Section I
Strategic Plan Overview and Introduction
2017- 2022
I. Planning Process

The planning process at Lincoln Memorial University incorporates:

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

Lincoln Memorial University has a strong commitment to an orderly and timely planning, budgeting and assessment process, which facilitates institutional effectiveness. The President, Board of Trustees, Cabinet, and other administrative officers, faculty, and staff have responsibilities for and opportunities to participate in the process. The University Mission and Values provide guidance in the prioritization of activities and funding necessary for the achievement of the overall Vision. 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 comprehensive values-based learning community dedicated to providing quality educational experiences.

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, service, and research opportunities available to students, Lincoln Memorial University seeks to advance life throughout the Appalachian region and beyond.

Revised July 8, 2015; approved by Board of Trustees, May 6, 2016.
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
2016-2021 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
Institutional Effectiveness:
- Received approval from Kentucky (KY-CPE) for Online Campus
- Received approval from Kentucky (KY-CPE) to deliver RN-BSN & DNP programs
- Received approval from Alabama Commission on Higher Education for DCOM and Carter and Moyers School of Education
- Received approval to participate in NC-SARA
- Submitted application for Florida Provisional License (CSON programs in Tampa)
- Assisted Academic Affairs with SACSCOC Substantive Changes (DBA, MS Business Analytics)
- Assisted with Master of Public Health (MPH) prospectus

Allied Health Sciences
Athletic Training Program (ATP)
- 2014-2015 CAATE annual report submitted on October 14, 2015
- Progress report related to the May 26, 2015 rejoinder was submitted to CAATE on December 1, 2015
- Formally accepted probation status from CAATE on March 22, 2016 due to continued non-compliance with standard 11, regarding below-average Board of Certification (BOC) examination performance by ATP students
- 100% (5/5) students passed the BOC examination on first attempt in April 2016
  - The revised three-year aggregate pass rate is now 81.8% (9/11)

Medical Laboratory Science Program (MLSP)
- Achieved 16 consecutive classes with 100% first attempt pass rate on the American Society for Clinical Pathology (ASCP) Board of Certification (BOC) examination
- The next National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) self-study is due April 1, 2018, with a site visit scheduled in the fall of 2018

Veterinary Health Science Program (VHSP)
- Program awarded its first associate degree in May 2015
- Four VHSP students applied to the LMU CVM for the Fall 2015 semester; all four were accepted and seated
- Program awarded its first bachelor degree in May 2016
- Three VHSP graduates (one AS, two BS) and one non-degree seeking student applied to the LMU CVM for the Fall 2016 semester
  - All four were accepted; three accepted seats at LMU, one accepted a seat at another college of veterinary medicine

Veterinary Medical Technology Program (VMTP)
VMTP submitted a Substantive Change report to the American Veterinary Medical Association (AVMA) Council on Veterinary Technician Education and Activities (CVTEA) in August 2015 reflecting the Program Director change

Self-study was submitted to the AVMA-CVTEA in February 2016

AVMA-CVTEA site visit took place on March 30 – April 1, 2016; while the program will not receive an official report of evaluation until November 2016, the preliminary report is positive.

In 2015, 69% (20/29) of VMTP graduates passed the Veterinary Technician National Examination (VTNE) on first attempt.

100% (3/3) of VMTP graduates passed the VTNE on first attempt in the March-April 2016 testing window.

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

- Expanded sites for the Psychology program were approved in Tennessee: Peninsula Mental Health, Ridgeview Mental Health, Cherokee Health Center; and Kentucky: Chip-Hale Center, Trillium Center of Baptist Hospital, and Pineville Hospital.
- The Political Science program hired its first full-time faculty member; developed new course offerings in International Relations, Political Philosophy, the American Presidency, American Foreign and Security Policy, and Public Administration.
- The Criminal Justice program revised the undergraduate program around two concentrations of Law Enforcement and Law & Society.
- The History Program sponsored the ISIL/ISIS forum on Thursday, October 29; faculty and students participated on a panel in front of a full audience.
- Beginning Fall 2016 the English Program will offer two freshman composition courses and three sophomore literature options to replace the current General Education English requirements (ENGL 110, 210, and 310).
- Through the cooperation of the English program, History program and the Carter and Moyers School of Education, a new humanities course has been designed that will focus on secondary education teaching methods and improved content training for secondary education majors.
- The LMU Players and Theater program presented the play "Alice in Wonderland" in Spring 2016; in Fall 2015, it presented “The Three Musketeers”.
- The LMU Select Vocal Quartet performed at the Lincoln Birthday Celebrations in Washington DC in February 2016, including a performance at the Lincoln Memorial.
- The LMU Pep Band traveled to Frisco, Texas in March 2016 in support of the Men's basketball team at the NCAA Division II Tournament finals.
- The History program initiated the use of a national standardized test to assess student learning.

Carter & Moyers School of Education

- Preparations are being made for the 2016 year of record for CAEP.
- Collecting and preparing data and narrative for 2017 CACREP mid-cycle report.
- J. Frank White Academy
  - AdvancEd Reaffirmation Visit.
- JFWA will host AdvancEd for a Quality Assurance Review (QAR) in April 2017
- JFWA will seek Science, Technology, Engineering and Math (STEM) certification

**Caylor School of Nursing (CSON)**

- ASN NCLEX-RN pass rate is approximately 91% for calendar year 2015
- BSN NCLEX-RN pass rate for 2015 is 96.39%, the highest pass rate for any nursing school offering a BSN program in East Tennessee
- Certification rates for the MSN program are all above the national level:
  - Family Nurse Practitioner (FNP) pass rate for 2015 is 100%
  - Family Psych Mental Health (FPMHNP) pass rate for 2015 is 100%
  - Trended data for Nurse Anesthesia (NA) concentration pass rates for the last three years is approximately 84%
- The CSON received two HRSA awards for the 2015-2016 academic year totaling approximately $350,000: 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 $25,997 for 2015-16
- The CSON budget increased and was appropriate to support the record high CSON program enrollments and further program development

**Duncan School of Law**

- DSOL continues to be provisionally approved by the American Bar Association (ABA)
- DSOL’s first ABA site evaluation visit as a provisionally approved institution will be held on March 26-29, 2017
- University and DSOL administration will decide by March 2017 whether to apply for full ABA approval during the 2017-2018 academic year; if not, then DSOL will apply for full approval during the 2018-2019 academic year
- DSOL continues to be approved by the Tennessee Board of Law Examiners (TBLE) through May 31, 2018
- A five-year pro forma detailing revenue projections, personnel expenses, and operating expenses has been created for DSOL with the input and approval of the President, the Provost, the Vice President for Finance, and the Board of Trustees
- In compliance with new ABA Standards on learning outcomes and formative and summative assessment, the DSOL Curriculum Committee developed, and the faculty approved, revised institutional learning outcomes for the DSOL in 2015-16
- The Curriculum and Assessment Committees are currently in the process of mapping the learning outcomes on to the required curriculum and developing an assessment plan
- Course-level formative and summative 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
School of Business

- Quality Assurance Report approved by Accreditation Council for Business Schools and Programs (ACBSP) and previous conditions and notes removed (February 2016)
- The School of Business developed the Organizational Learning and Leadership (ORLL), Master of Science in Business Analytics (MSBA), and Doctor of Business Administration (DBA) programs
- The School of Business developed budget and assessment plans for new programs

School of Mathematics and Sciences

- The Department of Biology completed a curriculum overhaul of the Wildlife and Fisheries Biology program, resulting in the planned inclusion of elements of Environmental Science and Wildlife and Fisheries Biology programs to create a Conservation Biology major with tracks for graduate program preparation and direct workforce readiness
  - The Conservation Biology major will also include certification preparation for prospective Fisheries or Wildlife Biologists
  - Student learning outcomes and course titles were redefined to improve this program while retaining its historically successful aspects of hands-on experiences and certifications
- In response to student and faculty feedback indicating the need to provide more research opportunities and a required graduate physiology course, the Master of Science program created a separate Veterinary Biomedical Sciences major program
  - The budgetary process included a financial pro forma outlining funding for graduate student scholarship under the supervision of CVM faculty and thesis supervisory committees
  - The proposal included Student Learning Outcomes specific to this program

DeBusk College of Osteopathic Medicine (DCOM)

- Successful submission and review of class size increase 3rd progress report on July 1, 2015
  - No deficiencies found during site visit on September 30 – October 1, 2016; all standards met
  - Approval of continued progress report of class size increase granted during the December 5-6, 2015 COCA review
- Doctor of Medical Science (DMS) program prospectus approved November 11, 2015 by SACS for Fall 2016 commencement
  - Matriculation of first class is scheduled for August 2016
- Rotation affiliation agreements were made with 23 core hospitals
  - There are currently 247 slots per discipline for 219 students (projected to start rotations end of July 2016); all students are assigned to a core clinical training site
- Based on data collected from National Board of Osteopathic Medical Examiners (NBOME) 99.3% of the graduating class of 2015 who have completed all curricular requirements have passed the COMLEX Level 1 and Level II CE and PE licensing exams; 95.42% of graduates in 2015 have passed COMLEX Level 3; 95% of PA students have passed PANCE
• LMU-DCOM has placed 99.5% of its graduating class into postgraduate training programs; 61% osteopathic programs; 37% allopathic programs and 2% military programs; 27% Appalachian region; 9% in the State of Tennessee

  o Graduate Medical Education match information – 82% of 2015 graduates chose primary care residency programs; 27% in Appalachian region; 9% in TN

• As of Fall 2015, LMU-DCOM alumni tracking analysis found:

  o 97% (686/709) of DO graduates were located based on licensure information
  o 45% (310/686) of DO graduates practice in an underserved area
  o 12% (79/686) of DO graduates practice in a rural area
  o 67% (460/686) of DO graduates practice a primary care specialty
  o 27% (186/686) of DO graduates practice in Appalachia
  o 85% (255/301) of PA graduates were located based on licensure information
  o 47% (119/255) of PA graduates practice in an underserved area
  o 30% (76/255) of PA graduates practice in a rural area
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.

Progress:

Academic Affairs

Carnegie-Vincent Library (CVL):
- Library instructional sessions
  - During the last six months, the librarians have taught 80 library information sessions reaching 1,900 students, including 19 sessions in Fall 2015 at extended learning sites
- Print and electronic collections
  - DeRoyal Industries cleaned approximately 25,000 reference and special collections books via their sterilization process; books have been returned to LMU and re-shelving is ongoing
  - The “Get It Now” service has been implemented, allowing expedited access to journal articles not held in LMU collections

New General Degrees, Fall 2015:
- Associate of Science (AS)
- Associate of Arts (AA)

Center for Teaching and Learning Excellence (CTLE):
- Completed over 150 one-on-one faculty trainings/consultations related to instructional technology and online course design and delivery
- Initiated training for faculty in the new DMS online degree program
- Adopted, evaluated, and refined a new online course review format based on the Blackboard Exemplary Course Rubric for evaluation of online course content and instructional methods
- Completed 119 online course evaluations to assess the quality of online courses
- Organized fifty-three group sessions on instructional technology, Blackboard, digital literacy, teaching online and hybrid classes, ADA compliance, academic advising, and library resources
- Finalized and implemented Instructional Continuity plan across campus
- Provided individualized training sessions on iSpring Suite 7 for DCOM faculty
- Facilitated technology and training for Carter and Moyers School of Education Writing Webinar Series
- Added additional resources for faculty on the Center for Teaching and Learning Excellence website referencing teaching and learning online and 21st Century Teaching
- Launched Blackboard Collaborate Ultra, Office Mix, and VoiceThread for digital course material delivery and communication
Online Learning:

- LMU joined two consortia allowing for online courses and programs to be delivered in member states:
  - NC-SARA (National Council for State Authorization Reciprocity Agreements, 30 states)
  - SECRRA SREB’s Electronic Campus Reciprocity (Agreement, 16 states)
- Offered 67 online courses in Fall 2015 (largest number of online courses offered at LMU in one semester)
- Reviewed 85 online courses for Summer and Fall 2015
- 96% of online courses during Spring 2016 met the quality benchmark for online courses (highest score since the CTLE began evaluations and training in 2013)

Institutional Effectiveness:

- Coordinated Outcomes Assessment Reporting & Program Reviews for all schools/departments/divisions

Allied Health Sciences
Athletic Training Program (A TP)

- Concluded implementation of major program curriculum revision that aligns and adheres to the CAATE 5th edition matrix
- All five senior students attended the ACES Preparatory Workshop in January 2016 at Union College to help with BOC exam preparation
- All five senior students attended the SEATA Athletic Training Student Symposium in February 2016 in Atlanta, GA, including a BOC exam preparation workshop
- In accordance with updated CAATE standards for 2016-17, the Master of Science in Athletic Training (MSAT) will become the entry-level degree
  - All programs must transition from BSAT to MSAT before 2022
Medical Laboratory Science Program (MLSP)
• The MLSP cohort at the Kingsport Center for Higher Education (KCHE) in Kingsport, TN continues to successfully enroll a strong academic cohort each spring semester
• The MLSP will formally begin exploring expansion to the Corbin, KY site as many hospitals in the area are facing impending retirement of large portion of medical laboratory scientists
Veterinary Health Science Program (VHSP)
• Over 100 students have expressed interest in the VHSP program for Fall 2016
Veterinary Medical Technology (VMTP)
• VMTP-AS curriculum revised in April 2016 to include greater concentration in VTNE content areas in which VMTP graduates have had poor performance (dentistry and emergency/critical care)
  o Curriculum revision to be implemented in Fall 2016
• VMTP continues to use HESI mock VTNE examination and VetTechPrep course to prepare graduates for VTNE
Paul V. Hamilton School of Arts, Humanities, and Social Sciences
• Master of Science in Criminal Justice (MSCJ) is in its second year and meeting program goals
• The Media-Communications program (MCOM) offered special topics on sports journalism to engage significant number of students who have shown interest in this field
• The Master of Public Administration degree (MPA) program was introduced at the Duncan School of Law in Fall 2015
  o The MPA program has enrolled 12 students so far and is meeting its proforma goals
• The MPA and Master of Science in Criminal Justice (MSCJ) catalogs have been updated
• The English program will incorporate a Bachelor of Fine Arts (BFA) degree in writing
• The Master of Science in Criminal Justice program graduated its first student in May
• Conducted interviews with 12 prospective Honors freshman and one transfer student for Fall 2016 entry
• New 3 + 3 tracks were created in Political Science, English, and Criminal Justice which will allow students to complete the last year of their bachelor’s degree and the first year at Duncan School of Law, concurrently
• A Psychology medical-related track will be available in Fall 2016
Carter & Movers School of Education
• Conducted faculty training in rubric development and standard alignment
• Continued work on maintaining NCATE/CAEP and CACREP accreditation, as well as State of Tennessee Department of Education approval of all licensure programs
• Launched new Special Education Licensure Program
• Launched new English as a Second Language (ESL) Licensure Program
• Teaching methods courses imbedded in all undergraduate programs that offer initial teacher licensure except for business
• Program adjustments made based on outcomes data
• MEDITL Program collaborated with ITLU Program to offer additional professional
development for LMU faculty, candidates, and area school faculty
• Counseling and Guidance Program revised curriculum to reflect 2012 ASCA and 2014
ACM ethics standards, and clarified impact of Tennessee HB 1840 on professional ethics
• Co-teaching training module for mentoring teachers and candidates now offered online
• Assessment personnel attended professional conference/workshops/meetings that
included relevant topics on assessment and technology
• Maintain and continue to improve assessment processes to enhance culture of assessment
and to meet CAEP requirements

Caylor School of Nursing (CSON)
• The ACEN Spring 2016 site visit team recommended full initial accreditation for the full
five years to the Evaluation Review Panel in June 2016, and the panel agreed with the
recommendation
  o Formal notification of ACEN’s decision will be received following the
    Commission meeting in July 2016
• The DNP program will graduate its first students in August and December 2016
  o Several of these will be doing poster presentations at Sigma Theta Tau
    International as invited students at the September conference
• Notification regarding the relocation of the Corbin, KY extended learning site has been
  sent to SACS and the KY Board of Nursing
  o The required substantive change documentation has also been sent to ACEN
  o The move to the new and improved facility is anticipated for August 2016
• The University has received and signed an Operations Agreement from Florida Hospital,
  West Florida Region, to deliver CSON programs in Tampa
  o LMU has contributed efforts for the anticipated over 15,000 square feet build out,
    and an initial five year pro forma has been developed
  o The University and the CSON are currently working on securing the appropriate
    licenses and accreditations/approval processes for this endeavor
• A Dedicated Education Unit (DEU) commenced in Fall 2015 at Parkwest
  o Parkwest has since requested two DEU’s for the Covenant system, and UT
    Medical Center requested a DEU for 2016
• Exploration of both growth and relocation of Kingsport extended learning site is under
  consideration

College of Veterinary Medicine
• Cooperative Agreements between The University of Kentucky College of Agriculture,
  Food and the Environment, Department of Veterinary Science (Gluck Equine Research
  Center) and Veterinary Diagnostic Laboratory and Lincoln Memorial University College
  of Veterinary Medicine which were fully executed in March 2014 continue to be
  implemented
• Association of American Veterinary Medical Colleges (AAVMC) Member since July
  2013
• 821 Total Qualified Applications through the Veterinary Medical Colleges Application
  Service (VMCAS) to the CVM for the Third CVM Class
  o The CVM will enroll 115 students in Fall 2016
• The College of Veterinary Medicine received Provisional Accreditation status notification from the American Veterinary Medical Association Council on Education (October 2014)

• The LMU-CVM submitted a biannual report to the American Veterinary Medical Association Council on Education (COE) in July 2015 and an October 2015 comprehensive self-study document to the COE

• An American Veterinary Medical Association Council on Education Site Visit was conducted December 13-17, 2015

• The LMU-CVM submitted a biannual report to the American Veterinary Medical Association Council on Education (COE) in January 2016 and a CVM Research Plan in February 2016

• All three students accepted from the 2014-2015 MS program are now in the CVM Class of 2019
  o There are currently 20 students in the veterinary track and all 19 that applied to LMU-CVM Class of 2020 were accepted

• The CVM is working with the LMU School of Business to offer the dual degree DVM-MBA program
  o The program is the 3rd in the country of its kind

• DVM-PhD offered in collaboration with the University of Kentucky (UK)
  o The PhD will be awarded from UK

Duncan School of Law

• The law school has restructured its legal research, legal writing, and academic success programs for first-year and second-year students, beginning in the Fall 2016 semester

• Students will take one credit of Legal Research and two credits of Legal Communication in each of the first three semesters

• The goals of these changes are to develop LMU-DSOL students' legal communication skills at an earlier stage, link legal research more closely to legal writing, and increase the effectiveness of our academic success program

• The ASP courses have been renamed as Legal Foundation courses and continue to evolve
  o LMU-DSOL’s Bridge Week has been remodeled to impart many of the skills admitted students will need during their legal education before they matriculate

• Two faculty members were added in 2015-16 who focus primarily on the legal writing and academic success programs
  o Increased resources and changes to these foundational courses helped the law school cut its first-year attrition by more than 50 percent in 2015-16, relative to 2014-15

• Courses offered for the first time at DSOL in 2015-16 include Intellectual Property, Legislation and Regulation, Estate Planning, Domestic Violence Law: Clinical Experience, Interviewing and Counseling, and Comparative Legal Traditions
School of Business
- Associate of Business Administration degree (reinstated Fall 2015)
- Sport Management Program with undergraduate, graduate, and doctoral degrees (courses to begin Fall 2016)
- Business Analytics Program with undergraduate and graduate degrees (courses to begin Fall 2016 at Duncan School of Law site)
- Doctor of Business Administration (DBA) degree; general DBA to be offered initially with potential for concentrations (courses to begin Fall 2016 at Duncan School of Law site)
- Doctor of Veterinary Medicine and Master of Business Administration dual degree program (courses to begin Summer 2016)
- The School of Business completed Outcomes Assessment Reports for all its programs which will communicate program improvements to be implemented in the next academic year.

School of Mathematics and Sciences
- Created a Conservation Biology major as indicated by program review and feedback from our constituencies
  - This was an outgrowth of existing majors in Environmental Science and in Wildlife and Fisheries Biology
- Created a Veterinary Biomedical Science program in collaboration with the College of Veterinary Medicine following the model of the successful Biomedical Professions program (both designed to bridge between undergraduate and professional school programs)
  - The core curriculum of the Master of Science program is used along with a required scholarly research project or thesis as well as LSCI 510 Advanced Physiology
  - The research students in this program received support for research supplies and for presentation at a scholarly meeting

DeBusk College of Osteopathic Medicine
- The Office of Educational Development and Assessment conducted 11 programs for 1st and 2nd year faculty
- The LMU-DCOM CME/Preceptor Development Office conducted 14 faculty development programs for physicians who supervise students on clinical rotations
  - Most programs were conducted at the distant regional locations
  - Additionally, eight enduring materials are available online for preceptor
- An Interprofessional Education (IPE) pilot was conducted at the LMU Medical Clinic that included DO, PA, and Graduate Nursing students
**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 signed memoranda of understanding with three new partner schools:
  - Jiangxi Normal University (China)
  - Liaochang University (China)
- LMU joined four international consortia:
  - Study Tennessee
  - Cooperative Center for Study Abroad (CCSA)
  - Kentucky Institute for International Studies
  - Consortium for Global Education (CGE)
- LMU-Chukyo University Student Exchange Program (Japan): four LMU students to attend the Fall 2016 semester at Chukyo’s Nagoya campus (up from two students during the previous year)
- Sixteen LMU students attended credit-bearing study abroad programs (up from one student during the previous year)
- Six LMU students awarded scholarships from the President’s Study Abroad Scholarship fund
- Six teachers from Gannan Medical University (China) attended Fall 2015 Immersion Program.
- 70 students from Kanto International High School (Japan) attended Spring 2016 Immersion Program
- J. Frank White Academy sent four people (three students, one teacher) to Busto Arsizio, Italy, as part of World School delegation

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

- Classes in beginning and intermediate Chinese and Japanese continue to be offered by the Department of Literature and Language
- In Summer 2015 an LMU student (History major) was selected for a Ledford Grant to visit and work at an archeological dig in Rome, Italy
- The Religion/Philosophy program created a new course, Islam, for the coming academic year
- An AHSS faculty member is currently working with several colleagues and students to translate his two criminal justice books into other languages (Spanish, French, Traditional Chinese, and Japanese)
- An AHSS faculty member is currently teaching two courses, Mass Communication Theory and Communication and Journalism at Ramkamnhaeng University in Bangkok, Thailand.
• An AHSS faculty member taught criminal justice courses for three weeks in China this summer.
• Three Humanities students are currently participating in a summer abroad program in England.
• Two Chinese students are enrolled in the MSCJ program; one Chinese student is enrolled in the MPA program.

Carter & Movers School of Education
• Scheduled EdD concentrations in Higher Education and Executive Leadership on Harrogate campus for international students.

Duncan School of Law
• DSOL sent a tenured faculty member and five law students to China for two weeks in Summer 2016 as part of the University’s exchange program with Liaocheng University.
• Two Special Topic elective courses were developed by the faculty member, with input from DSOL’s Associate Dean for Academics and the Program Director.
• The faculty member and students were exposed to lectures by Liaocheng University faculty, the Chinese judicial system, and tours to significant Chinese historical sites, among other cultural exchange opportunities.

School of Business
• The School of Business sent three faculty to China and two faculty to England for inaugural international visit exchange.
• The School of Business signed memorandums of development and understanding, and student and faculty exchanges were discussed.

School of Mathematics and Sciences
• A legal agreement with the University of Costa Rica (UCR) for faculty research exchange should be signed by August 1, 2016.
  ◦ Included activities will commence in the 2016-2017 academic year.
• A legal agreement with the UCR for student exchange in the form of a course taught by faculty of both universities and portions at LMU and in Costa Rica should be signed by August 1, 2016.
  ◦ These activities are anticipated in the 2017-2018 academic year.
• An undergraduate biology student is conducting research in Costa Rica during Summer 2016.

DeBusk College of Osteopathic Medicine
• Continued affiliation agreement with James Cook University College of Medicine and Dentistry, Queensland, Australia and Gannnan Medical University in Ganzhou City, Jiangxi Provence, China.
• The LMU-DCOM PA program is currently in the process of developing an affiliation agreement with the University of the West England in Bristol, England.
• LMU-DCOM students (DO and PA students) are involved in the International Medicine Program.
The number of students involved in International medical outreach and international rotations for this reporting period is listed below:

- Two (2) DO students received $2,500 scholarship each to cover expenses to complete a 4-week rotation in Australia; two (2) students also received $7,500 scholarship each to cover expenses to complete a four-week rotation in China.

Medical Outreach:

- Honduras - 15 students (PA), one faculty
- Honduras - 18 students (DO), two faculty
- Peru - 27 students (PA), one PA alumnus, two faculty

International Rotations:

- Australia (James Cook University) - six students (Mixed Internal Medicine specialties) (DO and PA)
- China (Gannon Medical University) - four students (Mixed Internal Medicine specialties) (DO and PA)
- United Kingdom - two students (Orthopedic Trauma Care) (PA)
- India - one student (Internal Medicine) (DO)
- Israel/Palestine - one student (Family Medicine) (DO)
Objective 1.4: Ensure that all programs have clearly articulated academic expectations.

Progress:

Academic Affairs

Institutional Effectiveness:

- Aided with MPH prospectus
- Coordinated Outcomes Assessment Reporting & Program reviews for all schools/departments/divisions

Allied Health Sciences

Veterinary Health Science Program (VHSP)

- Program will institute and academic progression policy in Fall 2016, requiring all VHSP students to maintain a 3.0 overall GPA

Veterinary Medical Technology Program (VMTP)

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

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

- History program initiated the use of a national standardized test to assess student learning
- Arts In The Gap (AITG) program advisory council met in November and made progress toward focusing the direction of the program and its many events
  - The AITG website has been updated and a new webpage for enrolling in events is available
- The Social Work program collaborated 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 the Rural Innovations Center, developing goals and objectives accordingly
- All programs in AHSS completed Outcomes Assessments Reports for the current school year
- Six AHSS programs are utilizing ETS major field achievement tests for feedback on learning outcomes; the History program is using an outcomes test from the ACT
- Program reviews for Art and Philosophy/Religion were completed this academic year

Carter & Moyers School of Education

- All course syllabi have course objectives aligned with appropriate accreditation and licensure standards
Caylor School of Nursing (CSON)

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

Duncan School of Law

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

School of Business

- All School of Business expected program outcomes are published in that program’s academic catalog

DeBusk College of Osteopathic Medicine

- The Learning Outcomes Assessment Plan includes core competencies and objectives for the LMU-DCOM curriculum and is reviewed annually
  - Outcomes objectives align with learning objectives for the course and lecture objectives
  - A curriculum mapping program is currently under review
- Each core rotation has developed a learning contract signed by the student that outlines learning expectations at each core clinical training site
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:

Caylor School of Nursing (CSON)
• CSON faculty and staff salaries are comparable to institutions in the region

Duncan School of Law
• DSOL is considering revisions to the faculty evaluation process to make it more objective and more clearly tie yearly cost-of-living adjustments to merit
  o As part of these processes, DSOL is considering evaluation process and compensation models at peer law schools.

School of Business
• School of Business staff conducted a study on behalf of Accreditation Council for Business Schools and Programs (ACBSP) examining faculty and staff salaries for ACBSP schools in the United States
  o The results were published on ACBSP’s website

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

**Abraham Lincoln Library & Museum:**
- Applied for project grants through National Quilting Association for Quilting in the Gap and Humanities Tennessee for a traveling exhibit
- Expanded Facebook promotion to introduce teachers to ALLM education materials
- All education groups at ALLM are given ALLM education packages at the conclusion of their tours
- ALLM began Dr. Robert L. Kincaid Endowed Research Center student research fellowship during Summer 2015
- Museum staff members assist with both student and faculty research requests

**Carnegie-Vincent Library (CVL):**
- Obtained an Innovation & Enrichment Development Opportunities Grant from the Appalachian College Association during 2015
  - Implemented the project in 2015-16 by acquiring mobile devices and providing training workshops on using the devices for accessing library resources
- Provided information on library services and resources as needed to all preparers of documents for accreditation purposes including Nursing, Veterinary Medicine, and programs within Allied Health Sciences
- Carnegie-Vincent Librarians taught 153 information literacy sessions reaching 2,473 students
- Extended Learning Sites (ELS) librarian assessed the (ELS) library services for 2015-16, comparing our services to the Association of College & Research Libraries’ Standards for Distance Learning Library Services
  - Of note, 48 of the 153 information literacy sessions were taught for extended campus students
  - More than 25 emails as informative/collaborative outreach to faculty were sent by Extended Learning Sites Librarian
- Memorandum of Understanding completed with Southeast Kentucky Community and Technical College regarding libraries
- Continued to provide access to 230 databases
- Acquired back files of journals through acquisition of JSTOR Life Sciences Collection, JSTOR Arts & Sciences V and XI
- The Books at JSTOR, a demand-driven e-book acquisition system allowing access to 30,000 quality academic books, is now accessible through our membership in the Appalachian College Association
- Established license agreement with ProQuest for ebrary, EBL, and ebrary PDA in order to provide more options for acquiring ebooks
- Acquired online version of Bates’ Visual Guide to Physical Examination
- Purchased new resources in support of Veterinary Medicine
Catalog record cleanup activities due to vendor error evolved into long range updates to records in the WorldShare Management System

Internal website expanded to include usage statistics
  - Content improved with focus centering on team engagement, workflows, how-to content, and procedures
  - Access was also expanded to more staff to improve breadth of site and ensure regular updates

Began regular utilization of new workflow and communication tool, allowing librarians to have online meetings and share short messages
  - Messages are archived and available to all team members for clear, documented communication

Tracking tool used regularly to record a problem with online access to journals, troubleshooting, and necessary URL updates
  - This feeds into a spreadsheet that allows the electronic resources team to be able to access the issues at a glance as well as share common issues and fixes with the rest of the staff, improving communication and up-to-date changes

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

The Carnegie Vincent and Reed Health Sciences library websites (SpringShare) were migrated to the new version and the sites were rebuilt
  - Exponential increase in website traffic across all disciplines during high volume months compared to previous years

A-Z Databases list increased from 208 to 234, improving access for all users
  - Individual databases' URLs updated, new descriptions created, and division of database by type, subject, and vendor improved access significantly

Created a program to advertise and share ebook workshops at the main and extended sites, as well as on the library website
  - This program provides posters and book displays with QR codes for each book that lead users to the eBook directly on their device (phone, tablet, email, etc.) expanding eBook availability through education sessions

Direct communication via chat, email, phone and online tutorials available to all constituents

Through the use of the Interlibrary Loan online request system, the Library borrowed 1299 items from other libraries for our students and faculty, and loaned 656 items from our collection to other libraries

Outreach Team created a year-long monthly activities plan which includes regular utilization of social media, programs for students across each discipline
  - Social media campaign expanded to include Facebook, Twitter, and Instagram

Carnegie-Vincent librarians taught 12 sessions with 76 faculty participants
Paul V. Hamilton School of Arts, Humanities, and Social Sciences

- The Carnegie Vincent library worked with the directors of the MSCJ program and the MPA program to ensure the adequacy of holdings
- The Carnegie Vincent library has consulted with the Paul V. Hamilton School of Arts, Humanities, and Social Sciences for suggestions on culling the stacks and contracting for applicable journal indices
- Criminal Justice faculty submitted a list of necessary peer reviewed journals to library staff
- Social Work reviewed primary reference holdings and requested updates
- History faculty evaluates library holdings annually and makes recommendations
- English faculty worked with library staff to secure use of University of Tennessee library resources

Caylor School of Nursing (CSON)

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

Duncan School of Law

- The DSOL library added the following titles to its digital collections: Proquest U.S. Bills and Resolutions 1789 –present; Congressional Record, 1998-present; Cambridge Law Books 2016; Crime Punishment and Popular Culture, 1790-1920
  - The DSOL library also acquired the Lexis OverDrive e-book platform, which will give students access to Lexis study aids and Tennessee practice materials
  - The DSOL library’s federated search platform, Aquabrowser, was upgraded in the fall to a new version that provides a more streamlined and visually appealing access point to all of the law library’s digital resources
- DSOL librarians worked with the writing faculty and curriculum committee to restructure the former 3-credit hour Lawyering Skills I legal research course into three 1-credit hour courses, Legal Research I, II, and III, taught concurrently with three integrated writing courses, Legal Communication I, II, and III
  - The new structure will begin in Fall 2017
- DSOL librarians taught the following courses at DSOL: one section of Legal Research (Fall 2015) and Interviewing and Counseling (Spring 2016); one section of Legal Research (Fall 2015), Advanced Legal Research (Spring 2016), and guest lectures on subject-specific legal research to three upper-level writing courses: Education Law (Spring 2016), Comparative Legal Traditions (Spring 2016), and Law, Economics, and Criminal Justice in the U.S. and China (Summer 2016)
- DSOL librarians also taught outside of DSOL: two sections of MBA 515 (Summer 2015) and online (Fall 2016); two Continuing Legal Education (CLE) seminars to Tennessee attorneys: Legal Research on a Dime, Knoxville Bar Association (Sept. 2015) and Find it Free and Fast on the Net: Strategies for Legal Research on the Web, National Business Institute (Dec. 2015)
- DSOL librarians represented DSOL at numerous conferences:
and Transitioning to the Revised ABA Law School Accreditation Standards


- SEAALL/SWALL conference in Dallas in April 2016 on Mining and Refining
- Your Library: Data-Driven Decision Making for Librarians and to the MALLCO Director’s Meeting on the Revised ABA Standards and Library Assessment, Conference Call June 5, 2015
- Got Research? There’s an App For That – Read it Later Apps and Visual Presentations and Microlearning Legal Research, both at the CALI Annual Conference in Atlanta, GA, June 2016
- Microlearning Legal Research at the CALI Annual Conference in Atlanta, GA, June 2016.

- DSOL librarians represented DSOL through numerous publications:

- The DSOL library continued to provide research, editing, and cite-checking support to its faculty via librarians and student Research Assistants (RAs)
  - During FY2015-2016, the RAs provided 1,112 hours of research support to our faculty scholarship projects

- The DSOL library provided 60 hours of reference coverage in person and through virtual reference during the fall and spring semesters

- The DSOL library has updated its Instructional Design capabilities by adding the Springshare LibWizard Suite
  - This software, which allows instructors to create live tutorials, will provide greater opportunity for formative assessment in all coursework in accordance with the new ABA learning guidelines
  - The DSOL library has also updated and redesigned all of their digital course guides with the LibGuides software, providing students with a comprehensive listing of the resources available to them

- The DSOL library continues to provide all students with digital versions of study aids through contracts with West Academic for the West Study Aids subscription and Lexis for study aids and ebook treatises in the Overdrive collection

- The DSOL library provides on-campus access to WestlawNext and Lexis Advance to our graduates through Patron Access subscriptions, as well as remote access to Fastcase, which includes Loislaw treatises, and the extensive HeinOnline Law Journal collection

School of Business
- The School of Business worked with the University librarians to improve the School of Business collection
- The School of Business requested Social Sciences Citation Index
Medical Library and Health Science library staff are asked to make a presentation to 1st year osteopathic medical students during the Foundations of Modern Health Care Course and also provide additional training and review for students in the 2nd year getting prepared for 3rd year clinical rotations. A Medical Librarian is dedicated to provide support for both on-campus and off-campus osteopathic medical students. The Health Sciences Librarian is dedicated to also provide support for Physician Assistant students through presentations during the Public Health Course, Research Methods, Capstone Courses, and also extends support to them during the 2nd year clinical rotations.

The Reed Health Sciences Library has the following offerings for DO students: 230 databases; 262+ non-database suggested resources; 102 mobile apps; 4,496 books; 18,255 ebooks. Services include 404 interlibrary loans; 210 internally delivered articles; 1,037 item checkouts. A total of $400,000 was requested and approved for FY17; all alumni and TOMEC members are provided library resources as allowed by vendors.
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:

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- Established measurable goals for all faculty in the faculty evaluation process
  - Each area of faculty responsibility will be evaluated using at least one measurable goal
- The AHSS Mentoring Program is successful
  - Two meetings will be held each academic year for new faculty to have access to administration, HR, and other resources
    - All new faculty have in-class reviews and are required to attend classes of other more established faculty once per semester

Carter & Moyers School of Education
- Continue to conduct face to face reviews with faculty based on faculty evaluations

Caylor School of Nursing (CSON)
- The CSON follows the University guidelines for the faculty evaluation process

Duncan School of Law
- Consistent with the University’s timeline, DSOL faculty members were evaluated in Spring 2016 through the evaluation process outlined in the DSOL faculty handbook
- All members were analyzed relative to teaching, research/scholarly activities, and service; and recommendations for continued employment
- DSOL is considering revisions to the faculty evaluation process to make it more objective and more clearly tie yearly cost-of-living adjustments to merit

School of Business
- The School of Business combined student course evaluation data with classroom visits
- The School of Business supported the publication efforts of multiple faculty members

School of Mathematics and Sciences
- Implemented Academic Advisor Satisfaction Inventory as a required activity in the workflow of student online registration
  - Resulting data will be formatted and reported to each Academic Advisor and his/her supervisor

DeBusk College of Osteopathic Medicine
- Faculty are reviewed annually through the LMU evaluation process on teaching research/scholarly activity and service
  - These activities are quantified in a faculty workload form for review by supervisors and administration to determine level of commitment from each faculty and to also identify any workload issues
Objective 1.8: Offer a quality college-preparatory educational program at the J. Frank White Academy (JFWA).

Progress:

Carter & Moyers School of Education

J. Frank White Academy:

- ACT (Composite): JFWA – 25.18; State – 19.8; National – 21
- SAT (Composite): JFWA – 1910; State – 1714; National – 1497
- Fall 2015 enrollment increased to 128 students (114 students – Spring 2015)
- School improvement plan was revised to reflect current goals and initiatives for the 2016-17 academic year
- JFWA exceeded state and national ACT scores in all areas; exceeded all benchmarks
- 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 the Kanto students’ visit to LMU’s campus
  - The remainder of the Kanto students spent one day embedded with the JFWA students in various classes and groupings
  - Three JFWA students will travel to Tokyo, Japan to participate in the World School International Forum 2016
- JFWA maintains an Information Literacy Initiative to ensure goals are being met during daily instructional activities
  - Information Literacy is also taught as a stand-alone course during Flexblock
    - Other offerings include intervention courses, capstone courses, and enrichment courses (such as Digital Citizenship)
- 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 in development to acquire a full-time Mandarin Chinese teacher from China for the 2017-2018 academic year
- Accreditation through AdvancEd is in good standing
  - Undergoing a Quality Assurance Review (QAR) in April 2017 to maintain accreditation through AdvancEd
  - JFWA will also request evaluation of STEM indicators for an additional certification through AdvancEd to become a STEM certified school
- JFWA Advisory Boards meet periodically and represent a broad base of JFWA stakeholders
- JFWA is working in conjunction with LMU to apply to become a K-12 charter school in the achievement district
  - This application has been filed with the Claiborne County Board of Education and the Tennessee Department of Education
  - Charter school status approval would end residential program exploration
Objective 1.9: Emphasize information literacy skills across the curriculum.

Progress:

Academic Affairs

Carnegie-Vincent Library (CVL):

- Continued to emphasize information literacy as a focus for improving student learning
- Used 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
- Provided professional development opportunities for faculty in the use of instructional strategies that promote the development of information literacy skills
  - Information Literacy Librarian attended an ACA professional development for instruction librarians workshop
  - Librarians began implementation of the use of the ACRL’s (Association of College and Research Libraries) Framework for Information Literacy in Higher Education
- Promoted integrated teaching opportunities for academic faculty and information literacy librarians
  - Information Literacy Librarian participated in selected English classes through integrating information literacy along with faculty member into three class sessions
- Provided appropriate instruction on information literacy skills at the graduate and postgraduate program
  - Total library instruction sessions for undergraduate, graduate and postgraduate programs totaled 153 sessions reaching 2,493 students
- Information Literacy Librarian met with all the JFWA faculty to provide a short presentation of the library website and JFWA LibGuides in Fall 2015
  - JFWA continues to embed information literacy throughout the curriculum
  - A new LibGuide was created specifically for library resources in support of the middle grades
- Utilized the Virtual Center for Teaching and Learning Excellence (CTLE) in support of information literacy – website contains QEP and SEWS information which is used by librarians and faculty
- Utilized a diversified assessment approach to gauge student learning in information literacy
  - Primarily used the SEWS rubric; used a one-minute paper assessment to compare the results in two English classes using two methods of teaching information literacy (using the ACRL Standards for Information Literacy and using the ACRL Framework for Information Literacy)
- Provided support services for students through reference services in person and chat services for up to 92 hours per week plus provided appointments with librarians as requested by students
Allied Health Sciences

Athletic Training Program (ATP)

- Current curriculum includes evidence based practice course, requiring students to independently research a topic and present his/her findings in the form of a research paper and presentation.

Veterinary Health Science Program (VHSP)

- Junior and senior writing requirement courses are integrated to allow student to identify, research and report on a selected research topic

Veterinary Medical Technology Program (VMTP)

- All students in the AS VMTP are required to complete series of case studies in many classes
  - Students must document all resources used for research and must score at least an 85% on all case studies
  - Junior and senior writing requirement courses are integrated to allow student to identify, research and report on a selected research topic

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

- AHSS continues to use SEWS guidelines as a component of determining student and program success

Carter & Moyers School of Education

- All programs integrate information literacy skills by requiring academic research projects
- ITLU reassigned SEWS requirements to appropriate courses and established a one hour credit course leading to the junior SEWS requirement

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

Duncan School of Law

- The DSOL librarians worked with the writing faculty and the Curriculum Committee to restructure the former three-credit hour Lawyering Skills I legal research course into three separate one-credit courses, Legal Research I, II, and III, taught concurrently with three integrated writing courses, Legal Communication I, II, and III. The new structure will begin Fall 2017
  - While students will still receive three credit hours of legal research instruction, the new design will encourage legal research skill development over three semesters, integrating information literacy skills with the legal writing curriculum
- The DSOL librarians worked with the Curriculum Committee to incorporate two in-class hours of subject-specific research instruction into the curriculum of all 4000-level writing courses
• The existing two-credit hour Advanced Legal Research course will continue to be offered every spring and has been re-classified as a 5000-level course to meet the hands-on, experiential learning objectives of American Bar Association Standards 303 and 304

School of Business
• The School of Business participated in SEWS program on the junior and senior level

School of Mathematics and Sciences
• Information literacy librarians helped orient and support students in Biology, Chemistry and Wildlife and Fisheries Biology in writing required junior-level proposals and final senior 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

DeBusk College of Osteopathic Medicine
• Information literacy is first introduced to the DO students in the Foundation of Modern Health Care Course I offered Fall of the first year of the program
  o Students learn to review the literature on clinical studies and must evaluate the study methods
  o Students are also required to produce an analysis of their review
  o Throughout the systems courses and clinical rotation courses (i.e., Rural Hospital), students continue to hone their literature review skills through various courses
• Information literacy is included in the Public Health and Research Methods courses for the PA program with formal application in the graduate projects and portfolios
Objective 1.10: Provide appropriate academic support services

Progress:

Academic Affairs

Academic Support:

- The Office of Academic Support and the Cornerstone Program are providing academic services and support to students University-wide
  - Tutoring services and hours have been expanded on the main campus and at extended learning sites
  - Concerned conferences and Third Week Assessment continue to be used to help intervene with at-risk students
- The Cornerstone Program continues to see success at LMU
  - There were 30 new Cornerstone students who enrolled for Fall 2015
- Implemented Academic Warning system which targets students whose semester GPA drops below 2.0; in Fall 2015, 74 students were placed on Academic Warning, and intervention efforts contributed to a 71.6% retention rate from Fall to Spring
- Weekly meetings are held with students placed on academic probation.

Career Services:

- Placement statistics for the May 2015 graduating classes:
  - Undergraduate success rate: (finding a job in major/attending graduate school within six months) 91% (69% of this class were employed in a job in their major)
  - Graduate success rate: 90%
  - National success rate of colleges as reported by NACE (National Association of Colleges and Employers, 2014) was 58.4%
  - LMU success rate above the national average
- Attended annual conference of the Tennessee Career Development Association
- Participated in New Student Weekend to introduce incoming students to the benefits and goals of Career Services
- Career Services information presented at all New Student Registrations
- Attended transfer student orientation
- Held annual Graduate School Fair on Harrogate campus
- Participated in Interstate Career Fair at ETSU
- Continued to link graduates to potential jobs through postings on Career Services Facebook page and targeted emails
- Hosted individual companies on campus to target specific majors
- Final undergraduate and graduate numbers of class of December 2015 show that graduates succeed in either finding a job in major or attending graduate school
- Numbers for May 2016 graduates are in progress as it has not yet been six months from graduation
Counseling:
- Provided clinical mental health counseling for more than 265 people in the LMU campus community
- Provided suicide prevention training to faculty, staff, and students in the LMU community

Office of Disability Services:
- Provided direct contact services for physical, learning and testing accommodations to 100% of the 103 students requesting these services
- Federally mandated harassment, Title IX & ADA services seminars presented to approximately 450 administrators, faculty and staff members

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

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- The Honors Scholars Program (HSP) has enrolled an additional 12 students for Fall 2015; most will receive some amount of scholarship
  - HSP students receive peer support, support from the HSP director and from the deans of the undergraduate colleges in moving forward in the programs of their choice
- The HSP implemented a “common reading” program this year, beginning with *Eli the Good*, by Silas House
  - The author will be on campus this fall to discuss the book and direct a workshop for the HSP students and all others interested in attending
Carter & Moyers School of Education

- All programs are fully staffed for academic support
- Extended learning sites are sufficiently supported

Duncan School of Law

- LMU-DSOL continues to require all students to participate in a semester-long course dedicated to providing academic success skills to all incoming students free of charge
  - DSOL continues to offer subsequent courses that are mandatory for at-risk students and elective for other higher performing students (Legal Foundations II and Academic Intervention Directed Studies)
  - Additional support outside of formal classes is available to all students (e.g., individual meetings)
- During Summer 2015, hired two additional visiting assistant professors of law to assist with academic success services
- Beginning Fall 2015, the mandatory “Academic Success Program I” course was revamped to provide more individualized instruction to students
  - Students in ASP I met twice weekly: as a group, where general skills were taught; and in smaller groups, led by ASP professors, where students were given opportunities to practice the skills they learned in the group sessions
- Beginning Fall 2016, the mandatory ASP I course will build upon the success of the prior Fall and be renamed “Legal Foundations I” and provide skills instruction independent of substantive law that students will be learning in their other courses
- To provide students with many of the academic success skills necessary for the beginning of law school, the one-week Orientation and Bridge Week program for all incoming students has been revamped to include additional in-depth instruction of certain skills like reading effectively, synthesizing rules, and briefing case
- The law school continues to incorporate ExamSoft to deliver assessments, including diagnostic exams, and provide detailed strength and improvement opportunities reports to students
- The three-credit, mandatory Bar Exam Skills course has been expanded to four credits to provide additional instruction on essay writing on Multistate Bar Exam subjects (historically a weakness of the law school’s examinees)
  - The three-credit Tennessee Bar Studies I and II electives have been reduced to two credits each to reflect recent changes to the Tennessee bar exam

School of Business

- The School of Business hired an undergraduate recruiter and student success coordinator

DeBusk College of Osteopathic

- The clinical exam area which handles standardized patients and patient models monitors numbers and usage:
  - Standardized patients recruited include 20 males and 25 females with at least five in each age group (18-30, 30-40, 40-60, 60-80)
  - Records indicate the following number of exams offered: 69 Objective Structured Clinical Exams (OSCEs); six Patient Model Exams; and six Practical Exams
All supporting the 480 Doctor of Osteopathic Medicine (DO) students, 96 Physician Assistant (PA) students, 104 Family Nurse Practitioner (FNP) students and five Social Work students (BSSW) and Veterinary program (CVM), equaling 6898 hours of experiences.

The American Heart Association (AHA) training center provided 256 renewals and courses.
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)

- Increased regional outreach through name purchases and recruitment in Florida, Alabama and Ohio
- Expanded nationwide outreach through Cappex partnership
- Continue to revise and refine the communication flow to prospective freshmen
- 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
  - Increased attendance – additional events were added to allow more opportunities for participation
- 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
- Hosted visits to campus by the Eastern Band of Cherokee Indians
- Hired recruiters for each school (modeled after the nursing recruiter position)
  - These recruiters will also work with current students and retention
- Purchased one eight-passenger golf cart for use during tours
- Due to increased interest, an extra overnight visit was incorporated (Railsplitter for a Day)
- More use of social media (Facebook, Instagram, Twitter) to interact with prospects
- Developed transfer-specific recruitment tactics
- Recruiter software updated to provide enhanced services
- Incorporated the new recruiters in weekly admissions staff meetings to keep all informed

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

DSOL added a part-time flex program option to its part-time offering in an attempt to make the day-time part-time program more attractive to working professions

College of Veterinary Medicine (CVM)

Aggressive recruitment for prospective DVM students by the 30th national CVM

- The CVM target demographic is the top half of the 1,400 US applicants who do not receive in-state subsidized seats
- CVM hired a full time recruiter to attend national conferences, pre-vet club meetings, and offer on-site tours and meetings
- Increase efficiency and effectiveness of recruiting activities

Conduct recruitment efforts to prospective students throughout Appalachia and beyond

Consistently collect prospective student and college advisor data to use for follow up communication

Use technology to increase reach and visibility

- Enhance social media as a recruitment tool
- Enhance website to be more focused on recruiting students
- Enlist an online meeting program to begin recruiting virtually using pre-vet presentation and Q&A sessions for prospective students, applicants, and accepted students
- Create an admissions newsletter to use as a recruitment tool
- Marketing brochures, rack cards, tear sheets, banners, and swag to be updated and disseminated

Continue to improve engagement with prospective students throughout the application process

Increase the number of highly qualified applicants

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

CVM stresses the hands-on nature of the CVM curriculum, the family feel of LMU and the campus community, and the relative value in comparison to out-of-state and other private school tuitions

Further development of Master of Science degree program in Biomedical Professions to provide a potential pathway to gain admission to CVM
A dual degree DVM/MBA program to provide the essential business acumen to our students

- A “hub” for clinical affiliate rotations is being developed in the Northeast, which will also be attractive to Northeast applicants where few veterinary colleges exist
  - CVM’s first affiliate agreement with Daemen College was initiated Spring 2015 and could deliver additional Northeast qualified applicants

International Programs

- Six teachers from Gannan Medical University (China) attend Fall 2015 Immersion Program
- LMU approved for J-1 visa status by the U.S. Department of State, June 2016
- English Language Institute (ELI) enrolled 14 students (up from one student during the previous year)
- Seven international students recruited (up from two students during the previous year)
- International Programs tutored/mentored 13 students (up from six during the previous year)

Academic Affairs

Abraham Lincoln Library & Museum:

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

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

- The School has created a comprehensive recruitment plan inclusive of goals, tasks and approaches to student recruitment and student success
  - The plan is in full operation and goals are measureable and determinable
- The Master of Public Administration (MPA) program has developed a recruitment plan for the Knoxville region
- The Master of Science in Criminal Justice program recruitment plan was created in fall of 2014 and currently is being revised
  - The program originally was to be located in Knoxville but since has been housed on main campus in Harrogate
- Faculty work closely with the Recruiter/Student Success Coordinator in following the recruitment plan and in creating ways to attract new applicants
- Faculty have greater involvement in Preview Days and new student registration programs
- Faculty have been encouraged to increase their advising skills with training provided by the School of AHSS the first week in August
  - This training is required for new faculty
- Recruitment plans include dual degrees programs and 3+3 programs
- The radio program, “American Culture: Arts, Humanities, and Social Sciences,” is a weekly half-hour program that details the programs available within the School of AHSS and explains how to apply and obtain information about the School’s programs

Carter & Moyers School of Education

- Two part-time graduate faculty assigned to visit regional schools to develop partnerships, LMU visibility, and recruit graduate education students
Comprehensive recruitment plan developed
Currently targeting teacher shortage areas for recruitment into initial teacher licensure programs

Caylor School of Nursing (CSON)
- The CSON developed a strategic plan for recruitment in all four programs: ASN, BSN, MSN, and DNP
- Advertising and information sessions have increased for the RN-BSN and, as a result, applications are up significantly

School of Business
- The School of Business developed a recruitment and retention plan to support a global comprehensive recruitment plan

School of Mathematics and Sciences
- The School of Mathematics and Sciences created a Recruitment and Retention Plan and contributed to university-wide meetings
- The Master of Science program implemented a background check process in the admissions workflow for all students entering the Master of Science program
- 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 Third Annual LMU STEM Academy was conducted for rising seniors from the Clinch-Powell Educational Cooperative Districts May 17-19, 2015
Objective 2.2: Meet benchmark goals as established by recruitment plans for individual populations.

Progress:

Admissions (undergraduate)

☐ Final Fall 2015 applications were down 4.13%, acceptances were down 15.39% and deposits were down 10.03% (all new undergraduates at all locations) over all final Fall 2014 numbers

☐ Fall 2015 new undergraduate students on the main campus: 493 (goal was 425); total Fall 2015 new undergraduate students: 684 (goal was 766)

☐ Fall 2015 housing occupancy was at 86.78%; (goal was on target to meet budgeted revenue)

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

☐ Benchmark goals are set for each major, undergraduate and graduate programs

○ There are 10 undergraduate programs as well as two graduate programs that have measurable goals set

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

☐ Curricular information has been clarified on all four-year plans in line with the TBR pathways programs and LMUs requirements for all four-year degrees

Carter & Moyers School of Education

☐ Updated all recruiting materials

☐ Developed a system for reporting recruitment and admission data

Caylor School of Nursing (CSON)

☐ The CSON met enrollment goals for academic year 2015-2016

College of Veterinary Medicine

☐ CVM application pool increased from 637 to 822, an increase of 29.04% in the 2015-2016 application cycle with high quality applicants continuing to seek seats

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

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

☐ During this recruiting season, CVM recruiters presented at 30 schools, hosted fifteen visits, and conducted three Skype presentations

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

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

☐ Marketing brochures, rack cards, tear sheets, banners, and swag were updated and disseminated locally, regionally and nationally by CVM recruiter, Clinical Relations and Outreach team, and travelling faculty and staff
Duncan School of Law (LMU-DSOL)

- DSOL exceeded incoming student enrollment projections for Fall 2015 and has already met its Fall 2016 enrollment projections based upon the number of acceptances received to date
- Fifty-five (55) students accepted offers of admission, of which nine are minority students (16.4%)
- Twenty-one (21) additional students accepted offers to the Admission Through Performance Program for possible consideration for admission to LMU in the Fall 2016 semester
- Recruitment efforts throughout the Southeast Region continue to increase, and articulation agreements have been signed by eleven colleges and universities whereby eligible applicants from those schools receive tuition discounts at DSOL
- New marketing pieces are being redesigned for use at Open House events, college outreach meetings, career fairs and applicant meetings
- Recruitment of minority applicants remains a priority at the law school 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

School of Business

- The School of Business hired two recruiters responsible for recruiting at the undergraduate and graduate levels to meet recruitment goals
- The School of Business experienced 100% growth in the MBA program

School of Mathematics and Sciences

- The Master of Science program enrolled a total of 158 students in Fall 2015 and 160 in Spring 2016 which exceeded program goals
- A Recruitment and Student Success Coordinator for undergraduate Mathematics and Sciences programs was hired May 19, 2016
  - This person is charged with helping accepted undergraduates enroll with and then graduate from LMU

DeBusk College of Osteopathic Medicine

- DO Program: ACOMAS data – 5129 applications received which is a 1% increase from last year; 604 interviews; 302 matriculates include 65% males and 35% females; 57 from TN; 19 from KY and 8 from VA; 28% diverse population; 44% from Appalachia region
- PA Program: CASPA data – 1600 applications received; 240 students interviewed; 105 matriculates include 25% males, 75% females; 42 from TN, five from KY and five from VA (60% from Southern Appalachia region)
  - Class filled with 96 matriculates as expected
Objective 2.3: Achieve and maintain appropriate enrollment levels in the graduate and professional programs to meet program capacity goals.

Progress:

College of Veterinary Medicine (CVM)
- Recruit and retain a diverse student body
- Increase our focus on recruiting applicants with diverse qualities to veterinary medicine including male and ethnically diverse applicants
- Increase focus on recruiting applicants in the Appalachian region
- Focused efforts on educating competent and confident, productive graduates for diverse careers
- 86 students compose the inaugural CVM class of 2018
- 107 students compose the CVM class of 2019
- 115 students have matriculated and will begin in August 2016 for the class of 2020
- Over 150 clinical practice sites have signed CVM contracts, and continuing to aggressively recruit additional locations
- Diverse options for clinical year placement
- The Master of Science Biomedical Professions (Pre-Veterinary Medicine option) enrolled 20 students in the Fall 2015 semester
- Twenty of these students were accepted to the CVM for the Fall 2015 semester
- Forty seats will be available for the Fall 2016 semester
- The DVM/MBA enrolled two students in the Spring 2016 semester
- 36 students involved in 2016 summer research programs
  - (16) University of Kentucky
  - (12) LMU Summer Research Scholars
  - (4) CAHA Summer Student Scholars
  - (4) Clinical Relation Student Scholars

DeBusk College of Osteopathic Medicine (DCOM)
- DCOM received 5,129 applications for the Class of 2020 and interviewed 604 applicants
- DCOM will matriculate 243 new students for the DCOM Class of 2020; the class is still fluid but so far there are 73 from TN, 13 from KY and 16 from VA
- 42% from the KY-TN-VA tristate area
- DCOM graduated 191 students
- 99.5% of the Graduating Class of 2016 were placed in residency programs:
  - 61% placed in osteopathic residencies
  - 37% placed in allopathic residencies
  - 2% placed in military residencies
  - 82% in a primary care track
  - 27% in Appalachian region
  - 9% 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 so far DCOM has accepted 75 MS students which is close to 70% of the MS students who interviewed.

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 6,000 hours.
  - 52 students contributed over 50 service hours each (silver touch pin)
  - 22 students contributed over 100 service hours each (gold touch pin)
  - One DCOM student contributed 300 hours of service (platinum touch pin)

- 100% of the DCOM Clubs participated in a community outreach or service project.

- Numerous fundraisers took place for the community (most recent-$16,000 for Servolution Health Services from the PA program’s “Sundown Rundown” 5K race).

- 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.
  - Summer Scrubs Camp (two sessions)
  - LMU-DCOM Wellness program students taught CPR to local high school students.
  - Three-day camp for exceptional science high school 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.

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

- MPA program director is developing a recruitment plan for the greater Knoxville area and region.
- Enrollment in both graduate programs (MPA and MSCJ) is in line with both proforma budgets.
- Team site information details the status of all applicants and registered students so to aid in contacting all applicants to graduate and undergraduate programs.
- Team site information includes the registration report, funnel report, applicant report, re-engagement report and other documents for guiding faculty and the recruiter toward meeting enrollment goals.
- The recruiter is a member of the local chambers of commerce and has established contacts with all regional two-year colleges, local high schools and the multi-county home schooling council.

Carter & Moyers School of Education

- Along with the implementation of the Comprehensive Recruitment Plan, the School of Education also participates in the following activities to promote enrollment:
  - Associate Dean continues to serve on the Board of the Clinch Powell Educational Cooperative to keep professional relationships and partnerships active with surrounding school systems.
School of Education hosts monthly meetings of the Clinch Powell Educational Cooperative Advisory Committee and the School deans attend meetings.

School of Education hosts the Carter & Moyers School of Education Advisory Council meetings each semester:

- The Council is comprised of regional and surrounding state school officials.

Caylor School of Nursing (CSON):
- The CSON continues to try to maintain enrollment goals for graduate nursing.

School of Business:
- The School of Business experienced 100% growth in the MBA program.

School of Mathematics and Sciences:
- MS specific recruitment materials were rebranded and updated to accurately communicate current programs:
  - Video testimonials were created and linked and a student-to-student mentoring program was continued.
Objective 2.4: Achieve and maintain appropriate enrollment levels at the J. Frank White Academy (JFWA) to meet program capacity goals.

Progress:

Carter & Moyers School of Education

J. Frank White Academy:

- Continue to market the Academy and its programs in targeted locations using social media, signage, and commercial advertising
- Maintain and periodically evaluate a marketing plan for the Academy
- Pursue a diverse enrollment (e.g., community students, international students, etc.)
- JFWA has worked in coordination with Academic Affairs to submit a charter school application for Fall 2017
  - The first ruling from Claiborne County was to deny the application
  - Further action may be taken by LMU and JFWA if an appeal is desired
- Fall 2015 enrollment for JFWA reached 136 students
  - Spring 2016 Enrollment dropped to 134
- JFWA hosted a preview night for interested prospective students and families
- JFWA hosted a high volume of preview students throughout the academic year
  - During the Spring semester, JFWA averaged 1.5 preview students each week
- 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 started Fall 2015 and will continue forward into 2016
- World School International Forum initiated development of a study abroad exchange program
  - JFWA was invited to participate in development and participation
  - Participation will be contingent upon the development of a homestay program for families interested in exchange opportunities
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, including:
  - 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

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

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
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

Student and Enrollment Services

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

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

- Graduation Rates
  - Six year graduation rate for the 2010 cohort: 52% (unofficial)
  - Six year graduation rate for the 2009 cohort: 53% (IPEDS Data)
  - Six year graduation rate for the 2008 cohort: 47% (IPEDS Data)
  - Six year graduation rate for the 2007 cohort: 53% (IPEDS Data)
  - Six year graduation rate for the 2006 cohort: 49% (IPEDS Data)
  - Six year graduation rate for the 2005 cohort: 49% (IPEDS Data)
  - Six year graduation rate for the 2004 cohort: 32% (IPEDS Data)

- 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 Affairs

Academic Support:

• The Office of Academic Support contacted all students on Third Week Grade or Midterm Report who had at least one D or F
  o The Third Week Grade Report included 137 students who had at least one D or F
  o This is 9% of all undergraduates (137/1500)
  o 100% of all qualifying students were contacted by either Academic Support staff or their academic advisor by email to meet and recommend tutoring

• The Office of Academic Support contacted all students on Midterm Report with at least one D or F
  o The Midterm Report included 103 students who had at least one D or F
  o This is 6.9%, which was a 2% improvement (103/1500) over Third Week Grade Report totals
  o 100% of all qualifying students were contacted by either Academic Support Staff or their academic advisor to meet and recommend tutoring

• The Office of Academic Support ran a Final Grade report of students who had at least one D or F
  o On the Final Grade Report 82 students had at least one D or F
  o This was 5.5%, revealing a 3.5% improvement (82/1490) over Midterm Report totals

• The Tagge Center for Academic Support provided 2182.65 hours of tutoring for the Fall 2015 and Spring 2016 semesters

• During the academic year (Fall 2015 to Spring 2016) the Office of Academic Support responded to 289 student welfare alerts generated by professors who felt the student(s) had an academic need that warranted extra attention
  o 100% of all alerts generated an email to the student asking them to meet with Academic Support staff
  o Appropriate information was shared with the referring professor
  o 100% of all students identified by the Student Welfare Alert system were offered academic counseling
  o 100% of all students on Academic Warning or Academic Probation were offered academic counseling
  o Of the 79 students on Academic Warning for Fall 2015, 27 did not register for the Spring Semester 2016
  ▪ Of the remaining 52 students, contact was made with 41 students (79%)
  o Of the 17 students on Academic Probation for Fall 2015, five did not register for the Spring 2016 semester
  ▪ Of the remaining 12 students, contact was made with students (83%)

• 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 transition 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.

**International Programs:**
- Tutored six international students.

### Cornerstone:

<table>
<thead>
<tr>
<th>Incoming Fall 2015</th>
<th># Placed on Academic Suspension</th>
<th># Placed on Academic Probation</th>
<th># added in Spring 2016</th>
<th># Enrolled in Spring 2016</th>
<th># Transferred after fall 2015 semester</th>
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<td>27</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>1</td>
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</table>

- Retention rate from Fall 2015 to Spring 2016 = 70.37%
- Retention rate with one academic suspension from Fall 2015 returning in Spring 2016 = 74.07%
- Items of note:
  1. Two Cornerstone students made the Dean’s List

### Overview of Cornerstone Program – Spring 2016 to Summer 2016

<table>
<thead>
<tr>
<th>Incoming Spring 2016</th>
<th># Placed on Academic Suspension</th>
<th># Placed on Academic Probation</th>
<th># Placed on Academic Warning</th>
<th># Enrolled for Fall 2016</th>
<th># Transferred after Spring 2016 semester</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>3</td>
<td>1</td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>

- Retention rate from Spring 2016 to Summer 2016 = 80%
- Items of note:
  2. Six Cornerstone students made the Dean’s List (3.5 or better in Spring Semester)

### Overview of Cornerstone Program – Fall 2015 to Summer 2016

<table>
<thead>
<tr>
<th>Incoming Fall 2015</th>
<th># added in Spring 2016</th>
<th># Placed on Academic Suspension for year</th>
<th># Placed on Academic Probation for year</th>
<th># Placed on Academic Warning for year</th>
<th># Enrolled for Fall 2016</th>
<th># Transferred during 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>16</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Retention rate for 2015-2016 = 59.25%
4. Items of note:
   a) Seven distinct Cornerstone students made the Dean’s List in 2015-2016 (3.5 or better)
   b) One Cornerstone student made the Dean’s list both semesters

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

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- The School of AHSS engages students in academic and quasi-academic programs and events in a wide variety of ways, which improves persistence and academic success rates; some examples from this past year include:
  - Hosting Social Work practitioners for panel discussions for junior students
  - Inviting speakers on community assessment and organizational development for seniors
  - Supporting several students visiting other countries during the year and this summer
  - Re-establishment of the LMU Players theater group
  - Engaging students in student travel to places such as: Las Vegas, Orlando, Washington DC, Kingsport, Nashville, and international cities
  - Implementing a faculty mentoring program to improve awareness of advising opportunities for curricular and student service’s needs
  - AHSS provides opportunities for internships and work with faculty on current research

Carter & Moyers School of Education
- Undergraduate programs continue to have good retention rates
- Graduate programs continue to have a high retention rate due to the cohort design of programs
During Summer 2015, LMU-DSOL hired two additional visiting assistant professors of law to assist with academic success services.

DSOL has 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.

- Modifications to the DSOL administrative structure have been made, including creating a deanal position of Associate Dean for Student Learning and Assessment to focus specifically on student success from pre-matriculation through the bar exam.

- The Administrative Team re-examined the mandatory curve for first-year students and separately made modifications to the dismissal policy for part-time students so that the dismissal policy for part-time and full-time students are similar in terms of required credit hours.

School of Mathematics and Sciences

- Provided an advising workshop session for new faculty (and returning) who serve as academic advisors during faculty conference week in August.
  - On October 16, provided an Academic Advisor Refresher workshop attended by twenty faculty members.
  - Advisor meetings continue to be held prior to every New Student Registration.

- A UACT 100 curriculum committee has workshopped to revise the UACT 100 curriculum and to better incorporate feedback from UACT instructors and standardize the experience for all new students.
  - A UACT 100 activities coordination committee is also working to better integrate UACT 100 students with Student Affairs Welcome Weekend events to increase participation and engagement.
  - In Fall 2016 there will be 20 UACT sections.
    - An orientation is planned for all UACT 100 instructors.
    - Lincoln Ambassadors are now to function as peer mentors in these UACT 100 groups.

Caylor School of Nursing (CSON)

- The CSON identified a retention committee for the ASN program several years ago because retention has been an issue.
  - Retention in the ASN program has improved over the last 18 months at all ASN sites.

College of Veterinary Medicine (CVM)

- Faculty were readily available to meet with students during office hours, in person scheduled meetings, by phone, video conference or through email.

- CVM established an Advising program in which all students were assigned a faculty advisor that they met with on a regular basis.

- Set up a peer to peer tutoring “Big Sibling Little Sibling” program.
• Developed and implemented regular student workshops that covered topics such as resume writing
• Regularly held “Dean’s Hour” where the CVM Administration met with the students to provide updates and answer questions in an open forum
• Optional review sessions held on campus as well as via videoconference
• Numerous guest speakers and extracurricular hands on training activities
• Expert non-resident faculty provide specialized lectures throughout the curriculum
• Encourage students to attend national veterinary conferences and events throughout their education
  o Class schedule allows students to attend events without missing critical material
• Career mentor program to be implemented before clinical year
• Established remediation program for summer
• Practice board exams

School of Business
• Half of the new undergraduate student recruiter’s role for the School of Business is that of student success coordinator
• The MBA program in School of Business did a full individualized program completion plan for all students
• The School of Business retained a higher percentage of freshmen that will enter sophomore status compared to the previous year
• The School of Business invited students to quarterly social gatherings with the Dean, faculty, and staff
• The School of Business determined that half of students transferring out of the school left due to athletic transfers
• The School of Business implemented a faculty and staff mentoring program to improve student success
• The School of Business participated in IEC’s advising study
Objective 2.6: To improve student success by increasing student use of available services.

Progress:

Academic Affairs

Abraham Lincoln Library & Museum:

- Participates in LNCN 100 classes to teach research
- Hosts new student group called Lincoln’s Cabinet
- ALLM staff coach students in research methods

Carter & Movers School of Education

- Continue the focus on “closing the loop” and program improvement, utilizing appropriate assessment measures and analyses
- Continue to enhance assessment data gathering, storage, and retrieval for all programs
- Continue the development of face-to-face and online training modules for the use of LMU and School of Education technology
- Continue to strengthen field and clinical experiences in all School of Education programs
- Continue to pursue improved recruitment, compensation, orientation, and professional development of adjunct faculty

Caylor School of Nursing (CSON)

- Academic and Student Services continue to be a problem for the CSON since the majority of CSON sites are extended sites
  - Student tutors for Nursing students are rarely available

College of Veterinary Medicine

- The inaugural and proceeding classes have founded eleven LMU student chapters of national veterinary organizations
  - Over 80% of our students are involved in at least one of these student chapters, many are involved in multiple organizations
  - LMU students play an integral role in the community
    - 500+ volunteer hours per school year at Bell County Animal Shelter
    - Local Farm Visits
    - Support during Cumberland Gap Historical National Park events
    - Trap-Neuter-Release Program
    - Fundraisers for homeless pets
    - Rescue Partner with BarkBox
    - DVTC hosted Farm and Family Day
  - LMU students begin to expand their national and global impact
    - Student Association VMA Congressional Fly In; veterinary advocacy issues discussed with congressional leaders
    - Animal and human health mission to Costa Rica and Nicaragua
    - Veterinary Mission work in Bolivia, additionally this included a human health clinic and community outreach to local children.
    - Dairy visits throughout Cayuga County in central New York
• Vaccinate and deworm former top race horses at Keeneland in Lexington, KY
• Hired administrative assistant to Student Services and Admissions to work with students and student organizations to ensure they have resources to be successful
• Conducted periodic student surveys to give students the opportunity to provide feedback on services offered
• Comments from Comment Box in student lounge are addressed monthly at Deans Executive Council
• Conduct end of course surveys
• Collaborated with the LMU main campus and DCOM Student Services to provide an array of student services and student activities

Duncan School of Law (LMU-DSOL)
• DSOL administrators have increased collaboration with undergraduate and other graduate and professional programs by guest lecturing or teaching in Criminal Justice, Business and Political Science courses
• When available, DSOL faculty members are assisting in the Pre-Law, Political Science and Criminal Justice programs by teaching independent study courses for undergraduate students
• As part of its Professionalism Series, Student Services hosted a series of legal leaders from the Knoxville community and beyond, 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
• Career Services are being utilized significantly by DSOL students and graduates, resulting in a 84% full-time employment rate for May 2015 graduates (60% J.D. Required* or Advantage; 24% Professional)
  • *This number is negatively influenced by bar passage
  • Due to the lower bar passage than in years past our numbers of J.D. required jobs is much smaller

School of Business
• Three School of Business faculty have taught UACT-100
• The School of Business is reinstating the ENACTUS student group
• The School of Business conducted end of semester student course evaluations for the fall and spring semesters as well as oral exit interviews

DeBusk College of Osteopathic Medicine
• Two (2) financial services officers are available to support both the DO and PA program students
The office provides student debt management seminars and provides students periodic emails regarding scholarship opportunities.

Each officer provides one-on-one counseling for students as needed with an open door policy.

A student activities office supports both the DO and PA student government clubs (27) and interprofessional community activities.

For the DO program, small groups are created to create “colleges” where students participate in recreational activities, study groups, and fellowship within a smaller community of a large class size.

A new full-time learning specialist or academic support personnel is currently being sought to support students.
Objective 2.7: To provide appropriate student aid awards to eligible students.

Progress:

Student and Enrollment Services

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

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

- Sought recommendations from faculty and staff to identify “rising stars” with leadership potential and invited them to the Rising Stars Dinner
- Planned and implemented the 1st Annual Student Leadership Retreat to enhance student leaders’ leadership skills, enhance collaboration and cooperation, and build community among student leaders

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

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

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

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

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

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

**College of Veterinary Medicine (CVM)**

- 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
- 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
University Advancement

- 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:
  - AOA OMED
  - Tennessee Osteopathic Medical Association
  - Tennessee Academy of Physician Assistants
  - AACOM
  - American Academy of Osteopathy
  - American College of Osteopathic Family Physicians

Academic Affairs

- International Programs awarded 5 students a total of $6,000 for credit-bearing study abroad programs through the President’s Study Abroad Scholarship

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

- Criminal justice program initiated two new student financial awards
- There were more scholarships and grants awarded to the School of AHSS students than any other school this past year

Caylor School of Nursing (CSON)

- The CSON continues to apply for student scholarships with the help of other departments across campus and has successfully secured tuition awards for ASN and BSN students
- The CSON has applied for and received HRSA traineeship awards over the past several years to provide support for MSN students

College of Veterinary Medicine

- CVM suffers a strategic disadvantage vs. legacy schools in scholarship offerings
  - Significant efforts have resulted in some scholarship offerings to date, but much more effort will be required to be competitive with established CVMs
- Spring Scholarship and Awards Ceremony
o 17 current students received scholarships totaling $42,200
o A $500 CVM faculty established research award was also given to three students
o This Spring, one student was awarded the F. Edward Hébert Armed Forces Health Professions Scholarship, which makes a total of two students receiving this ongoing full tuition scholarship

☐ 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

School of Business
☐ The School of Business worked with University Advancement office to offer scholarships to six outstanding students

DeBusk College of Osteopathic Medicine
☐ The following scholarships were awarded for 2015-2016
  o DCOM Annual Scholarship - Award Amount: $14,332.12
  o Jimmie Charles Whitt Memorial Scholarship at LMU-DCOM - Award Amount: $2,127.74
  o John and Carol Howe Annual DCOM Scholarship - Award Amount: $1,550.00
  o Mary Frances Gray Lundy Endowed Scholarship for LMU-DCOM in memory of James Charles Gray, Sr. - Award Amount: $2,099.57
  o Neal Cross Memorial Scholarship - Award Amount: $6,118.94
  o R.R. Evans Endowed Scholarship for DCOM - Award Amount: $3,549.52
  o Alesha Hicks Memorial Scholarship for PA students – Award Amount: $1,500
Objective 2.8: Promote the service component of our mission statement to the University community.

Progress:

University Advancement

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

  o 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 2015-16

☐ 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 2015-16 academic year

    o Institutional and unit planning, budgeting and assessment activities reflect alignment with the Institutional mission statement and the Institutional and strategic goals derived from and supportive of the Institutional mission

☐ Financial forecast was developed for all colleges, divisions, departments and units

  o These forecasts were reviewed on a quarterly basis to assess the University’s financial performance to plan

  o Any necessary adjustments to plan were developed as a result

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

☐ The school created, and in some cases revised, department and program mission statements and program and curricular outcome objectives for all major programs

  o All mission statements are tied to the University mission statement and to the School of Arts, Humanities, & Social Sciences mission statement and organizational chart

☐ The School of AHSS divided the department of Humanities and Fine Arts into two; Department of Humanities and Department of Fine Arts and Communications

  o This came about from information from our Outcomes Assessment reports as well as planning for the budget process for the 2017 budget

  o Bifurcating HuFA will make decision making more efficient and tracking budget use more clear and exact
Duncan School of Law

☐ The DSOL administration requires all of its budget managers to justify how new requests meet the University and law school mission and enhance the program of legal education

☐ The law school works closely with the Vice President for Finance and her staff, both in developing its proposed budget in concordance with institutional priorities and ensuring that it remains within budget

School of Business

- The School of Business utilized consultant Jim Rose to facilitate discussions to align the school’s mission statement and budget with the University’s mission statement

- All School of Business program outcomes are developed with the University’s mission statement in mind
  - This is demonstrated by the outcomes assessment report’s cohesion with the University’s mission statement

☐ The Dean of the School of Business prepared and presented a balanced budget and cash flow for the school for University approval
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 a part of its ongoing review of institutional performance, evaluated all areas of the Institution to determine the optimal application of institutional funding
  - This evaluation, coupled with the Institutional strategic plan, informed the development of departmental pro formas, which were consolidated into an institutional pro forma
  - This document was then further refined into a balanced budget which was proposed to the Board of Trustees and adopted at a regular Board meeting
  - This process continues to improve coordination and planning, resulting in significant improvements to overall budget development
- Each budget officer prepared annual budget requests consistent with their approved pro forma and in keeping with individual unit plans and strategic priorities
  - These budget requests were submitted for consideration by divisional vice presidents
- Budget Committee members (Vice Presidents) reviewed all budget requests and departmental, divisional and institutional evaluation results as part of their decision making related to the allocation and reallocation or resources consistent with the strategic plan
- The Budget Committee considered institutional priorities, goals and objectives from the institutional strategic plan in the development of the new fiscal year budget
- The Budget Committee developed and proposed a balanced budget and cash flow projection for the President for further consideration by the Board of Trustees
- The President presented the balanced budget and cash flow projection to the Board of Trustees for approval
- Budget officers were made responsible for effective communication for their area during the budget process and ongoing review of revenues and expenses to ensure the financial results meet or exceed expectations

Duncan School of Law
- DSOL is finishing FY 2016 within the budget that was approved by the Board
- The approved budget for FY 2017 reflects a significant increase in revenue and continues to make strides towards the goal of a neutral operating budget
Objective 3.3: To prepare a rolling five year operating pro forma and cash flow that reflects strategic institutional priorities, including academic, operational and capital initiatives.

Progress:

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

Duncan School of Law
- DSOL continues to use the five-year pro forma developed and approved in 2014 as a baseline for budgeting, making changes as necessary as institutional priorities shift

School of Business
- The School of Business created a four year pro forma for the Doctor of Business Administration program and Master of Business Analytics
Objective 3.4: To provide budget for debt service, strategic initiatives and contingencies.

Progress:

Finance

☐ The Board of Trustee approved budget for 2016-17 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

  o A systematic forecasting process to include the individual departments has been implemented
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, Humanities, & Social Sciences

- The School of AHSS has improved procedures for using funds for the performing arts and dinner theater as well as AITG
  - Protocols now include pre-requests for approval channeled through the program and department assistant dean before purchases are made
Objective 3.6: To plan and budget for resources appropriate to support Lincoln Memorial University as a Level VI institution.

Progress:

Finance

- Funding was continued for the Research department as part of the University budget that was approved by the Board of Trustees
- Increased funding for research was approved in the 2016-2017 budget in several areas of Academic Affairs

DeBusk College of Osteopathic Medicine

- One (1) medical research coordinator to support clinical faculty and students with clinical research; one (1) Health Sciences Community Research Specialist was hired through grant funds
- DeBusk Summer Research Grantees are determined by the DCOM Research Committee and included 11 students and $15,393 was dispersed for student summer research and (3) Basic Medical Science student research awards totaling $5,947
  - Seven (7) are research projects with LMU-DCOM faculty and eight (8) are with outside universities
- Budget reflects $162,632 in funds to support faculty research
  - To date, $45,700 was dispersed this academic year for research purposes to support six (6) faculty members
- $207,624 of grants were awarded and received to support research efforts and 0.20 FTE was allotted for protected research time within the grants awarded, which ended in 12/2015. $26,000 and $196,079 were awarded
Objective 3.7: To utilize data to make informed decisions.

Progress:

Finance

- Processes for making essential data available to decision makers continued to be improved during 2015-16

- Vice Presidents evaluated progress on strategic goals based on assessment and provided progress reports indicating the level of achievement of those goals

- Revenues and expenses continue to be reported in detail to allow more granular visibility into our financial performance thereby increasing opportunity for more data based decisions by function

- Revenue budgets for 2016-17 were created in a way to allow for semester, program or extended site financial reporting

- Feasibility studies and pro formas were developed concerning major program initiation decisions (i.e. College of Veterinary Medicine, updated Duncan School of Law, Doctor of Nursing Practice, Masters of Public Administration, and Doctor of Medical Science) that incorporated consideration of institutional capacity and market analysis

- Careful attention was given to fulfilling the requirements of the Southern Association of Colleges and Schools-Commission on Colleges’ Substantive Change requirements when initiating new programs or teaching sites

- All unit level Outcomes Assessment reports for 2015-16 indicate use of data in decision making

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

- The School of AHSS Data Team meets throughout the year analyzing data from NSSE, Student Opinion Surveys, graduating student surveys and other data tools
  - Actions were taken or policies were developed in response to program and student needs suggested by the data

School of Business

- The School of Business hired the Hannover Research Group to conduct a feasibility study for the greater Knoxville area for the new programs developed
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 (2014-15) included material related to fulfillment of institutional strategic goals

School of Business
- The School of Business participated in strategic planning retreat
- The School of Business strategic report included material and data 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.

Physical Plant
- Weekly evaluation of custodial, grounds, maintenance, water plant workers to manage workload effectively
- Daily distribution and monitoring of work orders to ensure efficient use of time; 4797 work orders for 2015-2016
- Provided maintenance, grounds, and custodial support at Alcoa/Blount Site
- OSHA 10 hour training for Physical Plant and Properties
- Additional campus lighting at Byram, Student Center, DAR, Duke, Burchett, McClelland, Peters
- Setup and takedown of all University events in Turner Arena
- Delivery & partial setup of 125+ events outside of Turner Arena
- All boulevard lighting changed to LED
- Added sidewalk at JFWA and from The Village to the Cafeteria
- Renovated both Fraternity Rooms in Avery
- Renovated the lobby & seating area of the Student Center
- Renovated Duke IS Department
- Renovated & relocated Cashier’s Office & seating area in DAR
- Installed new 60’ flag pole in front of the Library
- Began replacement of ceiling tile in Turner Arena
- Replace two boilers at University Inn
- Complete demo and renovation of New Tazewell Medical Clinic
- Repaired leased building at England’s prior location of New Tazewell Medical Clinic
- Complete rebuild of steps at the Cumberland Gap Pavilion
- Painted offices & replace ceiling in offices at Schenck
- Painted rooms in Avery
- Painted exterior of President’s Office
- Painted offices in Duncan School of Law
- Added bird deterrent features to MANS, DCOM, Turner Arena and Business Education
- Painted multiple offices at Duncan School of Law
- Replaced exterior ground flood lights with LED floods at Duncan School of Law
- Added six LED wall pack lights to rear of Duncan School of Law
- Pressure washed all residential housing breezeways
- Pressure washed & cleaned windows at DCOM & MANS
- Constructed additional office space in rental space
- Produce and manage water treatment facility - 150,000 gallons + (daily average)
- Distribution Center
  - Lease Pitney Bowes mail system for mail scanning system
  - Added for Campus Post Office, new signage, remote doorbell, utility cart, hand truck, vehicle & truck wrap with LMU logo, Analog back-up camera for truck,
install cargo bar, horizontal e-track & ratchet straps in truck, Tommy Gate for vehicle

Print Shop moved from Arena to Student Center 3rd floor

Water Plant
- Purchased new AMT self-priming pump to replace pump that needs repaired
- Valve & curb key kits & clean-out auger for manhole covers
- Replace Barksdale Transducers damaged by lightning
- Increased security measures at facility
- Installed reduced pressure zone backflow preventer at the LMU Tennis Complex
- Purchase new remote meter panel assembly & IPEX PVC Wye Strainer for Water Filtration System
- Install backflow prevent & hatch in Golf Driving Range/Lacrosse Area
- Replace Hi & low valves (leaking) calibrate backflow preventer
- State certified backflow test on three backflow preventers at Dorothy Neely Softball Field, Lamar Hennon Baseball Field & Track & Field Area
- Update Lead & Copper testing & submit Lead & Copper Notification Certification to TN Dept. of Environment & Conservation, Division of Water Resources
- State Certified Backflow Test on 35 devices on LMU Campus

Interior Design & Special Events
- Moved President’s home to Yorkshire
- Purchased dining room, living room, bedroom furniture, linens, kitchen items, curtains & rods, lamps etc. to decorate new Presidents Home
- Moved Presidents offices from Student Center to former President’s home
- Cleaned out previous offices at student center to prepare for move and relocation of Administration Offices from Grant Lee
- Moved Grant Lee Administration Offices to former President Office suite
- Removed all decorations, stored and rehung items in President’s new office suites and Administration Office
- Removed old carpet from conference room and selected and replaced with engineered hardwood in conference room and partial patio room (which is now Marsa’s office)
- Decorated and moved University Medical Center into new building in New Tazewell
- Grand opening ceremony for UMC
- Purchase children’s table and chair sets for Harrogate and New Tazewell UMC
- Physician’s Assistant graduation - decorated
- VA Small Animal Clinic – opening
- VA site – Fall BBQ – decorated
- Women of Service – decorated 18 tables
- Physicians White Coat Ceremony decorated
- Clinch Powell Dinner at MNS – decorated
Ordered seven podiums for university

Planning for Corbin Nursing to move to new location

Purchased chairs student lounge area Virginia

Relocation of plaques from student center to Kresge

- Decorated for Ron White Luncheon – Lincoln Dining Room – Carol Campbell Museum
- Moved Administration offices to old president’s office suite
- Decorated for Vet Med White Coat Ceremony
- Planning for Fall Homecoming
- Plan Fall Campus Decorations – purchased pumpkins, gourdes, fodder, ribbons, etc.
- Homecoming Activities – Decorate – Presidents Breakfast, Donor Dinner, Dedication of MNS rooms etc.
- Decorated for Dr. Carter Seminar – 22 tables

Selected new outside lights for VA Lodge

- Updated lobby of Harrogate Medical Clinic with new blinds, paint, ceiling fan, rugs, furniture, prints, children’s table and chairs
- Completely redecorated VA Lodge Lounge with new furniture, rugs, tables, bar and bar stools, lamps, prints, indoor light fixtures, TV’s, bar supplies etc.
- Decorated for Board of Trustee Meetings, breakfast, luncheons, and dinners at VA site
- Updated two offices in Kresge
- Decorated three offices in Cumberland Gap – Arts – chairs, lamps, prints, clock
- Planning and decorating campus, president’s home, university lounge and Va. lodge for Christmas
- Decorated foyer of Cumberland Gap Convention Center
- Selected paint and soft seating & outdoor furniture for Golf Complex
- Removed and stored items from Pace House
- Decorated the new Construction Office with new sofa and chairs, end tables, prints, lamps, coat racks and greenery
- Decorated for couples’ luncheon at MNS
- New shades for President’s offices
- New drapes for Duke Auditorium
- Decorated bedrooms and bathrooms at VA Lodge with new sheets, mattress pads, quilts, comforters, pillows, bed overlays, lamps
- Decorated Leadership Luncheon, Awards Dinner, Producers Circle Dinner, Professional Administrative Brunch, Graduation speakers dinner
- Decorated for Board of Trustees Breakfast
- Decorated for Graduation
- Decorated Lincoln Memorial University table for Chamber of Commerce Dinner
Furniture Procurement & Design

- Furniture install in Virginia for the new 43, 187 sq. ft. small animal building
  - Also included all interior signage
- Lockers installed in the Virginia small animal building
- Completed the move of the President’s residence
  - Moved from house on campus to house on Yorkshire
- Purchased and supervised install of new furniture for the new location of the UMC
  - This also included all interior signage
- Organized the moves of dorm furniture to accommodate Kantos and summer camps
- Six new work stations for Athletic Training were installed
- Furniture install for new 4,900 sq. ft. golf complex
- Began planning for the Corbin move of nursing from the hospital to its new location
- Dorm project, implementing new software for inventory purposes
- Completed the move of Corbin nursing program to new location
- New lockers installed at UMC
- Construction offices were furnished, approximately 3,500 sq. ft.
- Cumberland Gap Arts Offices were furnished (three offices and a lobby/meeting area)
  - Four counselors’ offices in Grant Lee were furnished
- Had all dorm furniture removed from Grant Lee and stored for future use
- Avery Hall new furniture install for 11 offices on the third floor
- Set up an office additional office spaces with the President’s Office.
- Established relationship with Jayson Phillips, VP of Logiflex
  - This will be very important to LMU’s future furniture purchases

Sigmon Communications Center

Athletics

- Televised/live streamed 133 LMU and local high school (football) events during the 2015-16 academic year
  - Regionally televised six men’s basketball games using Sigmon crew producing the broadcast for WYMT-TV’s sister affiliate EYMT-TV and WVLTV’s sister affiliate MyVLTV
- During the past year the LMU Sports Network received advertising support from five national sponsors and five regional sponsors
- Provided live radio and tape delayed TV coverage of Cumberland Gap and Claiborne High School football games
- Televised/Live Streamed the NCAA Regional basketball tournament from Tex Turner arena
- Provided live radio coverage from the NCAA Division II basketball finals in Frisco, TX
- Provided live radio coverage of all LMU basketball games at the SAC Tournament from Greenville, SC
Recorded the SAC Cross Country Championships from Wasioto Winds Golf Club
Live radio broadcast of basketball coaches shows from the University Club, bringing the programs before a live audience

Campus Audio Services
Worked with IT to institute an online work order system for campus audio requests
Between January 2016 and July 2016-38 work orders were generated through this system
Between July 2015 and the end of the Fall 2015 semester, Sigmon fulfilled 40 requests for audio services
Audio services were provided for University Commencement, DCOM Commencements, White Coats, and theatrical and music events, Knoxville Symphony, tree lighting and other various events
Provided audio services for local high school graduations, Cumberland Gap, Claiborne, Union County, Campbell County and Grainger County

LMU Community TV
Continue to expand news coverage of community and campus happenings
Added additional newscast during the week
Added an entertainment and movie review report to each news broadcast
Added a local and regional concert calendar to each news broadcast
Worked with DCOM students on a health tip segment focusing on heart month, cancer awareness, breast cancer prevention & detection, flu season and other health issues
Created a partnership with the Claiborne Animal Shelter for an adoption segment each week; shelter brings in two pets that are eligible for adoption each week for our Pet of the Week segment
Televised and broadcast the third annual Servolution Telethon
Integrated more students into the Sigmon work force
Recorded the Lincoln Symposium at the Abraham Lincoln Library and Museum
Live streamed and recorded the CAHA (Center for Animal Health in Appalachia Symposium) from the College of Veterinary Medicine
Worked at the annual ROHO Shopping Spree
Live streamed the Women of Service Fashion Show
Broadcast the first athletics Lincoln Awards Ceremony from Sue & Sam Mars Performing Arts Center

Radio
Started our Midday Classics radio show daily on WLMU-FM
Created the Appalachian Extra Mile, a public service program that features local organizations and their good deeds in our region (airs weekly every Tuesday at 7:30 pm on WLMU-FM)
Tom Amis (“Amis in the Morning”, 6am-9am Monday through Friday) on WCXZ-AM has added nationally known author and personality interviews to his show.

- Some of the guests he has interviewed this past year include: Actors Cheryl Ladd, Vickie Lawrence, Ben ‘Cooter’ Jones, S. Epatha Merkerson, Jessie Johnson, Geraldine Hughes, Alexis Rodney, Dr. Jan Pol (The Incredible Dr. Pol), authors Scott Barry Koffman, Jane Bryant Quinn, Janette Sadik-Khan, Kim Bateman, Charles Steele, political figures Matt Bevin and Janeen Hampton, law enforcement officers Blake Pedersen (Alaska State Trooper) and Chief Jeff Buck and medical professionals Dr. David Magnano, Mark Pimental and Ron Harris.

- Partnered with the College of Arts, Humanities & Social Sciences to produce a weekly recruitment and informational 30 minute program on WLMU-FM.

- Program airs each Wednesday at 4:30 pm and is re-aired during the week.

- Did a number of radio remote broadcasts in the community, including the Claiborne Health Department’s Baby Shower (July), grand opening of the LMU Medical Clinic in Tazewell, Pinnacle Performance one year anniversary, Sweet as Honey grand opening, Subway grand opening and other events.

- Increased our social media presence for both WCXZ-AM and WLMU-FM.

- Utilized local personalities as ‘guest DJ’s’ on WCXZ-AM.

- These included Steve Gulley, Don Gulley, Vic Graves, Bill Sowder, Phil Leadbetter, Bryan Turner & Bill Turner.

- Provided live radio broadcast for all Railsplitter men’s and women’s basketball games on WLMU-FM.

- Continue to provide a radio platform for local religious programming every Sunday on WCXZ-AM and WLMU-FM.

Social Media

- Increased our social media footprint with all Sigmon brands.

- LMU Community TV Facebook page has over 2100 likes as of June 15, an increase over last year of 40%.

- Facebook likes for WLMU-FM have increased 15% as of June 15, jumping to over 250.

- Facebook likes for WCXZ-AM have increased slightly, 8%, as of June 15.

- Likes for the Monday Night Sports Talk show on all Sigmon platforms has jumped 30% to over 250.

- All LMU Community TV newscasts are posted on Facebook and YouTube.

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

- The Art program installed a new ceramic pugmill and has been recycling clay for reuse.

- The Cumberland Gap Arts Center Baggage Building second floor was refurbished and renovated specifically for 2D art classes.
● The School of AHSS department chairs’ meetings regularly include discussions regarding facilities usage

□ The School is frequently asked for and accommodates the use of classrooms in Avery Hall by the J. Frank White Academy, School clubs, University clubs, and administrative departments for a variety of purposes

□ As changes occur to buildings or buildings are removed or renovated faculty are able to more appropriately prioritize use and needs
  ○ Information regarding facilities use is submitted to the University Facilities Committee

□ Offices for Department of Fine Arts and Communications were created at the Cumberland Gap Arts office center
  ○ Three main offices were created and a small conference area

□ MPA classes are held at the DSOL facility in Knoxville

□ The Social Work program continues to use the DCOM Simulation Laboratory facilities in the training of social work juniors and seniors

□ Make timely reports to institutional services to assess the effectiveness of audio-visual, and building physical plant concerns

□ Theater program requested and has had installed window treatments in the windows in Duke Hall

□ The Music program classroom needs for technology equipment was assessed, and up-to-date equipment and software has been installed

□ Art department requested, received and installed a new kiln.

Academic Affairs

Abraham Lincoln Library & Museum:

□ ALLM staff preparing design for new permanent exhibits as part of Kincaid remodeling

Allied Health Sciences

□ Schenck Center for Health Sciences had all interior rooms painted and all offices and common spaces were equipped with new furniture in anticipation of the Veterinary Medical Technology Program (VMTP) AVMA CVTEA accreditation site visit

□ VMTP purchased three new anesthesia machines and three new multi-organ system anesthetic monitors

College of Veterinary Medicine

□ Small Animal Clinical Skills Building construction completed in August 2015

□ Lincoln Memorial University-College of Veterinary Medicine (LMU-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
    ▪ The first conference occurred in October 2015

□ The mission of CAHA is to improve animal health and public health in the Appalachian region through five initiatives
1. Conferences, workshops and training programs to raise awareness and advance knowledge of animal and public health issues
   a. CAHA will host an annual conference each October starting in 2015
2. Through LMU-CVM, CAHA will provide veterinary students from LMU-CVM and other schools with the opportunity to earn a Rural Animal Practice Certificate
3. Community educational programs for Appalachian residents, farmers, veterinarians and others using the LMU-CVM facilities and online
4. Public education and advocacy on animal health and public health issues affecting the Appalachian region
5. Research and research-funding support related to Appalachian Animal Health and Public Health, including annual publication of the State of Animal Health in Appalachia

School of Business
☐ The administration of the School of Business researched office and classroom space and coordinated with the provost to ensure use of unused physical resources in developing new programs and future growth

School of Mathematics and Sciences
☐ Work on the Conservation Biology Lab completed the floor sealing, guttering, external paint, signage
  o Fiber optic network access is still needed
**Objective 4.2:** Provide a healthy, safe, and secure environment.

**Progress:**

**Administration**

- Assess, prepare, and evaluate University safety and security operations in order to ensure compliance with regulatory agencies annually
- Update and review of all emergency evacuation plans (ongoing)
- Publicized emergency information in all areas (ongoing)
- Updated Health/Safety Critical Response Manual/Updated Committee reference
- Travelers Risk Control Consultants Audit performed – April 2016
- Sanitary Survey of Community Water System 97%
- Campus – Safety video’s added to Campus TV’s on Residence Hall Safety
- Campus – MSDS online renewed & training on GHS (Global Harmonized System)
- Campus – Forklift Workshop Training Safety Video & cards
- DCOM & MANS – replace out of date AED pads
- DVTC – Industrial Hygiene Assessment-Formaldehyde Testing
- Mary S. Annan Natatorium – purchase new Heart start Defibrillator & AED Cabinet
- Math & Science – Industrial Hygiene Assessment-Formaldehyde Testing
- SIS Program for EPA (one year) from DLC Solutions
- SPCC Plan Update, SPCC Training (Environmental Spill Prevention Control & Countermeasure – reference electronic location
- Campus TV’s – PowerPoint presentations are used to display events via campus digital signage
  - Updated every Monday or as needed if events change (due to weather)
- Created five promotional positions
  - One Lieutenant, two Sergeants, one Dispatch Supervisor, and one Security Supervisor
- Revised and created numerous different policies, including inclement weather, earthquake, active shooter, E-2 Campus Alert, etc.
- Partnered with Governor’s Highway Safety Organization (GHSO) to implement the SAFE and Speed awareness campaigns
- All of our sworn officers are Reserve Deputies with the Lee County Sheriff’s Office, giving us full law enforcement powers on the Virginia Campus
- Certified a Dispatch Trainer
- Hosted a Free Firearms Instructor Class to surrounding agencies (10 different agencies participated)
- Hosted two Local Emergency Planning Commission (LEPC) meetings
- Created a new Critical Incident Response Team
- Provided Active Shooter Training for the Union County School System, and the Union County Sheriff’s Office
- Conducted Use of Force training for the Campbell County Sheriff’s Office
- Provided campus wide Lockdown training for all faculty and staff
Provided safety training for Housing RDs and RAs
Revised the Police Policy Manual
Updated all of the Student Threat Assessment cases
  We currently have 19 cases, of which 14 have been cleared and closed
We have partnered with the Tennessee Highway Patrol K-9 Unit to provide bomb sweeps prior to any scheduled major event on campus, such as the NCAA Basketball Tournament, graduations, etc.
Obtained new Class A uniforms for all sworn officers
Have maintained updated training for all employees (Dispatch, Security, and Police)
Re-worked schedules at the Vet School to save in overtime, while still providing the same 24 hour security coverage at the site
Updated the Missing Person Reporting Protocol to align with the Suzanne Lyall Campus Safety Act and the National Child Search Assistance Act
Developed a new procedure on how to properly dispose/destroy Criminal Justice Information that is no longer required to be kept by the LMU Police and Security Department
Used GHSO grant money to purchase flashlights for all police and security personnel
Used GHSO grant money to purchase additional barricades and cones to assist with special events
Joined the International Association of Campus Law Enforcement Administrators
Joined the Tennessee Association of Chiefs of Police
Attended the Campus Safety Conference
Lockdown Procedure Presentation at UNLV at the Higher Education Unified Summit
Three public safety announcements on Parking, Alcohol and See Something say Something Campaign
Provided two solar powered crosswalk signs below DCOM
Extended LMU Security at Knox County and Blount County Off-Sites by utilizing LMU Armed Guards
Hired an Extended Site Security Coordinator
Installed Emergency Phones in all classrooms
Dispatch monitors over 500 cameras, 24 hours per day, 365 days per week
Completed the TBIRS, Clery Act, and Consumer Information on our website
Attended the Behavioral Intervention Team Training in Chattanooga, TN
Conducted over 80 background checks pertaining to non LMU employee/student Summer Camp activities
E2Campus campaign during move in day on campus & at beginning of semester at Knoxville location (ongoing)

Risk and Insurance
Managed property coverage for 80+ structures professional liability coverage for 25+ programs
Continued to evaluate existing insurance coverage to ensure adequate coverage
Obtained new program coverages in Virginia and Tennessee as approved
Obtained new property coverage in Tennessee and Virginia as approved
Worked closely with Athletics and Student Services to ensure risk free programs on campus

Processed certificates of insurance and claims history reports for graduating students in our professional programs

Approved university drivers after successfully transitioning to new MVR search company with decrease in research time

Continued to work closely with physical plant to reduce facility liability exposure

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

- A workshop for active shooter aggression was completed
- Lighted exit signs were replaced and/or installed
- Security personnel provided a training on how to accept alerts, how to contact security, and under what conditions security or off-campus emergency responders are to be alerted

School of Business

- The School of Business faculty and staff participated in fire drills, active security training, CPR training, and sexual harassment training
Objective 4.3: Enhance and sustain the Institution’s Human Resources (HR).

Progress:

Human Resources

- Initiated conversion to a Kronos Timekeeping System from the current EMMA system for all hourly employees
- Initiated communications and planning for the new overtime rules published by the federal Fair Labor Standards Act
- Human Resources one day a month at Knoxville locations
- Participated in Job Fairs
- Benefits Administrator presented recorded/videoed benefits open enrollment process for mandatory employee meetings
- LMU Years of Service Awards and the Administrative Professionals Day Luncheons conducted by Human Resources
- TIAA-CREF representative for individual counseling sessions for LMU employees on campus
- Millennium representatives presented individual counseling sessions and group meetings on retirement for LMU employees
  - Four hundred and sixty-two employees attended the group meetings and 279 employees signed up for individual counseling sessions
- Recruitment, Training, and Safety Administrator completed the implementation to PeopleAdmin, an automated applicant tracking system
- Offered University training on PeopleAdmin
- HR Director and Payroll Administrator initiated Colleague Position Management in conjunction with Finance Department
- Initiated an RFP for Employee Benefits Insurance Broker and Consulting Services
- Review and updating of current University Policies
- HR Administrative Assistant continues Image Now, for an electronic storage of employee records
- Recruitment, Training, and Safety Administrator reported workers compensation cases 100% of the time within 3 days of injury as compared to a 72.4% in 2012
- Human Resources staff provided support for over 1,000 full time and part time employees

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

- Two years ago, the School of 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

School of Business

- The School of Business coordinated faculty and staff interviews and implemented a process to hire eight new faculty and staff members
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
- Microsoft campus agreement to include Microsoft Training academy
- New computer support technician added
- New Senior application support specialist added
- Migration from AT&T long distance to SIP provider with annual savings of $36,000.00
- Migration from on-premise to VMWare cloud with annual savings of $250,000.00

Duncan School of Law

- The Law School Facilities/Technology Committee worked with the Chief Technology Officer and did a walkthrough of the Law School to discuss technology needs and provide IS with a list of technology issues to address
  - Lexis has recently upgraded the Law School’s existing student printer
    - In addition, Lexis has also provided the law school with a dedicated faculty printer that requires no support from the IS department and is wholly maintained by the Lexis law student representatives
    - Lexis provides toner and paper for both printers, thus decreasing the demand on LMU printers and reducing overall printing costs
  - To address the unreliability of the Law School’s web-based ResponseWare interactive polling program through TurningPoint and to collect more valid assessment data, the Law School investigated alternative interactive polling programs during academic year 2015-16
    - In Fall 2017, the Law School will transition to a clicker-based polling program, also through TurningPoint, paid for through the Dean’s discretionary budget
Objective 5.2: Provide and maintain technology infrastructure.

Progress:

Information Services
- Upgraded 176 faculty and staff PC across all campuses
- Direct private connection to VMWare data center
- Migrated 226 servers to the VMWare cloud
- Upgraded phone system to eliminate long distance with SIP
- Security audit of all internal and external systems
- Implemented new McAfee IDS system
- CrashPlan personal desktop backup system deployed to select clients
- Migrated email spam solution to ProofPoint cloud solution
- IT provided services with 99.991% uptime from July 2015 to July 2016
- DSOL wireless upgrade
- DCOM wireless upgrade
- Network peering with Facebook and Netflix
- Technology buildout: Shipping and receiving, driving range, president’s office, Corbin site, DVTC, Cumberland Gap offices, Avery Hall 114, Lacrosse, and New Tazewell clinic
- Technology upgrades DCOM, BusEd, and DSOL to accommodate HD inputs
- Implemented Michelangelo reporting software for University Advancement
- Implemented College Scheduler to enhance student registration
- Implemented Recruiter version 4.0
- Upgraded Business Objects service pack 6 reporting software
- Image Now system upgrade
- Implemented McAfee antivirus software across all sites
- Implemented Avaya network access control system across all sites
- Performed routine network monitoring of LMU’s switched network for performance and high availability
- Performed routine maintenance, firmware upgrades and monitoring of LMU servers for performance and availability
- Performed routine maintenance, firmware upgrades and monitoring of the LMU’s hardware appliances to assure security, optimum performance and high availability
- Performed routine maintenance, firmware upgrades on 168 windows servers
- Maintained timely updates on over 2900 windows workstations (faculty, staff and students)
- Maintained and verified timely and valid backups of the Ellucian systems on an hourly basis
- Maintained and verified timely and valid backups of all mission critical systems
3130 □ Verified disaster recovery with co-locations

3131 Academic Affairs

3132 Abraham Lincoln Library & Museum:

3133 □ Upgraded wireless internet service at Dr. Robert L. Kincaid Endowed Research Center

3134 □ ALLM Purchased tablets for research use in Dr. Robert L. Kincaid Endowed Research Center

3135 □ Inventoried and evaluated Museum collections for items supporting Kincaid research projects

3138 Duncan School of Law

3139 □ The Law School Facilities/Technology Committee worked with the Chief Technology Officer and did a walkthrough of the law school to discuss technology needs and to provide IS with a list of technology issues to address

3142 • The Law School installed a new SMART kapp IQ interactive whiteboard in a study room as a “pilot” to determine the appropriateness of installing similar technology in additional study rooms and classrooms

3145 • In Fall 2017, the Law School will transition to a clicker-based polling program, also through TurningPoint, paid for through the Dean’s discretionary budget
Objective 5.3: Provide training opportunities for faculty, staff, students and technology support staff.

Progress:

Information Services
- Seventy-three private training sessions completed
- Provided training to incoming DCOM students
- Provided training to incoming NA/FNP students
- Provided training to incoming PA students
- Provided training to incoming VetMed students
- Provided training to incoming DSOL students
- Trained additional administrative users in the use of the Colleague report writing tool
- Trained new security staff on Avigilon security camera software
- Trained security staff on the NCC fire system
- Training request work order template made available on the Helpdesk site
- Thirty-seven private classroom technology training sessions completed

Academic Affairs

Abraham Lincoln Library & Museum:
- ALLM staff and volunteer participated in Past Perfect 5.0 Training webinars to manage the Museum’s collections better

Duncan School of Law
- DSOL librarians provided in-class training for all required 1L courses on LibGuides designed to support the curriculum
  - A LibGuide is created for each of the 1L courses and includes links to related digital and print study aids through our license with West Academic’s Study Aids and the Lexis OverDrive ebook collection
  - Other LibGuides were created to direct students to Finding Practice Problems on a specific subject and highlight the other resources the library subscribes to such as Quimbee, CALI, BARBRI AMP, and Courtroom Cast
- DSOL librarians provided in-class training on two subject specific upper-level writing courses
  - The sessions focused on the databases the library subscribes to that support each subject area, International Comparative Law and Education Law
- DSOL librarians also provided a faculty training session on the upgraded federated research platform, Aquabrowser, the new Bepress features for the faculty’s Selected Works pages, and an overview of how the library supports the curriculum through course LibGuides
- At the beginning of Fall 2015, a faculty workshop was conducted on learning outcomes and assessments to discuss American Bar Association Standards 301, 314 and 315
Objective 5.4: Provide user support for technology services.

Progress:

Information Services
- IS Helpdesk closed 23,519 work orders
- Provided support for 125 video conferences
- Recorded and edited 2136 lectures via Mediasite
- Provided tech support for nursing online ERI testing
- Provided technical support for all DCOM, PA, VetMed online exams
- New categories added to the LMU IS Helpdesk site for more detailed work requests
- Re-deployment of LMU automated attendant
- New IS Helpdesk call script implemented
- New IS Helpdesk expanded hours for after-hours coverage

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- The School of AHSS, in conjunction with Sigmon Communications Center, produces a weekly radio program in support of the Arts, Humanities, and Social Sciences – and LMU in general

Duncan School of Law
- The DSOL librarians provide support to the faculty in the use of Expresso and Scholastica to manage faculty scholarship submissions to law reviews and journals
- The library supervised Research Assistants who work directly or as a pool for faculty research needs
- “Technology Days” were scheduled for students to address technological concerns with their laptops
- Regular communications and instructions were posted on TWEN and emailed to students to address student students about ExamSoft and to ensure its proper operation during examinations
Objective 5.5: Plan and implement necessary resources and services for radio/television stations.

Progress:

College of Veterinary Medicine

- Provided audio and video services to CVM for White Coat ceremony
- Provided video services for CVM including recording class lectures, instructional video and CVM student/charity activities
- Produced promotional video for College of Veterinary Medicine
- Live stream of 1st CAHA conference
Objective 5.6: Provide appropriate support for research initiatives at the University.

Progress:

Information Services
- Supported Institutional Effectiveness in reporting needs
- Provided an in-depth financial aid data analysis for the common data set
- Upgraded Colleague for all federal regulatory releases
- Provided enrollment and financial data from the colleague system to Institutional Research to support institutional, state and federal reporting requirements

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- The School of AHSS Research Committee provides training on the mini-grant process and procedures
  - The committee also discusses ideas for undergraduate student research and scheduling outside researchers to visit campus
- Departmental travel funds are used primarily for research travel
Objective 5.7: Develop and maintain a high quality external website.

Progress:

Information Services
- New website launched October 2015
- New website fully mobile compliant
- New MyLMU mobile app
- LMU Recruiter admission application fully mobile compliant
- MyLMU fully mobile compliant
- WebAdvisor fully mobile compliant
- MyLMU portal upgrade
- External web updated monthly with new image slides
- CMS expanded to show and report all broken links
- CMS deployed to each department for site updates

School of Business
- The School of Business worked with IS on school’s individual website
STRATEGIC GOAL VI

Enhance resources.

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

Progress:

University Advancement

- Alumni Services partnered with DSOL and DCOM to offer a Networking Night for Graduate students; enrolled three new alumni and received gifts
- Alumni Services partnered with Student Services to assist in activities such as the “Rising Stars” program
- Offered career networking opportunities
- Alumni Services hosted either Homecoming activities or graduation receptions at nearly all extended sites
- Worked with athletics to host “L” Club receptions welcoming back over 60 athletes
- Worked with Admissions to host move in day and handed out water to 100’s of students and their families
- Working to establish a Student Alumni Board set to begin August 2016
- Working with Admissions to create Alumni Recruitment Teams (ART)
  - Aid with Alumni Mentors program
- Evaluating Alumni Travel Programs offering CEUs
- Working with academic deans to promote fundraising within schools

LMU Women of Service Recruiting New Students TheCORE: Youth Leadership Symposium 2016

- Cultural understanding, Overcoming obstacles, Roles and responsibilities, Education
- A program of LMU Women of Service
  - Funded by a grant of $14,650 from the Women’s Fund of East Tennessee and other private gifts
- Serving 27 rising senior high school women from Claiborne and Union Counties
- Campus residency July 11-15, 2016
- Building confidence and a pathway out of generational challenges

Opportunities for Reconnecting, Renewing and Recruiting

- LMU Family Night at the Smokies July 8, 2016
- TheCORE: Campus residency July 11-15, 2016
- LMU Women of Service Fashion Show (August 18, 2016, Arena)
- National Alumni Golf Outing (September 16, Wasioto Winds)
- Upholding the Constitution with Judge James L. Cotton, Jr. (September 21, 2016)
- Homecoming (October 6,7, and 8)
- Live to Lead with John Maxwell (October 7)
- LMU Day of Giving (November 18, 2016)
- LMU Tree Lighting and Knoxville Symphony Chamber Orchestra, WOS Christmas Festival (December 1, 2016)
Academic Affairs

Abraham Lincoln Library & Museum:

- ALLM has hosted special events for Appalachian Literary Festival, Arts in the Gap, Kanto, and other academic groups on campus
- ALLM has provided special tours and presentations for efforts to recruit about 1,000 potential students, faculty and staff
- ALLM and Library made a joint exhibit for Martin Luther King Day commemorations
- ALLM used Facebook and Twitter to promote Museum programs and to co-market with other LMU departments
- ALLM hosted Tri-State tourism initiative
- ALLM hosted and helped plan with University Advancement the Eleanor Yoakum Highway Dedication

International Programs:

- Collaborative projects include:
  - First LMU Film Series (co-sponsored by International Programs, Student Services, Multicultural Student Services, Carnegie Vincent Library, the Abraham Lincoln Library and Museum, and Arts in the Gap)
  - International/Multicultural Dinners (co-sponsored International Programs, Student Services and Multicultural Student Services)
  - International Programs and the Department of English collaborate on enhancing academic support services to international students (with a focus on academic writing)
  - First international UACT session, Fall 2015
  - Yoga and Wellness Classes (co-sponsored with Student Services)

Duncan School of Law

- DSOL coordinates the marketing efforts of its admissions and part-time social media with the university’s Public Relations staff and its fundraising effort with the Office of University Advancement
- Other LMU programs are being offered out of the DSOL facility, including the Master of Public Administration program, and soon the Doctor of Business Administration and Master of Business Administration programs
- DSOL has 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 its office reorganizations
- Representatives from the HR Department offer monthly DSOL campus visits
- The University’s Vice President of Public Affairs and General Counsel has taught multiple courses at the law school

School of Business

- The School of Business faculty and staff coordinated with other schools and programs to provide curricular assistance in business teaching

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

Progress:

- Raised $86,172 in Annual Fund contributions as of June 14, 2016
- Increased undergraduate alumni giving rate to 5.17 percent as of June 14, 2016, up from 5.04 percent as of June 30, 2015
- Completed the 12th successful MVT fundraising test during Fall 2015, and planned for test 13 starting in Summer 2016
- Received gifts from 178 full-time faculty and staff in 2015-16, increasing the faculty/staff giving rate to 28.96 percent (up from 27.75 percent as of June 30, 2015)
- Maintained active friends giving rate of 13.36 percent as of June 14, 2016
- Experienced a 21% Increase in Alumni activity participation
- Over 100 alumni returned to main campus for Alumni Day at the Ballgame
- Twelve people who met at LMU and married returned for a luncheon
- Revitalized the Tri-Cities Alumni Chapter with 25 alumni in attendance
- Hosted 14 alumni events since last November; resulting in around 180 alumni
- Reconnecting and Renewing relationships with LMU and other alumni
- Hosted two breakfasts for graduates and their families attended by over 1,000 graduates and their families and signed up 100’s of new alumni
- Increased alumni membership by 50%
- Two hundred and twenty-four alumni, staff, faculty and friends of LMU attended in LMU Night at the Smokies July 2015
- DSOL Graduation Family BBQ hosted by DSOL and Alumni Association May 6 had 16 DSOL grads and their families, totaling over 80 participants
- Ten alumni participated in the June 2015 LMU Travel Program; 19 participated in the June 2016 program
- Seventeen teams participated in the alumni golf tournament
  - There were 48 hole sponsors resulting in $7,175 in funds raised
- Giving to Democrat Hollow fund increased by 10%
- Alumni engagement on Facebook and Twitter increased by 3,704%
- Sold 546 Dollywood tickets
- Two hundred and twenty-four alumni, staff, faculty and friends of LMU attended in LMU Night at the Smokies July 2015

Athletic Fundraising

- Athletic Legends Program – 60 alumni honored
- Ring Celebration
  - The 1971 basketball team, winners of the Eastern Division Volunteer State Athletic Conference title under the direction of the legendary Dean C. Bailey
  - The 1975 baseball team, also coached by Dean Bailey, captured the Eastern Division Volunteer State Athletic Conference Championship
- Twenty thousand Twitter impressions the day between the semifinals and the finals for men’s basketball tournament
  - 1.2 million viewers for the championship game
- Athletic Golf Outing May 20, 2016
- Outright athletic fundraising has increased by 81.95 percent fiscal year-to-date
- LMU L Club membership has increased to 150 members
Upcoming Opportunities for Reconnecting, Renewing and Recruiting

- Establishment of a Student Alumni Board
- LMU Travel Program 2016 June 18-25 to Hawaiian Islands
- Summer Alumni Chapter meetings - Southwest VA, Lakeway, Claiborne
- Establishment of Knox/Anderson/Campbell County Alumni Chapter
- LMU Family Night at the Smokies - July 8
- LMU Alumni Golf Tournament - September 16 - Wasioto
- HOMECOMING October 6-8, 2016

- Completed 2015 Alumni Tracking on all DO and PA alumni
  - 97% (686/709) of DO graduates were located based on licensure information
    - 45% (310/686) of DO graduates practice in an underserved area
    - 12% (79/686) of DO graduates practice in a rural area
    - 67% (460/686) of DO graduates practice a primary care specialty
    - 27% (186/686) of DO graduates practice in Appalachia
  - 85% (255/301) of PA graduates were located based on licensure information
    - 47% (119/255) of PA graduates practice in an underserved area
    - 30% (76/255) of PA graduates practice in a rural area
    - 48% (122/255) of PA graduates practice in Appalachia
- Facilitated merger of PA graduates into current LMU-DCOM Alumni Association board structure
- LMU-DCOM Office of Alumni Services hosted 11 events in calendar year 2015
- Established formal mentorship program (MATCHMaker Program) between DO alumni graduates and third- and fourth-year LMU-DCOM students
- LMU-DCOM Office of Alumni Services participated in orientation events for DO Class of 2019 and PA Class of 2017
- Completed 2015 LMU-DCOM Annual Report; distributed at DO and PA graduations and available online
- Grew LMU-DCOM Alumni Facebook page by 169 likes
- LMU DSOL
  - 30 students enrolled for August (same time last year had 18, Last year's class was over 50, a much larger class is expected this year based on current numbers.)
  - 17 students graduated May 7
  - This summer the vast majority of 1L and 2L students employed in jobs and externships in various positions including; Federal Judges in the Eastern District, U.S. Attorneys Office, Criminal Court of Appeals Judges, Workers Compensation Panel, Knox County Chancery and Knox County Circuit, various Sessions' Court Judges, and various D.A. and P.D. offices across East TN and as far west as Memphis
  - Have students with law firms and law offices. Our graduating students are also having success in finding employment

Duncan School of Law

- In Fall 2015, DSOL held a portrait unveiling for Judge Joe Duncan at the law school
  - The event was well-attended by the Duncan family as well as by members of the local bench and bar
  - Several sponsors were obtained for the event, so it also served as a fundraiser
• In Spring 2016, DSOL held its annual fundraiser at the law school, which included a silent and live auction
• In May 2016, the Office of University Advancement hired Fred Markham as Director of Major Gifts, Duncan School of Law
• DSOL continues outreach efforts to its alumni base
  o We are working to develop a series of alumni profiles for our website, which highlight alumni who are meeting the mission of the University and law school by serving the underserved in Southern Appalachia

School of Business
• The School of Business reestablished a twenty-four member Business Advisory board with the hopes of developing philanthropic partnerships
Objective 6.3: Increase endowment participation by 5% annually for student scholarships, faculty development, research, endowed chairs, continuing education and physical plant (3.10.1—Principles of Accreditation).

Progress:

- Increased endowment giving by 80.84 percent for a total of $1,207,747.01 as of June 14, 2016
- Established three new endowed scholarships and eight new annual scholarships during 2015-16
- Presented over $440,000 in annual and endowed scholarship awards to 272 students from 18 states and seven foreign countries, in coordination with the LMU Student Awards Committee
- Claiborne County chapter established an ongoing scholarship honoring alumnus Janet S. Barnard which was awarded at the April 18 Award Dinner
- Southwest VA alumni chapter awarded 6 scholarships
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 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).

Progress:

University Advancement

- Distributed over 300 press releases to national, regional and local media outlets
- Produced a new branding TV spot – Start Living
- Expanded TV placements, print, web, radio and outdoor advertising in Knoxville, Chattanooga and Tri-Cities
- Launched a UA Communications site on MyLMU where internal constituents can request press releases, photo coverage, business cards and more
  - Logos, style guide and brand info available for download
- Facilitated well over 100 interviews with faculty experts for the local Knoxville media
- Launched new LMU logo family and brand identity guidelines
- Media placements worth more than double our advertising budget
  - YTD LMU’s media mentions are worth $2,572,205 in ad value equivalency
  - LMU media mentions are achieved through distribution of press releases, athletic achievements, faculty expert interviews, alumni achievements and direct media pitching
- 2015-16 High profile year for LMU
  - Justice Gary R. Wade named Dean at DSOL
  - Professor Throckmorton in National Geographic
  - LMU Basketball in National Championship
- Award winning marketing campaigns
  - TCPRA Gold for TV commercial and billboard, silver for specialty item & bronze for social media
  - AACOM Excellence in Communication awards including Best Social Media honorable mention, Best Video/Podcast second place and Best Advertising third place
- Aggressive Nursing campaign yields results
  - The Caylor School of Nursing is reporting that it is over 90% full for Fall enrollment
  - Aggressive campaign touting high pass rates included billboards and print ads
  - General school branding TV spot also produced
- Provided training and support to student bloggers

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• 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 (now MyLMU) team sites and information sites
• Encouraged users to utilize Pathway (now MyLMU); worked with users to develop new team and information sites
• Increased requests for Flat Abe by 50%
• Gave away two FitBits for the people who took Flat Abe the farthest and for the most creative
• Developed four pool brochures and several specific program flyers for LMU Aquatics
• Updated school brochures (six)
• Updated and/or created 48 major and program rack cards
• Coordinated two three-day professional photo shoots and one two-hour specific program photo shoot to update the image library (in cooperation with the senior director of marketing and PR and the director of marketing and PR for health sciences)
• Developed the annual Alumnus magazine, one Blue and Gray alumni newsletter and the Honor Roll of Donors

Academic Affairs

International Programs:
• LMU approved for J-1 visa status by the U.S. Department of State, June 2016
• LMU joined Study Tennessee, an international student recruiting consortium for Tennessee higher education institutions and organizations, 2016
• LMU signed memoranda of understanding with three new partner schools:
  o Jiangxi Normal University (China)
  o University of Costa Rica (Costa Rica)
  o Liaochang University (China)
• LMU joined four international consortia:
  o Study Tennessee
  o Cooperative Center for Study Abroad (CCSA)
  o Kentucky Institute for International Studies
  o Consortium for Global Education (CGE)
• LMU-Chukyo University Student Exchange Program (Japan): four LMU students to attend the Fall 2016 semester at Chukyo’s Nagoya campus (up from two students during the previous year)
• Sixteen LMU students attended credit-bearing study abroad programs (up from one student during the previous year)
• Six LMU students awarded scholarships from the President’s Study Abroad Scholarship fund
• Six teachers from Gannan Medical University (China) attended Fall 2015 Immersion Program.

• 70 students from Kanto International High School (Japan) attended Spring 2016 Immersion Program

• J. Frank White Academy sent four people (three students, one teacher) to Busto Arsizio, Italy, as part of World School delegation

School of Business
• The School of Business worked closely with the University’s Director of Marketing to develop specific marketing plans for newly developed programs
Objective 6.5: Continue aggressive fundraising to meet identified fundraising priorities, including increased annual fund donor base; increased endowment fund; capital projects for facility construction, maintenance and improvement; flexibility to meet unforeseen needs, utilizing MVT in all areas to track outcomes and maximize return on investment (ROI). (2.11.2, 3.10.5—Principles of Accreditation).

Progress:

University Advancement

- Total giving from all sources as of June 14, 2016 is $6,604,839.39
- Submitted 37 foundation proposals
- Achieved a 24% success rate for proposals
- Maintained clear communications with ORGSP & 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
- Fundraising Priorities
  - Increase Annual Fund and Endowment Funds
  - Current Construction Projects
    - Construct on-campus Veterinary Medicine facility (adding labs, lecture halls and office space)
    - Legal Aid of East TN building by DSOL (26 counties represented)
    - Roof, lighting and gallery improvements at the Abraham Lincoln Library and Museum through Kincaid gift
    - Renovate Grant-Lee Hall
    - Valley of Sports
    - Democrat Hollow Renovation Project (gift)
    - Campus center renovation
    - Roof improvements at the Carnegie Vincent Library
    - Construct Baseball Indoor Practice Facility
    - Remodel of Liles Hall
    - Lacrosse field and scoreboard
    - Boiler project
    - Campus road project
    - Fiber optic/high voltage project
- Additional Identified Needs
  - Monitor facility needs and improvements for extended learning sites
  - Construct new residence hall
  - Continue accreditation/upgrades at LMU-DSOL
  - Continue upgrades at Duke Hall of Citizenship
  - Continue upgrades at LMU-DCOM
- Continue renovation of facilities in Cumberland Gap
- Democrat Hollow Renovation Project
- Construct Burchett Communications and Technology Center
- Expansion of Athletic Training resources adjacent to campus
- Remodel of cafeteria
- Track and field 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
Objective 6.6: Provide support for the University by accurately recording gifts and maintaining alumni and demographic information through the use of appropriate technology and software (2.11.1 and 3.10.2—Principles of Accreditation).

Progress:

University Advancement

- Launched Michelangelo visual reporting software as a tool for gift officers to access alumni information
- Maintained and expanded 2015-16 Student Awards Committee scholarship documentation and fund information stored in Colleague Advancement
- Expanded the use of Square readers and online giving forms to facilitate the receipt of credit card gifts
- Maintained MVT outcomes tracking in Colleague Advancement
- Continued the use of call reports and donor proposal tracking in Colleague
- Continued ImageNow document scanning as a platform for archiving and accessing documents
Objective 6.7: Continue to support the accreditation processes of the University.

Progress:

- University Advancement
  - All documents are completed per timeline for the university advancement progress report and outcomes assessment, as well as other documents as requested and required
Objective 6.8: Enhance legislative relationships.

Progress:

Public Affairs and University Counsel

- Met with Tennessee Economic Development Chief of Staff regarding Cumberland Gap projects of potential value for LMU
- Met with Tennessee Tourism Commissioner about Cumberland Gap projects of potential value for LMU
- Tennessee Legislature passed LMU legislation, signed by Governor Haslam, regarding DCOM clinical rotations program
- Tennessee legislative outreach with Tennessee Medical Association regarding 2017 Tennessee Legislature and the new Doctor of Medical Science program at LMU
- Knoxville Chamber of Commerce Government Relations meetings regarding regional matters of interest to LMU
- Congressional Meetings with Tennessee delegation on range of matters of interest to LMU
- Congressional meetings with over 30 offices in House and Senate concerning LMU’s Center for Animal Health in Appalachia
- Six Congressional offices participated directly in the inaugural Center for Animal Health in Appalachia conference at LMU
- Series of meetings with Kentucky Senator McConnell and Representative Hal Rogers (House Appropriations Chairman) regarding LMU-CVM’s programs in Kentucky
- Series of meetings with Tennessee Congressman Duncan regarding LMU-CVM projects

School of Business

- The School of Business has engaged local, state, and national legislators to participate with students, faculty, and staff in its programs and curriculum by attending lectures and social events
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 and scholarly activity initiatives to the University mission, planning, budgeting, academic programs, assessment and evaluation processes.

Progress:

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

Academic Affairs

International Programs:
- International Programs staff attended four conferences/professional development seminars:
  - Mellon Global Citizenship Summit
  - Tennessee Association for International Educators (TAIE) Annual Conference
  - CCSA: New member orientation
  - KIIS: New member orientation
- International Programs director gave a study abroad presentation at TAIE Annual Conference

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- The Paul V. Hamilton School of Arts, Humanities, and Social Sciences hosted or collaborated in hosting scholarly programs, events and lectures including the R. Gerald McMurtry Lecture, a public scholarly lecture by a renowned author, a symposium underwritten by the sponsors of the Dr. Robert L. Kinkaid Endowed Research Center, and the History symposium
- The AITG program is an umbrella program inclusive of the Mountain Heritage Literary Festival, a program for development of writers of general and specific genre
Students from the Paul V. Hamilton School of Arts, Humanities, and Social Sciences participated in the annual Blue Ridge Undergraduate Research conference held at King College.

Research grants were received this year from the National Endowment for the Arts (NEA), Share Our Strength (Social Work), TAC, and the ACA.

The Paul V. Hamilton School of Arts, Humanities, and Social Sciences Research Committee met throughout the year.

- The committee collaborated with the VP for Research in bringing an academic scholar to campus to discuss scholarly work and methods of securing support for that work.

Caylor School of Nursing (CSON)

- The CSON developed a strategic plan two years ago and it has been reviewed with faculty.
  - Research and scholarship was part of the new strategic plan.
Objective 7.2: INFRASTRUCTURE: Foster the development and management of the centralized research and scholarly activity support services to optimize their utility, accessibility and their responsiveness to the campus and extended learning sites research community.

Progress:

Research

- Worked with auditors when appropriate to ensure all policies and required documentation are in place
- The Collaborative Institutional Training Initiative (CITI) continues to be available for faculty, staff and student training; since 2011 4772 faculty, staff and students have been trained
- The ORGSP has worked with faculty on several grants which include undergraduate students
- ORGSP continues to work with CMRC researchers on grants and contracts
- ORGSP continuously updates the LMU website to provide the best faculty support possible for research, grants and sponsored activities
- ORGSP continues to provide a comprehensive list of grant opportunities listed on the ORGSP website and updated monthly
- Executive Director of ORGSP, Director of Foundations and the Director Health Sciences Research continue to notify appropriate faculty of external funding opportunities
- Together, ORGSP, University Advancement and Office of Health Science Research continue to sort Grant opportunities according to faculty expertise and interest and notifies appropriate faculty of the opportunities
- Together, the ORGSP, University Advancement and Office of Health Science Research assisted in the preparation and submission of 60 grant applications during fiscal year 2015-2016
- The total awarded dollars for LMU in externally funded grant support is currently $1,163,653
- The ORGSP continues to work with the Chair of the Institutional Review Board (IRB) and the School of Education to refine the IRB application process for EdD students
- ORGSP provided an IRB workshop for EdD students and for LMU faculty
- ORGSP provided administrative support to the IRB which reviewed 90 protocol submissions, and the IACUC which reviewed protocol submissions and protocol renewals
  - ORGSP staff/chairs/attending vet attended eight trainings during FY 2015 – 2016 for research administration through NCURA as well as NIH, IRB and IACUC
- ORGSP completed the NSF Survey for research and Development at Colleges and Universities for 2015-2016 in April 2016

Academic Affairs

Abraham Lincoln Library & Museum:

- ALLM processed two major book donations to improve history research to the Carnegie/ Vincent Library and Museum
A School of AHSS faculty member chairs the IRB, and the school also has a committee member working with the committee.

The School of AHSS worked collaboratively with the ORGSP to sponsor a scholarly researcher to hold a campus workshop and speak to students.
Objective 7.3: FACULTY/STUDENTS: Ensure adequate on-campus and extended learning site faculty to initiate, grow and sustain both undergraduate and graduate level research and scholarly activities.

Progress:

Research

☐ 120 Publications, 151 Presentations and 56 Abstracts by LMU Faculty as listed by Schools and Colleges are as follows:

- Arts & Humanities: 23 Publications, 34 Presentations and 19 Abstracts
- Math & Natural Sciences: six Publications, seven Presentations
- Business: two Publications, five Presentations and three Abstracts
- Education: nine Publications, seven Presentations and 13 Abstracts
- Allied Health: six Publications and six Presentations
- CVM: 37 Publications, 35 Presentations and 19 Abstracts
- DO/PA: nine Publications, 15 Presentations and two Abstracts
- CSON: nine Publications, five Presentations
- DSOL: 19 publications, 37 Presentations

☐ Mini-Grants were awarded by the URC to twelve Faculty members in the total amount of $26,850

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

☐ The School of AHSS has continued to develop, complete and present research this year.

This includes:

- 47 Attendance at National/Regional Meeting(s)
- 34 Presentation(s), either poster or talk, at National/Regional Meeting(s)
- 19 Abstracts accepted
- 23 Papers accepted for Publication

Caylor School of Nursing (CSON)

☐ The CSON has increased scholarship and research activities, including international presentations, as evidenced by the increased number of faculty/student presentations and publications in 2015-2016.

School of Business

☐ The School of Business had eight academic publications and six academic presentations by faculty members

School of Mathematics and Sciences

☐ Progress:

- Six publications
- Seven presentations

☐ Publications:


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Authors: Giancarlo A. Cuadra, Ashley J Frantellizzi, Kimberly M. Gaesser, Steven P. Tammeriello and Anika Ahmed. Title: Autoinducer-2 detection among commensal oral streptococci is dependent on pH and boric acid. Journal: Journal of Microbiology  Volume: 54

**Book Chapter:**

**Primary Literature:**

**Presentations**
- Kaitlin Campbell and Julie Hall “Understanding DNA Damage in C. elegans After Exposure to Nickel Sulfate and Silver Nitrate” Blue Ridge Undergraduate Research conference, Bristol, TN April 1, 2016.
- Gavin Kirton, “2D Convective Assembly of Silica Nanoparticles Coated with Photochromic Spiropyrans” Spring 2016 meeting of the Kentucky Association of Physics Teachers (KAPT), Centre College in Danville, KY, March 12, 2016


DeBusk College of Osteopathic Medicine

- Six (6) DCOM faculty are conducting bench research
- Three (3) graduate medical education training sites were visited by the Office of Research to discuss research issues and was provided the “Clinical Research Methodology” resource
- Faculty submitted and was published in 21 publications and made 38 presentations
Objective 7.4: FACILITIES: Identify the need for facilities that foster the development of research and scholarly activity and manage them to optimize their utility and accessibility to the University-wide community.

Progress:

Research

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

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

- A larger art studio space for presenting student, faculty and local art is needed; larger gallery space is also needed
- A location for doing research in digital photography and graphic arts and design is needed to facilitate art faculty pursuit of technological research in the Arts
Objective 7.5: EVALUATION: To develop and implement an evaluation system that recognizes the importance of research and scholarly activity to the mission of the University.

Progress:

Research
- A database containing all grant and contract submissions continues to be updated jointly by the Executive Director of the ORGSP, the Director of Foundations and the Director of Health Science Grants & Research and is stored on MyLMU
- A form to document faculty and staff research and scholarly activity continues to be available for use
- A database of faculty scholarly publications continues to be maintained by the ORGSP
- Faculty and staff receive a monthly newsletter from the ORGSP which details research and scholarly activity at LMU

Paul V. Hamilton School of Arts, Humanities, and Social Sciences
- The annual faculty evaluation process includes review of scholarly work and research
- AHSS faculty track their scholarly work over a four-semester period, monitoring productivity and the need for support
- Each department has been tasked to ensure that at least 80% of their faculty attend at least one scholarly meeting annually

Caylor School of Nursing (CSON)
- This has been developed as part of the CSON’s strategic plan which measures outcomes in regards to research and scholarship

School of Business
- The School of Business hired a faculty member to specifically lead faculty and staff research and scholarly activity to enhance the academic profile of the University
Section II
Strategic Plan: 2017-2022
Strategic Goal 1:
Assess and enhance academic quality
Strategic Goal 1: *Assess and enhance academic quality.*

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

**Strategies and Action Plans:**

- Submit all proposals for accreditation substantive changes/approvals sequentially through the appropriate curriculum committee(s), program(s), department(s), college(s), school(s), division(s), and Academic Council. This may include, but is not limited to, feasibility studies, adequacy of faculty, staffing plans, mission compatibility, budget pro forma and all budgetary implications.
  - Forward to the appropriate vice president for consideration and presentation to the President’s Cabinet
  - Inform the Institutional Effectiveness Committee after review/approval by the Cabinet and Board of Trustees
- Ensure academic programs receive review of financial pro forma and marketing plans prior to entering the academic approval process beyond the school/college level
- 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
- Document assessment results using appropriate technology
- Documented assessment results will be distributed and used to guide program improvement, support or discontinuation
- Include adequate funding in the program budget pro forma for marketing new and existing programs (p. 186 edits as well)
- Suggest add funds for marketing all programs (Goal 6.4) and add a form to the budget planning process.
- Suggest: Goal 3.6 (162): Review and recommend specific adjustments to funding for marketing new and existing 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, academic planning, and budgetary decision-making as these relate to continued assessment and enhancement of academic quality.
Strategic Goal 1: Assess and enhance academic quality

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

Strategies and Action Plans:

- Consider and implement innovative approaches to instructional delivery and student learning.
- Continue the development and implementation of new academic programs including, but not limited to: (1) Continuing Medical Education (CME); (2) Graduate Medical Education (GME); (3) Doctor of Veterinary Medicine (DVM); (4) online Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program; (5) Master of Science in Business Analytics; (6) Doctor of Business Administration (DBA); (7) Master of Public Administration (MPA); (8) Master of Public Health (9) DVM/MBA joint degree; (10) DVM/PhD with University of Kentucky; (11) 3+4 DVM with Daemon College (Buffalo, NY); (12) Associate degree programs; (13) Master of Science in Business Administration; (14) Doctor of Medicine Science (DMS); (15) PhD in Clinical Anatomy; (16) MS Veterinary Biomedical Sciences; (17) BS Organizational Learning and Leadership; (18) BFA in Creative Writing; and (18) additional undergraduate, graduate, and professional programs.
- Continue/begin investigation of new academic programs including, but not limited to: (1) reciprocal licensure pathways for teachers and leaders from Alabama; (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 and JD/MPA joint degree programs; (9) JD/DVM joint degree program; (11) DVM/MS; (12) Bachelor of Science in Computational Science; (13) international programs and other collaborative efforts; (14) BA in Communication Arts; Additional concentrations and programs in Mental Health and Counseling; (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) Nutrition; (21) BBA in Aviation Management; (22) 3+3 professional programs and undergraduate programs to include law, medicine, and veterinary programs (23) certificates of Therapy (Art and Music); (24) (25) DVM/MPA joint degree; and (26) additional undergraduate, graduate and professional programs, including degree completion programs, bridge programs, and certificate programs.
- Explore opportunities to provide academic program offerings at existing or new extended learning sites. Continue to improve coordination between Harrogate and extended learning sites with emphasis on budget development, human resources, 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:
- Continue to develop and expand student exchange programs
- Continue to develop and expand faculty exchange programs
- Continue to develop a visiting scholars program
- Continue to recruit, enroll and retain international students
- Continue to revitalize the English Language Institute (ELI)
- Continue to develop relationships with language institutes
- Continue to build infrastructure to support collaborations and other initiatives
- Explore opportunities for international extended learning sites

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, and appropriate Deans and Vice Presidents.

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, appropriate Deans and Vice Presidents, 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.
Strategic Goal 1: Assess and enhance academic quality.

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

Strategies and Action Plans:

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

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.
Strategic Goal 1: Assess and enhance academic quality.

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

Strategies and Action Plans:

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

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

- Adjust any institutional inequities of full-time faculty and academic staff
- Develop a plan to establish full-time faculty and academic staff compensation that is competitive with peer institutions within the region and/or industry standards
- Sustain a system of faculty compensation with an evaluation system to support it
- Implement and maintain a competitive compensation package for summer instruction
- Implement and maintain a competitive compensation package for adjunct faculty
- Maintain 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
- Evaluate the impact of faculty contractual term
- Review the compensation process for appointed positions (including Chairs and program directors)
- Explore the development and implementation of a broader definition of faculty and academic staff roles/positions

Responsibility: The President’s Cabinet, Program Directors/Coordinators, Department Chairs, Deans, 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: Enhance University libraries and the Abraham Lincoln Library and Museum (ALLM) and their services. (draft preamble to define scope of university)

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
- Enhance electronic course and advising assessment processes for academic 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

- Expand collaboration between the JFWA and the KANTO program and other World School member schools
- Continue to integrate information literacy into the academy curriculum
- Increase the collaboration with the University, particularly the School of Education, Math and Science, medical programs and the library
- Continue use of online learning and blended instruction
- Pursue more systematic data collection to determine college completion rates/career information and other pertinent data for graduates
- Explore additional options for expanding fine arts and language curriculum options.
- Maintain accreditation through AdvancED
- Collaborate with University Advancement to establish an alumni organization, and increase alumni involvement
- Maintain an active JFWA advisory board that includes a broad-based constituency
- Develop curricula for K-3 component, in anticipation of the approval of proposed charter school.
- Collaborate with the Office of International Programs regarding English Language Instruction (ELI)
- Note: Add charter school

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, Special Assistant for Academic Affairs.

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

Resources Required: Time commitment; data collection; analysis and interpretation; technology; adequate funding from both institutional and JFWA budgets.
Assessment: Annual School Improvement Plan results submitted to AdvancED; standardized testing results; college placement completion data; long-term career achievement data; and annual progress reports.

Use of Results: Use data to chart improvement and suggest needed actions to promote and sustain improvement.
Strategic Goal 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
- Continue to 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
- Continue to provide professional development opportunities for faculty in the use of instructional strategies that promote the development of information literacy skills
- Continue to promote integrated teaching opportunities for academic faculty and information literacy librarians
- Continue to provide appropriate instruction on information literacy skills at the graduate and postgraduate program levels
- Continue to provide information literacy instruction in identified courses at JFWA
- Continue to utilize the virtual Center for Teaching and Learning Excellence (CTLE) in support of information literacy
- Continue to use a diversified assessment approach to gauge student learning in information literacy
  
  Provide information literacy 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 (suggest academicsupport@LMUnet.edu).

☐ Offer graduate/professional school preparation for standardized tests and admission processes

☐ Evaluate the tutoring needs of the extended learning sites and implement a plan to more fully meet all identified needs

☐ 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

☐ Continue to 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.

☐ Explore feasibility of creating a Student Success Center to include a Writing Center, a Testing Center, and an Advising Center.

☐ Continue to explore the option of offering testing services to students and the community to include PRAXIS, LSAT, CLEP, DANTES, etc.

☐ Explore offering workshops and developing multimedia for students on topics such as how to apply for graduate school, 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

Responsibility: Director of Academic Support; Director of Counseling; ADA Coordinator; Director of Career Services; Director of Student Support Services; appropriate Deans and Vice Presidents, Associate Vice President for Academic Affairs.

Time Frame: Ongoing.

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

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

Promote J. Frank White Academy

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

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, e-mails 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.
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

- 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., a 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
- 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
- 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
- Monitor compliance and manage expenditures of grant-funded programs
- 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


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
  o 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

Responsibility: 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
- Evaluate and enhance University benefits
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- 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
- Continue planned implementation of secure electronic document imaging solution
- Maintain appropriate wireless network and wireless network security
- Perform network security audit annually
- Review, assess and analyze network monitoring reports
- Identify additional or new technology 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 lectures
- 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)
- Total giving from all sources as of June 30, 2016 is $6,772,185.16
- 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
  - Received gifts from 178 full-time faculty and staff in 2015-16, increasing the faculty/staff giving rate to 28.96 percent (up from 27.75 percent as of June 30, 2015)
- Raised $93,365.55 in Annual Fund contributions as of June 30, 2016
- 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

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

Increased undergraduate alumni giving rate to 5.31 percent as of June 30, 2016, up from 5.04 percent last fiscal year

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

Outright athletic fundraising has increased by 88.6 percent as of June 30, 2016

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 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
- Increased endowment giving by 85.28 percent for a total of $1,253,613.28 as of June 30, 2016
- 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

- Recruit and retain quality faculty and students by establishing endowed chairs, providing financial aid, and ensuring through endowed scholarships, and ensures that facilities are adequately maintained
- Cultivate and solicit the World War II era group for increased gifts through estate plans by the fundraising arm of the University Advancement staff
- Re-evaluate fundraisers’ respective calls lists, including the president’s call list
- Increase number of grant proposals for grants to endowment projects
- Increase the number of the Circle of Friends for Endowment gift club
- Review prospects with the Development Committee of the Board of Trustees, the president of the University (3.2.12 – Principles of Accreditation), the chairman of the Board, and the chairman of the Executive Committee
- Feature donors who have already made estate plans in the Alumnus magazine
- Feature long-term donors in publications and on the website
- Collect 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 words 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
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.