continuous.

Resources Required: Basic resources included in Information Services budget.

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

Use of Results: To ensure user support for technology for faculty, staff and students
Strategic Goal 5: 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:
- Continue to investigate the potential for a new communication center
- Provide additional staff training to minimize air down time
- Establish additional advertising accounts and programming opportunities
- Support campus events, public relations and marketing and community events
- Maintain Federal Communications Commission (FCC) and other regulatory guidelines
- Maintain required memberships and licensing
- Explore opportunities in internet broadcasting for television
- Support a communication plan to advertise services to the LMU community
- Initiate more student involvement with productions
- Continue to foster collaboration between academics, administrative departments, and Sigmon
- Support necessary upgrades to Sigmon Communications Center broadcasting infrastructure

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

Time Frame: Continuous.

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


Use of Results: To enhance the student learning experience, provide services to the University and community, maintain up-to-date technology for TV and radio, and maintain quality services.
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

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

Strategies and Action Plans:

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


Time Frame: Continuous.

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

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

Use of Results: Identify additional needs to support research initiatives.
Strategic Goal 5: Provide and maintain effective and efficient utilization of technological resources.

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

Strategies and Action Plans:

- Maintain communication with current web design firm on redesign of website
- Utilize Director of Web Development for support of content management system and other development as needed
- Develop a dynamic/responsive website to allow viewing on all electronic devices
- Centralize web page maintenance
- Consult with the office of PR and Marketing to facilitate consistent design and brand use across all LMU web pages
- Create and maintain an effective content management system
- Investigate software options to enhance University website, including e-Commerce (beyond what is currently available through iModules/alumni community)
- Initiate a process for approval to allow updated directories
- Empower department heads or designee to review, assess and modify website content
- Work with office of PR and Marketing to assess marketing needs for the website and third-party platform resources
- Provide and review analytics report on an ongoing basis to determine security threats and marketing opportunities
- Develop training and communication plan for redesigned website launch and maintenance

Responsibility: Information Services, 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:

- Use the AHSS form as a template for logging service, scholarly activity and campus service institution-wide. This will provide a means for public relations opportunities, advertising, tracking and recruitment.
- Maintain listings of internal experts
- Host quarterly open social and informational events at University Faculty Club and extended learning sites in order to foster a sense of faculty/staff community, share new program initiatives and provide collaborative and social opportunities
- Utilize cross-departmental experts to create fundraising opportunities
- Create dedicated section on main LMU website to promote new initiatives, and utilize Outlook calendar invitations to announce scheduled events and encourage attendance
- Continue to provide opportunities for local high school teachers to meet faculty/staff and coordinate with faculty to provide opportunities for guest lecturers
- Promote the use of Pathway notifications for campus communication

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

Time Frame: Ongoing

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

Assessment:

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

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

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

Strategies and Action Plans:

- Maintain best advancement practices with the University Advancement division and adhere to established fundraising code of ethics by Council for Advancement and Support Education (CASE) and National Association of College and University Business Officers (NACUBO)
- Identify and cultivate donors who have the potential to give unrestricted gifts annually
- Emphasize the concepts of Values – Education – Service as it applies to giving
- Support efforts to enhance University-wide research. (3.3.1, 3.3.5, 3.7.3, 3.8.1—Principles of Accreditation)
- Solicit all members of the Board of Trustees to commit a yearly gift to the Annual Fund (Goal of 100% participation)
- Request all members of the President’s Cabinet to participate in the Annual Fund (Goal of 100% participation)
- Encourage University Advancement staff to continue to contribute to the Annual Fund (Goal of 100% participation)
- Encourage all members of the Alumni Board to contribute to Annual Fund (Goal of 100% participation)
- Collaborate with deans, departmental chairs and all campus constituencies to increase current faculty/staff giving with the goal of 50% participation for FY 2015-16, 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
- 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 CampusLinc, Alumnus, the Blue and Gray, and other publications as needed, and will include self-mailer formats where appropriate and direct mail appeals
- Increase efforts to solicit potential donors. Target special interest groups, honorary degree recipients, recipients of institutional awards, corporations, professional organizations and parents. The University president will continue to call on the top 1% of 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 such as World War II era groups.
• Educate alumni about the increased need for scholarship funding for veterans and dependents
• Explore ways to recognize LMU’s alumni veterans at special events
• Involve students in philanthropy from the time of enrollment through legacy programs
• 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
• Explore new affinity programs
• Continue communication with Human Resources personnel on payroll deduction procedures
• Disseminate trustee letters to target groups
• Solicit Last Year but Unfortunately Not This Year (LYBUNTS) (donors who gave last year but not this year) and Some Year but Unfortunately Not This Year (SYBUNTS) (donors who gave some year but not this year) by state according to divided territory
• Collaborate with Abraham Lincoln Library and Museum (ALLM) staff to develop a list of contacts for annual support to include the Lincoln Letters, former donors to the Museum, and the Museum visitors list. Names will be compiled into a master solicitation list.
• Continue to collaborate with the J. Frank White Academy (JFWA) principal to maintain a list of contacts for annual support to include parents and relatives and graduates of the Academy
• Develop a list of contacts with the Athletics staff for annual support to include graduates who participated in athletics
• Partner with athletics on annual golf tournament, auction, and other fundraising events
• Continue to develop the role of volunteers in the overall fundraising program
• Work with staff senate and faculty senate to address giving options
• Establish personal visit goals for athletics, the Abraham Lincoln Library and Museum (ALLM), and JFWA in cooperation with their supervisors
• Utilize prospect research to build information about alumni, friends, and potential prospects
• Support initiatives to demonstrate adequate resources for accreditation standards
• Pursue private foundation dollars to fund University projects
• Continue to evaluate phonathon program
• 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 RotationsLINC e-newsletter to medical students on clinical rotations
• Expand the use of iModules Alumni Community as an online registration tool
• Expand alumni chapter membership and events, and investigate new locations for chapters
• Expand alumni travel program
• Implement Multi Variable Testing (MVT) factors for during 2015-16
• Coordinate LMU Student Awards Day program utilizing annual scholarships
• Initiate fundraising activities to support research and scholarly activity
• Explore opportunities to contribute to LMU at corporate point-of-purchase

Responsibility: Vice President for University Advancement, President, President’s Cabinet, UA, and Board of Trustees in cooperation with deans, chairs, program directors and other designated faculty and staff (3.2.12—Principles of Accreditation).

Time Frame: Ongoing.

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

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

Use of Results: To support current operating expenses.
Strategic Goal 6: Enhance resources

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

Strategies and Action Plans:
- Support efforts to enhance University-wide research (3.3.1, 3.3.5, 3.7.3, 3.8.1—Principles of Accreditation)
- Research, identify, and cultivate potential donors who have the capacity to endow chairs at a minimum of $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
- Target 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
  o 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
  o Cultivate and solicit the World War II era group for increased gifts through estate plans by the fundraising arm of the University Advancement staff
  o Re-evaluate fundraisers’ respective calls lists, including the president’s call list
  o Increase number of grant proposals for grants to endowment projects
- Increase the number of the Circle of Friends for Endowment gift club
- Review prospects with the Development Committee of the Board of Trustees, the president of the University (3.2.12 – Principles of Accreditation), the chairman of the Board, and the chairman of the Executive Committee
- Feature donors who have already made estate plans in the Alumnus magazine
- Feature long-term donors in publications and on the website
- Collect and scan documentation for planned giving through ImageNow
- Utilize DonorSearch prospect research services
- Expand solicitation of foundations, professional organizations, corporations, and government agencies that support endowment endeavors
- Pursue private foundations
- Establish endowment levels required for maintenance of each facility on campus with coordination with the vice president for Finance
- Support additional scholarship funding for Honors Scholars
- Educate University community on importance of speaking with consistent message
- Continue to coordinate LMU Student Awards and Recognition program and recognize endowed scholarship donors
- Initiate fundraising activities to support research and scholarly activity
- Marketing dollars for developing new programs
Responsibility: Vice President for University Advancement, President, President’s Cabinet, UA, Student Awards Committee, and Board of Trustees in cooperation with designated faculty and staff.

Time Frame: Ongoing.

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

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

Use of Results:
- To increase endowed scholarships to enable students to attend LMU as cited in our mission statement
- To increase communication to and involvement with the Board of Trustees and alumni through the class agents program, friends of the University, and foundations and corporations and other granting agencies
- To demonstrate that best practices in fund raising are addressed and maintained, to ensure that calls are made on a timely basis, and to ensure that budget relief for academic areas, as well as capital projects, is provided
Strategic Goal 6: Enhance resources

Objective 6.4: Market and promote the University locally, regionally, nationally and internationally by use of all electronic and non-electronic media sources to support current recruitment, retention, and fund raising goals cited in appropriate departmental strategic plans, and to increase pride in the University Alcoa (Blount County), Alcoa City Center; Chattanooga, TN (Chattanooga State Community College); Corbin, KY (Baptist Health; Ewing, VA, extension of Harrogate Campus (DeBusk Veterinary Teaching Center; Kingsport, TN (Kingsport Center for Higher Education); Cumberland Gap, TN, extension of Harrogate campus; Knoxville, TN, Cedar Bluff and Duncan School of Law; Middlesboro, KY (Southeast Kentucky Community and Technical College); Morristown, TN and Sevierville, TN (Walters State Community College campus). (1.1 and 4.6—Principles of Accreditation).

Strategies and Action Plans:

- Support efforts to promote University-wide research and scholarly activities (3.3.1, 3.3.5, 3.7.3, 3.8.1—Principles of Accreditation)
- Support the University’s Information Literacy through internal promotion and marketing
- Emphasize the concepts of Values – Education – Service as it applies to giving
- Update marketing plan to ensure funding and effective promotions of the University’s programs by sending out timely news releases and by utilizing the World Wide Web, social media and all other media resources
- Collaborate with Arts in the Gap Advisory Council to promote programming and increase visibility
- Utilize social media sites including Facebook, Twitter and YouTube to market and brand the University
- Market the University to alumni through the Alumni Online Community
- Educate University community on importance of speaking with consistent message
- Identify human interest stories throughout the University to pitch to national media, with the goal of five or more per year. Work with University departments to cultivate projects of national interest.
- Include in the program budget pro forma adequate funding for marketing new programs
- Convene meetings each semester with marketing committee to explore additional marketing strategies for all areas
- Meet individually with each dean once per year and develop specific marketing plans for each school. Conduct periodic dean’s meetings with all deans in one room with marketing leadership.
- Attend the Board of Trustees Marketing Committee meetings to identify emerging programs in need of marketing, and to assist in developing long-range plans.
- Partner with Sigmon Communications to produce video segments/news releases to be loaded on the LMU website and YouTube for individual departments, schools, and faculty.
- Develop high quality promotional materials including posters for specific programs for wide distribution, including community colleges, career centers, and employers
- Communicate regularly with extended learning sites to ensure that their needs with regard to printed material
• Distribute the Blue and Gray newsletter, the Alumnus magazine, CommunityLinc, AlumniLinc, AlumniLinc Quick Fact, Bridge Builder Heritage Society Newsletter, CampusLinc and Raising the Bar

• Promote international studies programs including the Kanto Program, World School, parents, and international residents from the community

• Take advantage of marketing benefits of consortium agreements

• Expand internal experts listing

• Reinforce use of the University style manual and maintain a consistent identity in all marketing initiatives as defined in the manual available on the LMU Pathway and the website

• Cooperate with the Risk and Insurance Manager in trademarking the University word marks and logos, and rolling out these word marks and logos internally and externally.

• Publish donor recognition notices in appropriate media

• Distribute planned giving materials by web, newsletter and other media

• Plan and coordinate community service initiatives including Rural Area Medical center (RAM) in 2017 to help promote the University’s mission of service to humanity

• Promote the culture of service among faculty, staff and students through participation in external charitable events

• Market the free services available to the community, including the Harrogate park, walking trails, organic garden, and others

• Continue to promote LMU through collaboration with LMU-TV and Sigmon Communications Center

• Support initiative to demonstrate adequate resources for accreditation standards

• Develop and execute marketing plan to grow patient base at University Medical Clinic

• Promote the Honors Scholars program through web, social media, and all print media

• Promote and facilitate increased use of LMU Pathway Portal

• Integrate JFWA marketing in TV spots and on-campus, and on public-access local channels

• Investigate creation of a JFWA alumni directory

• Continue to produce comprehensive marketing strategies for all LMU programs and events

• Continue to implement overarching strategy with distinct talking points for CVM recruitment of faculty, students and clinical sites

• Broaden the use of testimonials (parents, students within specific majors, faculty, staff, alumni) using social media in conjunction with the Merit Pages system to recognize student achievement

• Continue internal marketing plan to educate students on the Merit Page program and how LMU will utilize Merit Badges to promote student achievements

• Collaborate on marketing proposal for JFWA residential and lower grade programs

• Maintain and update recruiting materials for all programs as needed

• Continue to facilitate classroom visits with faculty, inviting alumni, local teachers and business leaders to speak about career opportunities and finding success in their field

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• Ensure that communication flows from departments to staff that develop recruitment materials, marketing, and social media so that incoming students and change majors are informed about what careers are available, and what employment opportunities exist within academic programs.

Responsibility: Senior Director of Marketing and Public Relations, the Director of Marketing and Public Relations for Health Sciences, Director of Publications, Director of Alumni Services, Web Developer, Director of Social Networking, and the Sports Information Director in cooperation with the and designated faculty and staff.

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

Resources Required: University Advancement/Marketing Public Relations Travel, Postage, Printing, Publications, Advertising and Photographic Services budget lines; similar budget lines within the DCOM and undergraduate admissions budgets are also required.

Assessment:
• Continue market research with respect to marketing for admissions at undergraduate and graduate level
• Use VOCUS data

Use of Results:
• Improve integrated marketing and brand awareness
• Improve goodwill through improved personal relationships between regional community leaders and University officials, faculty and staff
• Provide accurate information to aid effective marketing and promotion of the University
• Improve communication between internal and external markets through coordinated efforts of the Marketing Committee
• Utilize data to demonstrate connection between marketing efforts, recruitment and retention, and gift income
• Improve marketing efforts at extended learning sites with respect to new and existing programs
Strategic Goal 6: Enhance resources

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

Strategies and Action Plans:
- Identify, cultivate and solicit donors to provide revenue for identified initiatives
- Campus Capital Improvements: Lincoln Memorial University has the opportunity to complete a number of significant improvements to its Harrogate and extended learning sites. These projects directly benefit students and faculty as they enjoy the diverse educational opportunities of LMU.
- Monitor facility needs and improvements for extended learning sites
- Construct new residence hall
- Build student center
- Continue accreditation/upgrades at LMU-DSOL
- Improvements at the Abraham Lincoln Library and Museum through Kincaid gift
- Improvements at the Carnegie Vincent Library
- Continue to evaluate Hitting/Pitching Complex
- Continue upgrades at Duke Hall of Citizenship
- Continue upgrades at DCOM
- Continue renovation of facilities in Cumberland Gap
- Renovate Grant-Lee Hall
- Democrat Hollow Renovation Project
- Construct Burchett Communications and Technology Center
- Improve Athletics Facilities
- Remodel rental property adjacent to campus
- Expansion of Athletic Training resources adjacent to campus
- Remodel of University Inn pool
- Remodel of Liles and West
- Remodel of cafeteria
- Track and field facilities
- Lacrosse facilities
- New Maintenance building
- Construct on-campus Veterinary Medicine facility (adding labs, lecture halls and office space)
- Additional water storage tank to support irrigation and fire sprinkler systems
- Construction of facility for conservation biology teaching and research, to replace pottery shop and CMRC building
- Remodel of Mary Annan Natatorium
- Development of social science lab
- New water plant facility
- Enhance campus lighting
- Enhance campus sidewalks
- Upgrade Schenk Center to support Veterinary Technology program
- Increase endowment funds
- Increase Annual Fund

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

**Time Frame:** Review progress monthly and on June 30.

**Resources Required:** University Advancement Travel, Printing, Postage and Entertainment budget lines

**Assessment:**
- Review monthly giving reports
- Meet monthly with Finance to review capital projects and budget pro formas for new projects to ensure adequate resources for the division

**Use of results:**
- Plan effectively as we target our fund raising territory and major donors
- Document ROI of fund raising travel plan for major donors
- Review fund raising priorities and ensure that priorities align with academic and non-academic division planning
- Utilize fund raising data to chart our progress on approved projects
- Review Campus Master Plan as needed to make the connection between fund raising and capital projects
- Demonstrate that best practices in fund raising are addressed and maintained, to ensure that calls are made on a timely basis, and to ensure that budget relief for academic areas, as well as capital projects, are provided
Strategic Goal 6: *Enhance resources*

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

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
- Implement Michelangelo software to facilitate gift officer access to donor information
- Provide alumni and donor data as requested for departmental fundraising efforts

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

Time Frame: Ongoing.

Resources Required: Costs covered under Information Services budget.

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

Use of results: Improved return on investment for all forms of interaction with alumni, friends and donors.
Strategic Goal 6: Enhance resources

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

Strategies and Action Plans:

- Participate in accreditation activities and planning through representative membership on committees addressing compliance with specific components of the Principles of Accreditation: Foundations for Quality Enhancement (2.5—Principles of Accreditation)
- Monitor changes in the University’s academic program and make adjustments in staffing that promote the success of new and continuing programs in meeting the expectations of program and institutional accreditation associations
- Study the organizational structure 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 and its expanded role in grant development to support LMU’s Level VI status with development of additional doctoral level programs
- Support increased funding for faculty research and scholarly activities
- Participate in accreditation activities and planning through representative membership on committees addressing compliance with specific components of the Principles of Accreditation: Foundations for Quality Enhancement
- Review program accreditation as it relates to student scholarship support

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

Time Frame: Ongoing.

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

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

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

Objective 6.8: Enhance legislative relationships.

Strategies and Action Plans:

- Coordinate with Vice President for Public Affairs and University Counsel to facilitate effective legislative interactions
- Identify opportunities to meet regularly with federal, state and local officials and their staff
- Act as a resource for local and regional data as requested by external legislators
- Monitor state and federal policies capable of impacting University functions and programs
- Monitor TICUA alerts and distribute where appropriate across campus
- Continue to offer externships to federal, state and local legal officials through LMU-DSOL
- Continue providing legal education to judicial organizations upon their request
- Investigate federal, state and local funding opportunities for the CVM facility and other initiatives

Responsibility: Vice President of University Advancement, Vice President for Public Affairs, Director of Major Gifts in cooperation with the President and Board of Trustees, LMU-DSOL, and Institute for Collaborative Leadership

Time Frame: Ongoing.

Resources Required: University Advancement Travel and other appropriate University budget lines.

Assessment: Document relevant legislation, dollars received, and number of externs utilized in relation to LMU’s funding priorities.

Use of results: Implementation of funded programs, facilities and other capital projects; and other impact on the University budget
Strategic Goal 7:
Assess and enhance University-wide research and scholarly activity
Strategic Goal 7: Assess and enhance University-wide research and scholarly activity

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

Strategies and Action Plans:
- Continue to examine membership of Committee on Scholarly Activities (COSA) to ensure adequate representation of academic colleges/schools and entities
- Clearly define and disseminate differences between faculty development and mini-grants support for scholarly activity
- Work with the Deans through the COSA to develop processes and support for student scholarly activities
- Review, evaluate and revise policies and procedures pertaining to research and scholarly activities
- Develop efficient self-reporting methods ensuring the Office of Research, Grants and Sponsored Programs (ORGSP) receives notice of research and scholarly activity in a timely manner
- Review, evaluate and refine methods of disseminating research and scholarly activity both internally and externally including coordination with the Office of Public Relations (e.g., Scholar of the month)
- Facilitate the integration of research and scholarly activities throughout the university-wide curricula
- Foster the development of multi-institutional local, state, national and international partnerships

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

Time Frame: Initial and ongoing.

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

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

Use of Results: For the continued development and support of the research portion of the University’s overall mission.
Strategic Goal 7: Assess and enhance University-wide research and scholarly activity

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

Strategies and Action Plans:

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

Responsibility: Vice President for Research, Assistant Vice President of Health Sciences Research, Office of Finance, Dean of Administration, Risk and Insurance, Director of Library, Executive Director of the ORGSP, Post-Award Grants Manager, IS, Chair of Institutional Biological and Chemical Safety Committee, and Committee on Scholarly Activities (COSA).
Time Frame: Initial and ongoing. Any changes with fiscal impact must be included in the budget planning process, due October 1.

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

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

Use of Results: For the continued development and support of the research and scholarly activities portion of the University’s overall mission.
Strategic Goal 7: Assess and enhance University-wide research and scholarly activity

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

Strategies and Action Plans:

- Office of Research and Sponsored Programs advocates identified and prioritized needs for research and scholarly activities
- Establish guidelines for levels of startup funds for new faculty tailored to research and scholarly activity expectations of the new faculty member(s)
- Review and refine incentive structures for research and scholarly activity
  - Scholarly funding for travel and publications
  - Individual membership in scholarly associations, societies and councils.
  - Sabbatical leave policy and funding
  - Rank advancement standards and incentive compensation increments
  - Reassignment of time in order to achieve a 9 hour undergraduate semester instructional work load and 6 hour scholarly activity/service work load
  - Expected incremental scholarly output increase
  - Scholarship Support Services
- Develop new programs that foster interdisciplinary, multidisciplinary and interprofessional research and scholarly activities
- Explore the need for a University statistician to support faculty/staff research statistical design and data analysis
- Implement the External Funding Incentive Pay Plan
- Implement a university intellectual properties policy
- Develop an institutional conflict of interest policy regarding research
- Develop and support national and international programs that foster student scholarly activities including academic honor societies and Honors Scholars Program
- Support and mentor the professional development of all faculty to become nationally and internationally recognized leaders in their academic disciplines

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

Time Frame: Initial and ongoing.

Resources Required: Cost to be determined, Information Resources.

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

Use of Results: For the continued development and support of the research portion of the University’s overall mission.
Strategic Goal 7: Assess and enhance University-wide research and scholarly activity

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

Strategies and Action Plans:
- Identify short-term and long-term facility needs ensuring future competitiveness of research and scholarly activities
  - Identify and develop research space for the Social Sciences and conservation biology
- Identify information technology, library and support services to facilitate research and scholarly activities
- Ensure that all facilities comply with laboratory health, safety and environmental protection regulations
- Support Space Allocation Committee policies and procedures for space allocation of dedicated laboratory research facilities
- 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 including the Abraham Lincoln Library and Museum

Responsibility: Vice President for Research, Assistant Vice President for Health Sciences Research, Vice President for Administration, Vice President for Finance, Director of Abraham Lincoln Library and Museum, Chief Information Officer, ADA Coordinator, Chairs of IACUC, IBC and IRB, and Director of the Library.

Time Frame: Initial and ongoing.

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

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

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

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

Strategies and Action Plans:

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

Responsibility: Vice President for Research, Assistant Vice President for Health Sciences Research, Provost/VPAA, Deans of Schools/Colleges, Chairs of departments/program directors.

Time Frame: Initial and ongoing.

Resources Required: Cost to be determined.

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

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